مجلـــة كليـــة التربيـــة

علمية محكمة ربع سنوية

قائمة هيئة تحرير مجلة كلية التربية جامعة العريش

الصفة	الدرجة والتخصص	الاســــــــم	م
رئيس هيئة التحرير: أ.د. محمد رجب فضل الله			
الهيئة الإدارية للتحرير			
عميد الكلية - رئيس مجلس الإدارة	أستاذ أصول التربية	أ.د. رفعت عمر عزوز	١
وكيل الكلية للدراسات العليا - نائب رئيس مجلس الإدارة	أستاذ. رئيس قسم علم النفس التربوي	أ.د. محمود علي السيد	٢
وكيل الكلية لشؤون التعليم والطلاب - عضو مجلس الإدارة	أستاذ مساعد (مشارك) – مناهج وطرق التدريس	د. فتحية على حميد	٣
وكيل الكلية لشؤون خدمة المجتمع - عضو مجلس الإدارة	أستاذ مساعد (مشارك) – مناهج وطرق التدريس	د. إبراهيم فريج حسين	٤
رئيس قسم المناهج وطرق التدريس – عضو مجلس الإدارة	أستاذ التربية العلمية	أ.د. صالح محمد صالح	٥
رئيس قسم الصحة النفسية – عضو مجلس الإدارة	أستاذ الصحة النفسية	أ.د. السيد كامل الشربيني	٦
المشرف على قسم التربية الخاصة – عضو مجلس الإدارة	أستاذ مساعد (مشارك) – مناهج وطرق التدريس	أ.م.د أخمد عفت قريشم	٧
رئيس قسم أصول التربية – عضو مجلس الإدارة	أستاذ أصول التربية	أ.د. أحمد عبد العظيم سالم	٨

الهيئة الفنية (الفريق التنفيذي) للتحرير			
رئيس التحرير (رئيس الفريق التنفيذي)	أستاذ المناهج وطرق التدريس	أ.د. محمد رجب فضل الله	٩
عضو هيئة تحرير – مسؤول الطباعة والنشر والتدقيق اللغوي	أستاذ مساعد (مشارك) – مناهج وطرق التدريس	د. كمال طاهر موسى	١٠
عضو هيئة تحرير – مسؤول متابعة أعمال التحكيم والنشر	مدرس (أستاذ مساعد)– مناهج وطرق التدريس	د. محمد علام طلبة	١١
عضو هيئة تحرير – مسؤول متابعة الأمور المالية	مدرس (أستاذ مساعد)– الصحة النفسية	د. ضياء أبو عاصي فيصل	١٢
عضو هيئة تحرير – مسؤول الاتصال والعلاقات الخارجية	مدرس (أستاذ مساعد)– مناهج وطرق التدريس	د. نانسي عمر جعفر	١٣
عضو هيئة تحرير – إداري ومسؤول التواصل مع الباحثين	أخصائي علاقات علمية وثقافية – باحثة دكتوراه	أ. أسماء محمد الشاعر	١٤
عضو هيئة تحرير – إدارة الموقع الالكتروني للمجلة	أخصائي تعليم – باحث دكتوراه	أ. أحمد مسعد العسال	١٥
عضو هيئة تحرير – المسؤول المالي	مدير سفارة المعرفة بالجامعة	أ. محمد عربي	١٦
أعضاء هيئة التحرير من الخارج			
جامعة طيبة بالمدينة المنورة بالسعودية	أستاذ أصول التربية	أ.د. زكريا محمد هيبة	١٧
كلية التربية – جامعة أسيوط	أستاذ المناهج وطرق التدريس	أ.د. عبد الرازق مختار محمود	١٨
المركز القومي للامتحانات والتقويم التربوي		أ.د. مايسة فاضل أبو مسلم أحمد	١٩

قائمة الهيئة الاستشارية الدولية لمجلة كلية التربية جامعة العريش

م	الاســــــــــم	التخصص	مكان العمل وأهم المهام الأكاديمية والإدارية
١	أ.د. إبراهيم احمد غنيم ضيف	أستاذ المناهج وطرق تدريس التعليم الصناعي	جامعة قناة السويس- مصر	نائب رئيس جامعة قناة السويس، وزير التربية والتعليم الأسبق - المستشار السابق للتخطيط الاستراتيجي وجودة التعليم لجامعة نايف العربية للعلوم الأمنية التابعة لجامعة الدول العربية.
٢	أ.د. إمام مصطفى سيد محمد	أستاذ علم النفس التربوي	جامعة أسيوط مصر	- رئيس قسم علم النفس التربوي، ووكيل كلية التربية بأسيوط (سابقاً) - مدير مركز اكتشاف الاطفال الموهوبين بجامعة اسيوط – - المستشار العلمي للمركز الوطني لأبحاث الموهبة والابداع بجامعة الملك فيصل - المملكة العربية السعودية.
٣	أ.د. بيومي محمد ضحاوي	أستاذ الإدارة التعليمية والتربية المقارنة	جامعة قناة السويس - مصر	وكيل شئون خدمة المجتمع وتنمية البيئة " سابقاً" - مقرر اللجنة العلمية الدائمة لترقية الأساتذة والأساتذة المساعدين في الإدارة التعليمية والتربية المقارنة – المجلس الأعلى للجامعات. مراجع معتمد لدى الهيئة القومية لضمان جودة التعليم والاعتماد.
٤	أ.د. حسن سيد حسن شحاته	أستاذ المناهج وطرق تدريس اللغة العربية	جامعة عين شمس مصر	رئيس قسم المناهج وطرق التدريس سابقاً – مقرر اللجنة العلمية الدائمة لترقية الأساتذة تخصص المناهج وطرق التدريس وتكنولوجيا التعليم
٥	أ.د. رضا السيد محمود حجازي	أستاذ باحث في المناهج وطرق تدريس العلوم	المركز القومي للامتحانات والتقويم التربوي - مصر	نائب مدير الأكاديمية المهنية للمعلمين – وكيل أول وزارة التربية والتعليم- رئيس قطاع التعليم. نائب وزير التربية والتعليم لشؤون المعلمين " حالياً "
٦	أ.د. رضا مسعد ابو عصر	أستاذ المناهج وطرق تدريس	جامعة دمياط مصر	وكيل أول وزارة التربية والتعليم " سابقاً " - أمين اللجنة العلمية لترقيات الأساتذة والأساتذة المساعدين للمناهج وطرق

التدريس–رئيس الجمعية المصرية لتربويات الرياضيات" حالياً"		الرياضيات		
عميد كلية التربية النوعية ببنها-مدير الأكاديمية المهنية للمعلمين " سابقاً " - مدير المركز القومي للامتحانات والتقويم التربوي" حالياً"	جامعة بنها مصر	أستاذ علم النفس التربوي	أ.د رمضان محمد رمضان	٧
العميد الأسبق لكلية التربية بالعريش- نائب رئيس الجامعة للدراسات العليا والبحوث – قائم " حالياً" بأعمال رئيس جامعة العريش.	جامعة العريش مصر	أستاذ المناهج وطرق تدريس اللغة العربية	أ.د سعيد عبد الله رفاعي لافي	٨
نائب رئيس جامعة الإسكندرية، ورئيس جامعة دمنهور الأسبق – خبير التخطيط الاستراتيجي وإعداد التقارير السنوية بالجامعات السعودية.	جامعة الإسكندرية - مصر	أستاذ المناهج وطرق تدريس الاجتماعيات	أ.د سعيد عبده نافع	٩
العميد الأسبق لكلية التربية بجامعة أسيوط – مدير مركز تطوير التعليم الجامعي، والمشرف على فرع الهيئة القومية لضمان جودة التعليم والاعتماد – أمين لجنة قطاع الدراسات التربوية بالمجلس الأعلى للجامعات.	جامعة أسيوط مصر	أستاذ اجتماعيات التربية	أ.د عبد التواب عبد اللاه دسوقي	١٠
منسق الاعتماد الأكاديمي، وعميد كلية التربية – جامعة الإمارات " سابقاً" – وزير التربية والتعليم باليمن " سابقاً" – خبير الجودة بمكتب التربية العربي لدول الخليج	جامعة صنعاء اليمن	أستاذ مناهج وطرق تدريس العلوم	أ.د عبد اللطيف حسين حيدر	١١
منسق برنامج تطوير كليات التربية FOER التابع لمشروع تطوير التعليم ERP ، واستشاري التنمية المهنية والمؤسسية POD التابع لمشروع تطوير التعليم ERP (سابقاً). أستاذ زائر بكلية الإنسانيات، بجامعة كالرتون بكندا ٢٠٢٠	جامعة جنوب الوادي - مصر	أستاذ مناهج وطرق تدريس اللغة الإنجليزية	أ.د عنتر صلحي عبد اللاه طليبة	١٢

رئيس قسم التربية الخاصة – مساعد عميد كلية التربية بجامعة الإمارات لشؤون الطلبة.	جامعة الامارات الإمارات	أستاذ التربية الخاصة	أ.د عوشة احمد المهيري	١٣
- مقرر اللجنة العلمية الدائمة لترقية الأساتذة المساعدين في المناهج وطرق التدرس وتكنولوجيا التعليم . - رئيس مجلس إدارة الجمعية الدولية للتعليم والتعلم الالكتروني-مدير أمانة اتحاد جامعات العالم الإسلامي ، ومدير مديرية التربية بمنظمة الإيسيسكو " سابقاً "	جامعة المنصورة مصر	أستاذ تكنولوجيا التعليم	أ.د الغريب زاهر إسماعيل	١٤
رئيس قسم المناهج وطرق التدرس وتكنولوجيا التعليم " السابق بكلية التربية – جامعة بنها" - رئيس مجلس إدارة رابطة التربويين العرب	جامعة بنها مصر	أستاذ مناهج وطرق تدرس العلوم	أ.د ماهر اسماعيل صبري	١٥
نائب مدير الأكاديمية المهنية للمعلمين " سابقاً " – رئيس مجلس إدارة الجمعية المصرية للكمبيوتر التعليمي	جامعة حلوان مصر	أستاذ تكنولوجيا التعليم	أ.د محمد ابراهيم الدسوقي	١٦
العميد الأسبق لكلية التربية بجامعة طنطا- خبير بالهيئة القومية لضمان جودة التعليم والاعتماد بمصر ، وبقطاع كليات التربية بالمجلس الأعلى للجامعات.	جامعة طنطا مصر	أستاذ علم النفس الكلينيكى والعلاج نفسي	أ.د محمد عبد الظاهر الطيب	١٧
خريج جامعة لايبزيغ - ألمانيا –رئيس قسم الصحة النفسية والتربية التجريبية وعميد لكلية التربية جامعة دمشق – سوريا- "سابقاً" – عضو الجمعية الأمريكية للإرشاد النفسي ACA – رئيس التحرير " السابق" لمجلة اتحاد الجامعات العربية للتربية وعلم النفس.	جامعة دمشق - سوريا	أستاذ الصحة النفسية	أ.د محمد الشيخ حمود	١٨
-خبير تربوي بوزارة التربية الوطنية والتعليم العالي والبحث العلمي بالمغرب - رئيس مجلس إدارة المركز الدولي للاستراتيجيات التربوية والأسرية- بريطانيا	وزارة التربية الوطنية -المغرب	أستاذ الأصول الدينية للتربية . التربية الأسرية	أ.د مصطفى بن أحمد الحكيم	١٩

العميد السابق لكلية الآداب بدمياط- مدير مركز تطوير التعليم الجامعي بجامعة المنصورة – مقرر اللجنة العلمية لترقية الأساتذة والأساتذة المساعدين في أصول التربية والتخطيط التربوي	جامعة المنصورة - مصر	أستاذ التخطيط التربوي واقتصاديات التعليم	أ.د مهني محمد ابراهيم غنايم	٢٠
عميد كلية الدراسات الإنسانية التربوية بعمان– نائب ثم رئيس جامعة العلوم الإسلامية العالمية " سابقاً" – خريج جامعة نبراسكا – بريطانيا.	الجامعة الأردنية – الأردن	أستاذ مناهج وطرق تدريس التربية الاسلامية	أ.د ناصر أحمد الخوالده	٢١
عميد كلية التربية بجامعة طيبة بالمدينة المنورة" سابقاً" – المشرف العام على البحوث والبيانات بهيئة تقويم التعليم والتدريب بالمملكة – وكيل وزارة التعليم بالسعودية" سابقاً".	جامعة طيبة - السعودية	أستاذ اقتصاديات التعليم وسياسته	أ،د نياف بن رشيد الجابري	٢٢
الوكيل السابق للدراسات العليا والبحوث بجامعة طنطا – عضو فريق الاعتماد الأكاديمي لكلية التربية بجامعة الإمارات " سابقاً " -	جامعة طنطا مصر	أستاذ تربويات الرياضيات	أ.د يوسف الحسيني الإمام	٢٣

قواعد النشر بمجلة كلية التربية بالعريش

١. تنشر المجلة البحوث والدراسات التي تتوافر فيها الأصالة والمنهجية السليمة على ألا يكون البحث المقدم للنشر قد سبق وأن نشر، أو تم تقديمه للمراجعة والنشر لدى أي جهة أخرى في نفس وقت تقديمه للمجلة.

٢. تُقبل الأبحاث المقدمة للنشر بإحدى اللغتين: العربية أو الإنجليزية.

٣. تقدم الأبحاث ــ عبر موقع المجلة ببنك المعرفة المصري

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الكترونياً مكتوبة بخط (Simplified Arabic)، وحجم الخط ١٤، وهوامش حجم الواحد منها ٢.٥سم، مع مراعاة أن تتسق الفقرة بالتساوي ما بين الهامش الأيسر والأيمن (Justify). وترسل إلكترونياً على شكل ملف (Microsoft Word).

٤. يتم فور وصول البحث مراجعة مدى مطابقته من حيث الشكل لبنط وحجم الخط ، والتنسيق ، والحجم وفقاً لقالب النشر المعتمد للمجلة ، علماً بأنه يتم تقدير الحجم وفقاً لهذا القالب ، ومن ثم تقدير رسوم تحكيمه ونشره.

٥. يجب ألا يزيد عدد صفحات البحث بما في ذلك الأشكال والرسوم والمراجع والجداول والملاحق عن (٢٥) صفحة **وفقاً لقالب المجلة**. (الزيادة برسوم إضافية). ويتم تقدير عدد الصفحات بمعرفة هيئة التحرير قبل البدء في إجراءات التحكيم

٦. يقدم الباحث ملخصاً لبحثه في صفحة واحدة، تتضمن الفقرة الأولى ملخصاً باللغة العربية، والفقرة الثانية ملخصاً باللغة الإنجليزية، وبما لا يزيد عن ٢٠٠ كلمة لكل منها.

٧. يكتب عنوان البحث واسم المؤلف والمؤسسة التي يعمل بها على صفحة منفصلة ثم يكتب عنوان البحث مرة أخرى على الصفحة الأولى من البحث ، والالتزام في ذلك بضوابط رفع البحث على الموقع.

٨. يجب عدم استخدام اسم الباحث في متن البحث أو قائمة المراجع ويتم استبدال الاسم بكلمة "الباحث"، ويتم أيضاً التخلص من أية إشارات أخرى تدل على هوية المؤلف.

٩. البحوث التي تقدم للنشر لا تعاد لأصحابها سواءً قُبل البحث للنشر، أو لم يُقبل. وتحتفظ هيئة التحرير بحقها في تحديد أولويات نشر البحوث.

١٠. لن ينظر في البحوث التي لا تتفق مع شروط النشر في المجلة، أو تلك التي لا تشتمل على ملخص البحث في أي من اللغتين ، وعلى الكلمات المفتاحية له.

١١. يقوم كل باحث بنسخ وتوقيع وإرفاق إقرار الموافقة على اتفاقية النشر. وإرساله مع إيصال السداد ، أو صورة الحوالة البريدية أو البنكية عبر إيميل المجلة **J_foea@Aru.edu.eg** قبل البدء في إجراءات التحكيم

١٢. يتم نشر البحوث أو رفض نشرها في المجلة بناءً على تقارير المحكمين، ولا يسترد المبلغ في حالة رفض نشر البحث من قبل المحكمين.

١٣. يُمنح كل باحث إفادة بقبول بحثه للنشر بعد إتمام كافة التصويبات والتعديلات المطلوبة.

١٤. في حالة قبول البحث يتم رفعه على موقع المجلة على بنك المعرفة المصري ضمن العدد المحدد له من قبل هيئة التحرير ، ويُرسل للباحث نسخة بي دي أف من العدد ، وكذلك نسخة بي دي أف من البحث (مستلة).

١٥. يمكن – في حالة الحاجة – توفير نسخة ورقية من العدد ، ومن المستلات مقابل رسوم تكلفة الطباعة ، ورسوم البريد في حالة إرسالها بريدياً داخل مصر أو خارجها.

١٦.يجدر بالباحثين (بعد إرسال بحوثهم ، وحتى يتم النشر) المتابعة المستمرة لكل من:
–موقع المجلة المربوط ببنك المعرفة المصري

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–وبريده الالكتروني الشخصي لمتابعة خط سير البحث عبر رسائل تصله تباعاً من إيميل المجلة الرسمي على موقع الجامعة **J_foea@Aru.edu.eg**

١٧. جميع إجراءات تلقي البحث، وتحكيمه، وتعديله، وقبوله للنشر، ونشره ؛ تتم عبر موقع المجلة ، وإيميلها الرسمي، ولا يُعتد بأي تواصل بأية وسيلة أخرى غير هاتين الوسيلتين الالكترونيتين.
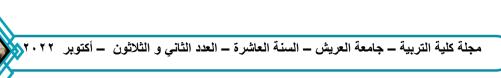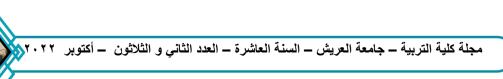
محتويات العدد (الثاني والثلاثون)

الصفحات	هيئة التحرير		السنة السابعة	الرقم
	الباحث		عنوان البحث	
	بحوث العدد			
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تقديم

نهاية عام في مسيرة المجلة ، وبداية عام للدراسة الجامعية

بقلم: هيئة التحرير

هذا هو العدد (٣٢) من مجلتنا العلمية

هو العدد الأخير من العام (العاشر) للمجلة

يأتي ، وقد تحقق الهدف ، والوعد الذي قطعته هيئة التحرير على نفسها بأن يكون العام العاشر هي عام التجديد والتطوير الهادف، والوصول إلى قمة التقييم.

نحتفل – مع إطلالة هذا العدد الجديد ببلوغ المجلة للنقطة (٧) ، وهي الدرجة العظمى لتقييم المجلة؛ بما يعني استيفاء المجلة لجميع المعايير التي حددها المجلس الأعلى للجامعات لاعتماد المجلات العلمية.

إننا نعيش هذه الأيام الذكرى الـ (٤٩) لنصر أكتوبر العظيم ... هذا النصر الذي حققه جيشنا العظيم ، والذي أعاد به الهيبة لمصرنا الحبيبة، والفرحة لشعبنا بعد سنوات صعبة أعقبت نكسة العام ١٩٧٦م.

لقد أثبت نصر أكتوبر أهمية الأخذ بالأسباب من حيث حسن التخطيط، والتجهيز المعنوي والمادي ، ثم التوكل على الله، والمباغتة بجرأة وشجاعة تحت شعار (الله أكبر) ، ومن ثم كان النصر ، وعودة الكرامة والأرض.

إنها ذكرى نعيشها كل عام في أكتوبر ، نستلهم منها في كل مناحي الحياة الحرص على الجاهزية ، والتحلي بالقوة، والسعي إلى الريادة ، وعدم الرضى إلا بالأفضل دائماً ، وعندها سنحصل على الأفضل بإذن الله.

الآن : نقول لشعبنا العظيم ، ولأسرة جامعتنا وكليتنا كل عام ومصرنا بخير ، وجامعتنا في تقدم وازدهار.

ويأتي أكتوبر ٢٠٢٢ بداية عام جامعي جديد : ندعو الله أن يكون عام خير وسعادة على جامعاتنا بعامة ، وجامعتنا بخاصة ، وكليتنا (تربية العريش) على وجه الخصوص.

وفي العام الجامعي الجديد٢٠٢٢– ٢٠٢٣ ، العام الحادي عشر للمجلة بدءاً من يناير القادم بإذن الله نتطلع لاستكمال ما حالت ظروف خارجة عن الإرادة دون استكماله ، وما ستسعى هيئة التحرير لاستكماله بإذن الله يتحدد في :

- إدراج المجلة ضمن منظومة معامل التأثير العربي؛ فقد تقدمت هيئة التحرير بالملف الخاص بذلك ، والمتضمن الوثائق والأدلة المطلوبة ، وترى أن هذا التقدم يمكن أن يكون خطوة على طريق الوصول لاعتماد عالمي .

- إتاحة فرصة لنشر أدوات بحثية من مثل : القوائم ، والاختبارات ، والمقاييس ، وبطاقة الملاحظة ، والوحدات التعليمية ، وأوراق عمل التلاميذ، وأدلة المعلمين ، بحيث لا يقتصر النشر – خاصة الالكتروني منه – على تقارير البحوث.

ومع نهاية العام الحالي للمجلة تضع هيئة التحرير بين أيدي قرائها عدداً أكبر من البحوث يفوق ما كان ينشره في كل عدد من الأعداد السابقة.

يأتي العدد الحالي (العدد ٣٢) متضمنا خمسة عشر بحثاً علمياً في مجالات التربية المختلفة باللغتين : العربية والإنجليزية ، وذلك في الموضوعات التالية

✓ توظيف إطار نموذج تيباك (TPACK) لتطوير الخبرات الميدانية .

✓ القيم التربوية المتضمنة في بعض تطبيقات الادب الرقمي للطفل

✓ استخدام نظرية الذكاء الناجح لتنمية مهارات التفكير الأخلاقي

✓ نموذج سوم (SWOM) وتنمية مهارات التفكير البصري ومتعة التعلم .

✓ مدارس الدمج، ونشر ثقافة التنمية المستدامة كمؤشر لتحقق المدارس الخضراء

✓ التجهيز الانفعالي، وتحسين مستوى التفاعل الاجتماعي لدى الأطفال المعاقين فكريا.

✓ تحسين الوظائف التنفيذية وخفض السلوكيات النمطية لدى ذوي اضطراب طيف التوحد.

✓ استخدام استراتيجيتي ما وراء المعرفة فى تنمية بعض المهارات الحياتية لدى أطفال الرياض.

✓ فاعلية استراتيجية التعلم القائم على المشروع في تنمية مهارات التفكير التوليدي

✓ خفض بعض منبئات سلوك التنمر لدى عينة من أطفال البدو في مرحلة ما قبل المدرسة.

✓ الوظائف التنفيذية لتنمية إدارة الذات لدى الأطفال المعاقين بصريًا.

✓ التنمية المهنية المبنية على الجدارات لمديري المدارس الثانوية الفنية الصناعية.

✓ قبعات التفكير الست وتنمية مهارة حل المشكلات لدى التلاميذ ذوي صعوبات التعلم.

- ✓ Communicative Competence among EFL Student Teachers
- ✓ Developing Some of Teaching Performance of EFL Pre-service Teachers
- ✓ Using Doctorless Strategy for Enhancing EFL Written Language Conventions

نأمل أن يحظى هذا العدد برضا القراء الأعزاء ، ويجدون فيه ما يفيدهم ، وما يفتح أمامهم المزيد من مجالات البحث التربوي.

والله الموفق

هيئة التحرير

البحث الرابع عشر

Using Dictogloss Strategy for Enhancing EFL Written Language Conventions among Freshmen Students at the Faculty of Education

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Abstract

This pre-posttest one design experimental research aimed at investigating the effect of using the Dictogloss strategy on enhancing EFL freshmen students' writing conventions namely; spelling, capitalization, punctuation, handwriting and grammar. For the purpose of the research, three instruments were used; a pre-post writing test, a training treatment of a number of 24 short texts implying various topics with the aim of training EFL freshmen students to use their own language in reconstructing them when dictated by their instructor, and a rubric to score students' written work. The participants consisted of 78 EFL freshmen students who were enrolled in the first year English Department at Arish Faculty of Education during the second semester of the 2020-2021 academic year. The results of the rresearch revealed a statistically significant difference between the mean scores of the experimental group students in the pre and post administration of the writing test in favor of the posttest. These results were ascribed to using the Dictogloss strategy for enhancing EFL freshmen students' writing conventions. In addition, using the proposed strategy had approved to be effective in developing all language skills, combining individual, pair and group work, promoting students' self autonomy, maximizing their class participation and minimizing their anxiety in learning.

Key Words: Dictogloss Strategy, Language Conventions, EFL, Dictation.

أثر استراتيجية الإملاء الإنشائي "ديكتوجلوس" في تحسين فنيات الكتابة باللغة الإنجليزية لدى طلاب الفرقة الأولى بكلية التربية

المستخلص

استهدف البحث الحالي الكشف عن أثر استراتيجية الإملاء الإنشائي (Dictogloss)في تحسينفنيات الكتابة في اللغة الإنجليزية كلغة أجنبية، لطلاب الفرقة الأولى، شعبة اللغة الإنجليزية بكلية التربية – جامعة العريش. وقد بلغت عينة الدراسة (٧٨) ثمانية وسبعين طالبًا وطالبة. وقد تم تصميم واستخدام أدوات الدراسة الآتية: (١) اختبار فنيات الكتابة و (٢) مقياس مستويات الأداء (Rubric) كما تم (٣) استخدام مواد المعالجة التجريبية التي تمثلت في برنامج تدريبي يتضمن (٢٤) نصًا قصيرًا تدور حول موضوعات متنوعة. وقد استخدم البحث التصميم شبة التجريبي ذا المجموعة الواحدة. وقد أسفرت نتائج الدراسة عن فاعلية استراتيجية الإملاء الإنشائي في تحسين فنيات الكتابة باللغة الإنجليزية لدى عينة البحث.

الكلمات المفتاحية: استراتيجية الإملاء الإنشائي، فنيات الكتابة في اللغة الانجليزية كلغة أجنبية.

1. Introduction

The teaching of English as a foreign language to Arab students requires the development of their four language skills of listening, speaking, reading & writing so as toenable them to use such skills actively in the classroom. Compared to other language skills, writing is the most challenging language skill(Lang, 2019;Shadi, 2019; Ibrahim, 2018; Pertiwi, Ngadiso&Drajati, 2018; Al-Gharabally, 2015; Ibrahim, 2015). The difficulty in writing comes from the fact that EFL students have to use suitable vocabulary, correct spelling and grammar, semantic, related idioms and ideas, language conventions, mechanics and language systems in a format that is accepted and appreciated by their readers. This difficulty might lead to frustration when EFL learners fail to produce a well written piece of writing that satisfies their authentic readers, and hence, they might give up writing.

For EFL students to be good writers, they need to develop their writing conventions that lead to a better written language (Graham, 2019; Huda &Rahadianto, 2019; Siddikui, 2015). In its online blog, Oxford University Press ELT(2015) proposes a list of skills that are critically needed to produce good quality writing. These skills include "correct grammar, range of vocabulary, accurate punctuation, linking, imagination, planning, drafting & proofreading". Moreover, the Eberly Center at Carnegie Mellon University (2021), has assured that writing is a "complex intellectual task involving many component skills such as writing mechanics: grammar, sentence structure, spelling, etc. planning a writing strategy & communicating idea clearly and concisely". Furthermore, Lang (2019) notes that the issue of students' poor writing is critical, serious & widely spread, and hence, it deserves a particular attention within the education system, and thus, it should be seriously addressed.

1.2 Arab Learners' Challenges with English Writing

There is no doubt that writing in English is a challenging task for non-English native speakers to master (Pingan & Said, 2019; Ibrahim, 2018; Ratnaningsih, 2016; Abbasian, 2013). Previous research has revealed tremendous reasons for the challenges encountered by native Arabic speakers when they attempt to write in English because there are fundamental differences between both languages. In this respect, Ayman (2020) shows fourchallenges of learning English for Arabic-speakers namely, writing, phonology, grammar and pronunciation. Besides, Shadi (2019) attributes EFL learners' inability to write effectively to five reasons namely "their cognitive background, their linguistic deficiency, first language interference, academic writing problems in designing and planning paragraphs cohesively or even teaching methods, p.65". In addition, Shadi, (ibid:68) states that "students fail to write what is going on in their heads lest they should make mechanical mistakes which are highly valued in their schools".

Sturm (2018) believes that writing is difficult for most learners because of inconsistent writing schedule, being out of practice, and lack of confidence and fear of failure. However, she recommends that the solution for overcoming such a problem is "to show up, sit down, and try". According to Al-Gharabally, 2015, "word order, mixed tenses, spelling, and punctuation are just a few of the challenges L1 learners face, p.42". In addition, in his on line blog, Tubbs (2017) lists five writing challenges Arabic ESL students struggle with namely, run-on sentences, repetitiveness, literal translations, punctuation and the organization of writing. Furthermore, Fuqua (2015) found out that EFL Arab learners, who study English in the USA, encounter language errors in reading and writing more than they do in listening and speaking. According to him, such failure in reading

and writing critically affects their learningprogress in a foreign language.

Constantly, Hussein and Elttayef (2017) attribute the Arab EFL learners' challenges in learning English language to many reasons such as the learners' social and cultural backgrounds. The authors indicate that EFL learners do not possess even the minimum level of knowledge of English language even though it is taught in schools because EFL teachers rarely pay proper attention to English and its significance in the classroom. Further, Ezza (2010) attributes the low proficiency in EFL composition writing to a number of reasons such as the lack of motivation & interest, poor education policies and less effective approaches to teaching EFL writing.

Furthermore, in its online blog, the TEFL Academy (2017) clarified some of the differences between English and Arabic that make Arab students struggle in learning English. One of these issues is that, unlike English, Arabic is written from right to left and not vice versa. In addition, the Arabic language does not have upper-and lower-case letters and hence it has no capital letters at all. In terms of grammar, the Arabic language does not have "the present perfect tense" in its grammatical rules. Instead, the past simple is used to indicate an action that happened in the past, regardless of if this action is still going on or not. Another difference is that in Arabic, the adjectives come after the nouns they qualify, not before the nouns as it is the case in English. Subsequently, such differences between both languages put Arabic learners in a dilemma when learning to write in English and hence, they need to exert much effort and practice in order to learn how language systems work in English to avoid the interference between Arabic (L1) and English (L2). Moreover, EFL teachers should bear in mind that overcoming such differences and their consequences is not an easy job. Patience and continuous hard work are critically needed so that suitable
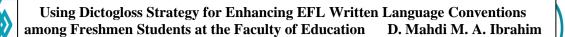
teaching strategies are carefully selected and implemented to meet EFL learners' needs. In this respect, Smith (2002) states: "Arabic speakers must learn an entirely new alphabet for English, including a capital letter system; and then master its rather unconventional spelling pattern (p.199).

1.   **2. Literature Review**

2.1 The Importance of Learning to Write in English

Writing is a unique, fundamental productive language skill that equips us with the ability to express, refine and reveal our views, ideas, and thoughts to others. It is a vital component of education and a vivacious element in developing several human talents, including awareness, focus, thinking clearly, critical and creative thinking, planning, analyzing, imagination, connecting with others and organizations. In writing, we need to show evidence that approves our understanding, appreciation, and point of view regarding a certain topic. In addition, we need to enhance awareness, carefully select and order our words, logically present them to our readers, build inspiration and imagination, and convince others when participating in academic and scientific self-expression. We need to organize and present what we write, give examples, summarize and analyze others' written works, systematically, clearly and concisely.   Graham (2019) assures that one of the basic objectives of schooling is to teach students to become competent writers. A well-accepted piece of writing according to Siddiqui (2015), requires using grammatical accuracy, selecting appropriate vocabulary, cohesion and coherence in arranging the content, and proper use of punctuation and capitalization.

Needless to say, that the teaching of English writing to non-native English learners is a challenging task as far as the previously mentioned challenges are concerned. Daffern et al. (2017) state that "writing is a means of a personal reflection, thinking, creativity, meaning-making, and sharing, p.75".
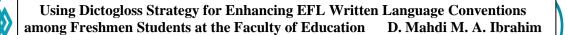
Lemlech, (1998) asserts that the writing process has five basic phases namely, prewriting, drafting, responding and revising, editing and sharing. In other words, the learners' ideas need to be stimulated to develop fluency in writing, not only on form, grammar, spelling and handwriting, but also on ideas, scope and sequence. Furthermore, students need to rethink, rearrange and refine their writing in order to achieve better clarity, emphasis, and wholeness. Besides, they reach the stage in which they examine the accuracy of information, syntax, punctuations, grammar and coherence before sharing their final product with an audience or publishing it in a class book or creating classroom magazine (Linnaeus University, 2021; Cain, 2020; Master Class, 2020; Perterson, 2019; Freire, 2018; Craig, 2016).

Nowadays, because of the widespread of advanced technology in general, and in particular social media among people around the world, writing has become a vital tool of communication. As a result, the need for writing is increasing as it emerges in every field of communication. In this respect, Klimova, (2013) states that writing helps to "express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, provide and receive feedback; and prepare for school and employment, p.9". In addition, Walsh, (2010) stresses the importance of writing at the university and workplace. He assures that if university students are unable to use writing competently, they, then, will not be able to succeed in communicating with their professors, employers, and peers as "much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of a college student or successful graduate, p.1".

2.2. EFL Classroom Writing Instruction

Since writing is "a crucial competency for the academic growth of an individual" (Gautam & Kumar, 2020;3890-3894),

has a "unique position in language teaching since its acquisition involves a practice and knowledge of other three language skillsof listening, reading and speaking" (Klimova, 2013:147), it deserves to be paid special attention to from educators' side.

Recently, numerous strategies and approaches have been used to enhance EFL learners' writing. Each one of them tackles the writing from a certain point of view and hence, they differ accordingly. Needless to say, developing this constructive skill is impossible to be achieved over night. However, it requires that students receive adequate practice & instruction, time and effort to develop this complicated productive skill namely, writing which does not develop naturally (Graham, 2019; Ibrahim, 2018). Therefore, a tremendous number of research have been conducted to develop this challenging and demanding skill among EFL learners and it can be said that there is no one certain ideal strategy that can be used to help EFL students overcome all challenges and develop skills because each strategy has shown success in some time & manner.

Today, EFL learners need to be motivated and engaged in the learning process. Therefore, innovative strategies, methods, and techniques have been proposed to help in achieving this need. Dictogloss strategy has received a significant attention as one of these strategies that are concerned with the EFL writing instruction. This strategy combines various techniques such as warm-up activities, motivation, integrating language skills, thinking skills, error correction, collaborative learning, cooperative listening and improving writing skills (Kurtaj, 2020; Pingan & Said, 2019; N. B.2019; Firmansyah, 2017; Tahri& Taki, 2017; Stewart, et al, 2014; Vasiljevic, 2010).

2.3. EFL Writing Conventions

Literature shows that language conventions make the written language easily and clearly understood. They show the

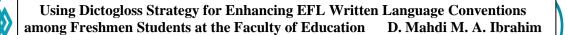beginning and the ends of sentences without struggling to decipher such sentences first (Kessler, 2020).

In his online article, Kessler (2020) indicates that the term "language conventions" might not be familiar to some people. However, when reference is made to the five pillars of language conventions, namely, spelling, grammar, punctuation, capitalization, and handwriting, it becomes clear how and why they are significant in writing. The author assures that 40% of people use digital tools and hence, they use poor grammar and spelling skills, and as a result, the message is lost. In fact, when EFL learners tend to write academic essays, they need to submit a coherent set of ideas that lead to a solid argument. In addition, such essays should be well prepared, cleverly written and carefully revised.

In his online blog, Ray (2018) states that "while writing, students mainly concentrate on the other parts of writing like organizing their ideas, vocabulary, and sentence fluency, ignoring the other important aspects known as conventions as they have to finish lots of coursework in a short span of time".

This research focuses on the key writing conventions that should be mastered by EFL freshmen students in order to produce good quality essays including correct writing conventions namely, spelling, capitalization, punctuation, grammar and handwriting.

1. *Spelling:*

Spelling is defined by Nordquist (2019) & Tavera (2017) as "the choice and arrangement of letters that form words, p.15". It includes phonological awareness, letter knowledge, and orthographic knowledge (Parlindungan, 2018). In other words, it isthe composition of correct, meaningful words from their letters because successful writing does not work without correct spelling. According to Ankucic (2019), "spelling is a skill that

can be learned, must be taught explicitly, and requires more than a good memory to be properly understood". Besides, in his online blog, Best (2017), states that spelling is important because it is a significant part and parcel of written communication. It helps develop overall literacy and affects employment opportunities as C.Vs that are written wrongly in spelling and grammar are usually not accepted. According to Victoria State Government's blog (2019), "Good spelling is also a social expectation that contributes to clear communication of a written message, p.1". In addition, *Read Naturally Gate* asserts that a better spelling leads to a better reading. Besides, poor and inaccurate spellers usually struggle in writing coherent and accurate texts (Oakley, 2018; Graham & Santangelo, 2014; Parodi, 2007). In this respect, Catherine Snow et al. (2005) state that "Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading,p.86". Furthermore, research bears out a strong relationship between spelling and writing as spelling leads to using cognitive resources needed for higher level aspects of composition (Institute of Multi-Sensory Education, 2021; Laurado, A. &Dockrell, J. E.,2020; Singer and Bashir, 2004). Perhaps one of the challenging aspects related to spelling for Arab speakers is the use of American spelling and British spelling. For example, in American spelling, words like color, humor, license, program, behavior and center, are written differently in British spelling as colour, humour, licence, programme, behavior &centre. Thus, knowing and developing spelling leads to better, accepted and appreciated written communication for EFL freshmen students.

2. *Capitalization*

Capitalization, in its general concept, refers to writing the first letter of a word or a sentence in uppercase. It helps the writer to be able to convey well written information. In fact, one of the

factors that show whether the written language is professional or amateurish is the use of correct capitalization. Capitalization, according to Siddiqui (2015),"makes communication clear, effective and impressive by giving the text a standard and distinctive appearance and each sentence starting with a capital letter carries a new idea and helps readers to distinguish within different ideas in the text, p.237".According to correct capitalization rules, the first letter of the first word in a sentence should be capitalized to show the beginning of a new sentence. In English, proper nouns should be capitalized to show uniqueness. Proper nouns include names of persons, places, organizations, religions, cities, countries and things. For a written language to be accepted, attention should be paid to capitalization.

3. Punctuation

Punctuation is simply, the use of certain marks such as a period (.), a coma (,), a colon (:) or semi colon (;) etc., to make a piece of writing readable, easily understood, and logical for the reader. Punctuation helps the writer to convey meaning accurately and concisely. On the other hand, punctuation can totally change the meaning of a sentence. In her online blog, Sanoudou (2021) asserts that "using punctuation in your writing helps the reader to clearly understand the message that is being conveyed, and a wrongly used punctuation or a missing punctuation can change the entire meaning of a sentence". In this respect, it might be good to look at the well-known example that is usually used to show the critical importance of punctuation:

A woman, without her man, is nothing.

A woman, without her, man is nothing.

Punctuations include a period (.), a question mark (?), an exclamation mark (!), a comma (,) apostrophe ('), hyphen (-) the en-dash (–), the em-dash (—), hyphens (-) are used to join words or parts of words such as "self-respect", a   semi-colon (;), a

colon (:), brackets ([]),Braces ({}),Parentheses (()),<u>Quotations marks</u> (" "), <u>ellipsis</u> (…), slash (/). In fact, each one of these punctuations has its own significance in terms of understanding the written text. In addition, punctuation refers to the pauses and the emphasis on particular ideas or thoughts that are presented in the text.

4. Grammar

Grammar is the main structure of language and how words are used to properly form an understood sentence. The use of correct grammar in writing leads to correct comprehension from the reader's side. In both spoken and written language, grammar shows the correct rules that foster the used language. It shows whether the word is a verb, a noun, a preposition, a pronoun, adjective, adverb, etc., In his online blog, MacMillan (2017), states that "Grammar explains the forms and structure of words (called morphology) and how they are arranged in sentences (called syntax). In other words, grammar provides the rules for common use of both spoken and written language so we can more easily understand each other". According to him, the building blocks of grammar are the eight parts of speech, namely, verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. Traditionally, grammar was seen as the core of English language teaching. However, with the rise of the Communicative Approach in the 1970s, there was a shift to fluency rather than accuracy and hence, it became hard for EFL learners to produce accurate written English (Francis, 2004).

5. Handwriting

Nowadays, EFL students usually communicate with each other using computers and digital devices, especially computers and smart phones. In fact, the use of correct, accepted handwriting as one of the critically needed writing conventions is still needed for students when they tend to take meaningful notes, write essays, and keep personal diaries. Therefore, making a balance between handwriting & the rapid advancement of digital form of communication is an important demand (Mackenzie & Spokes, 2018). Furthermore, being able to provide personal handwritten script is a highly indicator that the learner is doing well in writing.

2.4   *Dictogloss Strategy for Enhancing EFL Writing Conventions*

As a teaching strategy, Dictogloss was introduced by Wajnryb in 1990 with the purpose of studying grammar (Kuraj, 2020). "Lexically, Dictogloss is derived from the prefix 'dicto' or 'dictation' and 'gloss' which means a way of explaining or interpreting something" (Shadi 2019: 66). According to this strategy, students listen to a text, or a story read by their instructor, make notes, write keywords, work together in pairs or groups, and reconstruct what they had listened to in a new format that carries the same meaning of the content. In fact, such procedures require a thinking skill, and this is a significant difference between Dictogloss and the traditional dictation where students are required to write down the exact words read by the teacher without any creativity, imaginativeness, resourcefulness, and vision. The process of writing according to the Dictogloss strategy is carried out through a sequence of steps as it is clarified below.

Step One: this step is a warm-up activity where students are given a general idea about the topic being read to them, as the teacher reads the passage at normal speed while students listen to him/her attentively without writing anything.

In steps two& three, students listen to the same text being read by the teacher and start writing as much key words as they can.

In Step Four, students write down as much key words as they can. Then, they work in pairs/groups, expand their vocabulary and reconstruct what they had listened to. They work cooperatively and share information to produce a well-written product. Thus, the main objective of the Dictogloss strategy is for a class to listen to a text or a passage, take notes, work in pairs and groups to reconstruct it in a written form using their own style of writing to make it close to the original content. It is worth noting here that in reconstructing process, students need to paya close attention to text type, grammar, content vocabulary (Gibbons, 2015).Thus, this step is characterized by pair and group work where students work cooperatively and collaboratively.

The Advantages of Using the Dictogloss Strategy in Enhancing EFL Freshmen's Writing Conventions

The application of the Dictogloss Strategy in Enhancing EFL Freshmen students' writing conventions has revealed the following advantages:

1. The Dictogloss strategy is effective in terms of promoting students' self-autonomy as they are trained to be independent users and producers of their own texts rather than being dependent receivers of information from their instructor.

2. The Dictogloss strategy helps students to acquire new EFL vocabulary as they have to listen carefully to new vocabulary dictated to them, recall it, reconstruct it and produce it meaningfully in their own styles.

3. Psychologically, the Dictogloss strategy is effective in terms of maximizing participants' class participation and reducing their anxiety as they work in small groups including their friends and colleagues.

4. The Dictogloss strategy has approved to be effective in terms of combining individual, pair, and group work.

5. The Dictogloss strategy facilitates the development of all language skills namely; listening, speaking, reading and writing. Students use language skills while involved in authentic texts in formal settings.

6. The Dictogloss strategy helps the participants to know their own points of strength and weakness in terms of listening and writing as these two language skills are closely related in the dictation and reconstruction stages. As a result, participants come to confront such points of weakness as they were involved in the writing convention-based tasks.

7. The Dictogloss strategy gave the participants a more deep and precise understanding of writing conventions in terms of theory and practice. In fact, the five language conventions of spelling, capitalization, punctuation, handwriting and grammar are explicitly taught and consequently lead to a higher fluency and accuracy in writing.

However, the use of the Dictogloss strategy requires that the teacher explains the rationale behind using this strategy. In other words, students need to know their exact roles and responsibilities in cooperative activities as they reconstruct their texts, when and how to exchange such roles within the same group in order to accomplish such tasks and activities.
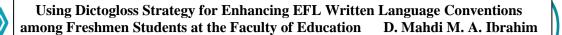
2.5 Previous Research on Dictogloss Strategy in Enhancing EFL Students' Writing

Previous research has highlighted the use of Dictogloss for enhancing EFL learners' writing. Abu-Al-Haija's descriptive analytical study (2021), for example, explored the impact of applying Dictogram strategy on improving EFL students' writing skills from teachers' perspectives in Jenin City schools, Palestine. The only instrument used in the study was a questionnaire that was developed by the researcher and distributed to 161 EFL teachers in Jenin City. Data was analyzed using SPSS program. The results showed that there was an agreement among EFL teachers that using Dictogloss was an effective strategy that would enhance EFL students' teamwork and vocabulary. In addition, it was indicated that insufficient time is given to teach writing and hence, the level of the writing skills among most students is average and below average.

Besides, Putri, et al. (2020), conducted a study that aimed at improving EFL students' writing ability based on the literature analysis using the Dictogloss strategy. The study applied the four steps of Dictogloss namely' preparation, dictation, reconstruction, analysis & correction. Textbooks, articles, journals and papers were used as data sources. Results of the study showed that students' abilities in all aspects of writing including language conventions were clearly improved because of using Dictogloss strategy, which enhanced students' cooperative work, and exchanging ideas easily and smoothly. Furthermore, Hang (2020) conducted a study that aimed at using the Dictogloss strategy to enhance 28 second year students' grammatical competence and motivation for learning grammar at Thuyloi University, Vietnam. The instruments used in this twelve-week-study included class observation, a pre-posttest, questionnaires and interviews. The results of the study showed that 67.8% of the participants' grammatical competence was relatively low, and the use of the Dictogloss helped to lessen the fear of learning grammar in addition to developing listening, note taking and grammatical competence.

Shadi (2019), investigated the effect of using collaborative Dictogloss strategy on enhancing the writing skills of 64 Egyptian EFL learners at Al-Azhar prep stage. The sample was randomly divided into two experimental groups and one control group. Instruments included a pre-post-writing test, a writing skills checklist and a scoring writing rubric. Results showed that the experimental group participants gained more benefit than their counterparts in the control group in terms of enhancing their writing skills as a result of using Collaborative Dictogloss strategy. In addition, Hoda & Rahadianto (2019) used the Dictogloss strategy to develop EFL 20 eleventh grade students' writing class at MA Sunan GiriGondang, Indonesia. Five instruments were used in the study namely, a writing test, interviews with teacher and students, observation, a questionnaire, and field notes. The findings of the study showed that there was a significant improvement in students' writing skill due to the use of the Dictogloss strategy and it was concluded that the implementation of Dictogloss strategy can enhance students' writing skill. Furthermore, Pingan & Said (2019) conducted an action research study that aimed to enhance EFL students' skill in writing narrative text using the Dictogloss strategy. The instruments used in the study included field notes, participant observation, teacher's reflection and pre-posttest. The results of this study showed that the Dictogloss strategy was found to be effective in terms of enhancing EFL students' skill in writing a paragraph orientation of narrative text. In addition, both teachers and students expressed their positive feedback and satisfaction toward the implementation of the Dictogloss in developing EFL students' writing skill.

Furthermore, Al-Obaydi& Al-Mawsawi (2019) conducted a study with the aim of raising Iraqi EFL College students knowledge of grammar, writing and comprehension of meaning. The number of participants was 12 and the experiment lasted for 12 lectures. A new authentic text with a new focus on a specific

role of grammar was used in each lecture. The four instruments of the study included an achievement test, a reflection sheet used at the end of every lecture, a questionnaire and a daily observation. The results of the study indicated that the Dictogloss strategy had a positive impact on students' knowledge of English grammar, writing and comprehension of meaning in addition to the positive attitudes of the participants toward the use of Dictogloss in teaching.

Moh & Rahadianto (2019) conducted a study that aimed at using Dictogloss in upgrading 20 11th grade students' writing. Instruments included a writing test, interviews with students and teachers, observation, field notes and a questionnaire. The study findings revealed a clear improvement in students' writing as a result of using Dictogloss in teaching. It was also concluded that the use of Dictogloss is effective in upgrading students' writing.

Putri, Sitinjak & Mirizon (2018) conducted a study to investigate the impact of Dictogloss strategy on developing the descriptive writing skills of 10th graders of SMAN 5 Prabumulih, Indonesia. The sample included 62 students who were divided equally to an experimental and control groups that were pre-post tested. Results showed that the experimental group participants taught by using Dictogloss outperformed their counterparts in the control group in terms of developing their descriptive writing skills.

Dewi's study (2017) investigated the use of Dictogloss strategy in improving students' grammar through collaborative writing and describing students' participation and their responses to the use of Dictogloss. The study sample included 22 high school participants; 17 females and 5 males. Instruments included observation checklists, pre-posttests, a questionnaire and field notes. The results of the study showed a significant improvement in the use of grammar writing a narrative text and mastery of punctuation and mechanics.

Murad's experimental study (2017) investigated the effectiveness of utilizing Dictogloss strategy in developing English grammar and writing skills among female 10th graders in Gaza Strip. 68 students participated in the study. They were divided into two groups: experimental and control, 34 each. Two instruments were used in the study, namely, a 35-item grammar pre-posttest focusing on three tenses and modal verbs and a 20-item writing pre-posttest focusing on three writing skills: coherence cohesion and mechanics. Results showed that the experimental group students outperformed their counterparts in the control group in terms of developing learning English grammar and writing skills. In addition, the positive results of the experiment were attributed to the use of the Dictogloss strategy in teaching.

Daffern et al. (2017) explored the relationship between the three language conventions of spelling, grammar and punctuation and the quality of written composition. The sample consisted of 819 Australian primary school learners. The quality of written composition was measured by the Australian National Assessment Program Literacy and Numeracy Language Conventions Test. The results of the study indicated that the three conventions of spelling, grammar and punctuation were found to jointly influence written composition. However, spelling was found to be a more effective contributor to written composition than grammar and punctuation. In addition, Ratnaningsih (2016), conducted a study that aimed at improving Iranian EFL students' general writing skill using the Dictogloss strategy. It was concluded that the Dictogloss strategy was found out to be effective in terms of improving EFL writing ability, maximizing students' classroom interaction, and contributing to the occurrence of feedback related to students' writing errors.

Dews's study (2014) was conducted to help an EFL sample of Indonesian students overcome their writing

problematic areas using Dictogloss strategy. The treatment of this study focused on the writing mechanics namely, spelling, vocabulary, grammar, and punctuation. In addition, the activities included in the study were listening, taking notes, discussing, and reconstructing. It was found that the Dictogloss strategy had a positive effect on developing students' ideas in writing.

3.1 Context of the Problem

Freshmen students who join the Department of English at Arish Faculty of Education are usually required to pass a written test followed by an interview. At the very beginning of the 2020-2021 academic year, 78 students (Group One) sat for a written English test as they were asked to write a short paragraph (5-7 lines) to show how the internet is important to a university student. Unfortunately, the results of the test were not promising. They showed a sever use of writing conventions in their writing. Only 3 students got the full mark, 3 other students got 9 out of 10, 4 students got 8 out of 10, 3 students got 7 out of 10, 5 students got 6 out of 10, 13 students got 5 out of 10, 13 students got 4 out of 10, 17 students got 3 out of 10, 12 students got 2 out of 10, and 5 students got 1 out of 10. The table below illustrates students' results in the test.

Table (1) illustrates EFL freshmen students' results in the written English test

No. of Students	Grade (10)	Percentage
3	10	4.61%
3	9	4.61%
4	8	6.15%
3	7	4.61%
5	6	7.69%
13	5	20%

17	3	26.15%
12	2	18.46
5	1	7.69%
Total: 65		99.97%

The students' writing problems were categorized into five main language conventions, namely; spelling, capitalization, punctuation, grammar and handwriting. The students themselves missed a one complete year; the final year of the secondary stage. None of them went to school to attend classes. Instead, they took private lessons in private centers where they were taught to memorize information, to pass the secondary school final exam. When they joined the university, most of them found it difficult to write a very short paragraph (7-10 lines), and hence, they struggled with writing in general and using written language conventions in particular. Please see Samples of EFL freshmen students' errors in written language conventions (appendix 1).

Furthermore, a 49-student randomly selected sample of the 78 EFL freshmen students was asked to write the seven days of the week and the twelve months of the year. Only nine students could write the seven days of the week and the 12 months of the year correctly. The other 40 students made a tremendous number of errors in terms of spelling and capitalization. However, students' spelling and capitalization errors and their frequencies are shown in Appendix (2).

The causes of such spelling errors made by the freshmen EFL students can be attributed to some reasons such as poor spelling abilities, lack of reading, lack of spelling instruction, the mother tongue interference, differences between English and Arabic, the lack of practice in writing, and the wrong use of punctuation and capitalization. In this respect, some reasons of the spelling errors are proposed by Özar (2009) such as " lack of

care in anatomic structures of letters, lack of care in spelling and lack of care in page setup". One of the problematic areas in students' handwriting is mixing the two sets of capitals and lowercase, which are different from each other in terms of their shapes. In addition, handwriting errors include writing the letter "p" instead of the letter "b" and vice versa, such as "bleasant" for pleasant", "bleasure" for "pleasure", "footpall" for "football". Furthermore, handwriting errors include using a capital letter in the middle of a word such as "lisTen", "To", "sPeak","dePartment", "….my Father", "fuTure".

In terms of capitalization, EFL learners were found to be struggling with *proper nouns*: "english for English", "america for America", "egypt for Egypt". *In addition, they have problems with the capitalization of the first letters of words in a sentence instead of writing them in lower case and vice versa :* i.e. " I Like the Internet", "The Internet Is very important Because….", " the Internet plays….", "i like the intenet". "second *letter shapes*, the capitalization of the first letter of the first word in a sentence. *The capitalization of the pronoun* "I": i have a computer, "i read books", " i will join the Department of English". *The capitalization of the names of days of the week and months of the year*: " I like to access the Internet on friday", "Last summer, I visited England". . In addition, capital letters were used instead if small one and viseversa . i.e., "it Can Help People" for "It can help people". The same thing goes with punctuation & grammar as students are in a critical need for enhancing their writing conventions that help them to produce good and accepted pieces of writing.

3.2 Statement of the Problem

EFL freshmen students are not doing well in writing a paragraph in general and in using language conventions while writing in particular. This research attempts to use the Dictogloss strategy to enhance the EFL freshmen students' writing

conventions that enable them to produce a well-written paragraph.

3.3 Research Questions

The present research attempts to answer the following question:

To what extent will the Dictogloss strategy enhance the EFL freshmen students' writing conventions?

This main question is subdivided into the following sub questions:

1. To what extent will the Dictogloss strategy enhance EFL freshmen students' spelling convention?
2. How will the Dictogloss strategy enhance EFL freshmen students' capitalization convention?
3. What is the effect of using Dictogloss strategy on enhancing EFL freshmen students' handwriting convention?
4. Will the Dictogloss strategy enhance EFL freshmen students' handwriting convention?
5. What is the effectiveness of using the Dictogloss strategy in enhancing EFL freshmen students' grammar convention?

3.4 Importance of this research

This research investigates the use of the Dictogloss strategy in enhancing EFL writing language conventions among freshmen students at the Faculty of Education. It is worth noting that, to the best knowledge of the researcher, no previous studies have addressed the problematic areas in EFL freshmen students' writing conventions using the "Dictogloss "strategy. Besides, the researcher belongs to the same background and context of the participants who struggle with learning English and are prepared to be English teachers. This gives him much enthusiasm to be involved in solving a part of this problem.   Therefore, this

research presents pedagogical implications that can be directly implemented in the EFL classroom to enhance EFL freshmen students' writing conventions.

3.5 Significance of this Research

The knowledge gained through the practices of this research presents theoretical and practical potential to teachers, researchers and course designers who tend to receive a methodological support that facilitates the development of their students' writing conventions.

3.6 Hypotheses

The main hypothesis is:

Using the Dictogloss strategy will enhance EFL freshmen students' writing conventions.

For reasons of feasibility of data analysis, the following sub-hypotheses are proposed:

1. There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' *spelling* in the pre-and post-writing test administration in favor of the post administration.
2. There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' *capitalization* in the pre-and post-writing test administration in favor of the post administration.

3. There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' *punctuation* in the pre-and post-writing test administration in favor of the post administration.
4. There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group

students' *handwriting* in the pre-and post-writing test administration in favor of the post administration.

5. There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' *grammar* in the pre-and post-writing test administration in favor of the post administration.

3.7 Delimitations of the Research

The present research was delimited to:

1. First year EFL freshmen students who were enrolled in the English Department during the first semester of the academic year 2020-2021.

2. Some EFL writing conventions and sub-conventions required for the targeted sample in terms of spelling, capitalization, punctuation, grammar, and handwriting.

4. Definition of Terms

4. 1. Dictogloss

The operational definition of Dictogloss is that it is a dictation strategy according to which, students listen to a short text read by the instructor at a normal speed, note down key words and, reconstruct the dictated text in a different style using their own words. This strategy involves all language skills of listening, speaking, reading and writing. However, the difference between Dictogloss and the traditional dictation is that in the traditional dictation, students must write the same words dictated by the instructor, while in Dictogloss, students use their own words and styles to reconstruct the text dictated to them.

4.2. Language Conventions

Language conventions are defined as the five combinations, systems and rules manipulated in writing to produce a uniquely formed piece of writing that is accepted by a

professional reader. They include spelling, capitalization, punctuation, grammar, and handwriting.

5. Method

For examining the effectiveness of using the Dictogloss strategy in enhancing the EFL freshmen students' writing conventions, one experimental group-sample was selected among the first-year students, Arish Faculty of Education during the second semester of the school year 2020-2021. Seven treatment sessions were given to first English Department students at Arish Faculty of Education. The ages of students ranged from 20 -21 years old. The treatment took 8 weeks, two sessions weekly, 3 hours each. Each week focused on one of the writing conventions. However, the 6th and 7th weeks focused on all the five handwriting conventions for more training on writing. The introductory and assessing sessions took 4 hours; two hours each.

5.1. Research Design

The design adopted in the present research was a pre-experimental one group design. All EFL freshmen students were exposed to the Dictogloss strategy for 8 weeks. Each week focused on one of the writing conventions namely; spelling, capitalization, punctuation, handwriting and grammar. The introductory and assessing sessions took 4 hours; two hours each. Furthermore, the last two sessions focused on all the five conventions together with the aim of training the participants to focus on the five conventions collectively to produce well written texts.

5.2. Participants

The participants of this research included all EFL freshmen students enrolled in the first year, English Department at the Faculty of Education, Arish University during the academic year 2020-2021 (n=118, 89 females and 29 males). However, 40 students were excluded from the final statistical analysis because

31 of them participated in the piloting of the rubric that was used for scoring the participants' written work. In addition, 5 students attended the pre-test, but they missed the post-test and 4 other students missed more than two classes and hence, the number of the participants included in the final statistical analysis was 78.

5.3. Instruments

Based on the literature review, the instruments below were developed and used by the researcher in the present research:

5.4. A Writing Scoring Rubric

This rubric identifies the writing conventions and sub-conventions that should be mastered by all the participants.

To develop a suitable rubric for scoring students' writing conventions, the researcher reviewed some of the previous research related to using rubrics as scoring tools for the scoring of students' written work. Out of these rubrics, the researcher developed a rubric that includes five domains covering the five target writing conventions namely spelling, capitalization, punctuation, grammar, and handwriting. The first domain "*Spelling*" included four items, the second domain "*Capitalization*" included   three items, the third domain "*Punctuation*" included four items, the fourth domain "*Handwriting*" included seven items, and the fifth domain "*Grammar*" included three items. The rubric was used in scoring the participants' written work in the pre and posttests.

1. a. Validity of the Rubric

The rubric in its initial format was submitted to 9-professor-jury members to check its validity, correctness and suitability for the administration. Feedback was provided and few corrections were made according to the feedback received from the jurors and hence, the rubric was ready for measuring its reliability.

2. b. Reliability of the Rubric

To determine its reliability, the test-retest reliability method was used. The rubric was administered to a 31-randomly selected sample among the population. The 31 EFL freshmen students sat for a written test that was administered according to the steps of the Dictogloss strategy where a text was read to them three times. In the first reading, students listened to the paragraph without writing anything. In the second and third readings, students took notes of the key words. After the third reading, students were given 45 minutes to reconstruct the same paragraph that was read to them using their own words and styles. The participants' written paragraphs were scored by the researcher and one of the staff members who holds a Ph.D. in TEFL. The total score of the written paragraphs was 10 marks. The scores given to each of the 31 paragraphs by both scorers were almost the same. (*Please see appendix (3) for the scoring rubric in its final format*).

5.4.b. The Pre and Post Writing Test

The pre-post writing test is composed of a 147-word text that describes a five-year old-clever poor boy whose father was poor, and his mother was sick. The boy wrote a letter to the richest man in the nearby town asking him to find a job for his father and some medicine for his sick mother. When the richest man received the boy's letter, he visited the poor family, offered the poor father a job, took the boy's sick mother to the hospital, and gave the little boy some wooden toys and as a result, all the family members were so happy. This text that was used as a pre-post writing test is written in a simple, clear style that suits the participants' actual low level.

5.4.c Validity and Reliability of the Pre-post Writing Test

The test was submitted to a panel of jury members (N=5) to estimate its clarity, correctness, appropriateness for the EFL

freshmen students and suitability for administration. Feedback was received and the test was approved by the jurors. Then it was administered to 5 freshmen students to check its reliability using test-retest method having 14 days between the first and second administration. The Pearson correlation between the two administrations was 0.92 which is statistically significant at 0.01.

5.5.a   A Training Treatment

The content of the training treatment that aimed at enhancing the EFL freshmen students' writing conventions included 12 sessions, two hours each. In addition, two more sessions that were assigned to the orientation of the treatment and the pre-post tests. The training treatment sessions ranged from easy to moderate in terms of their level of difficulty.

The participants sat for the pre-test where a short text (147 words) was read by the researcher three times. In the first reading, the participants listened to the passage read to them, without writing anything. In the second and third readings, they listened to the same passage read to them, and they were instructed to write notes and key words. After the third reading, students were given 45 minutes to reconstruct the same passage read to them by the researcher using their own words and styles. The same writing test was administered to the participants (pre & post) to measure the effect of using the Dictogloss strategy on enhancing the EFL freshmen students' writing conventions. However, the framework of the treatment included in the table below.

Table (2) Framework of the Treatment

Week	Session	Target Convention	Content (Paragraph Title)	No. of Words	No. of Hours
1st	1st	Pre-test (The Poor Boy).	Pre-test (The Poor Boy).	147	2

Week	Session	Target Convention	Content (Paragraph Title)	No. of Words	No. of Hours
2nd	2nd	Spelling	1. Mohamed Salah. 2. Football (1).	141 135	2 2
	3rd		3. Football (2). 4. Tennis.	142 132	2 2
3rd	4th	Capitalization	5. Corona Virus (1). 6. Corona Virus (2).	137 136	2 2
	5th		7. Influenza 8. The Internet	137 142	2 2
4th	6th	Punctuation	9. William Shakespeare. 10. Elbert Einstein (1).	136 138	2 2
	7th		11. Elbert Einstein (2). 12. Elbert Einstein (3).	137 143	2 2
5th	8th	Grammar	13. Ahmed Zewail. 14. Naguib Mahfouz.	143 140	2 2
	9th		15. The Nile River. 16. Ancient Egypt.	141 138	2 2
	10th		17. Ramses II. (1)	143	2

Week	Session	Target Convention	Content (Paragraph Title)	No. of Words	No. of Hours
6th		Handwriting	18. Ramses II. (2)	143	2
	11th		19. Tutankhamun. (1) 20. Tutankhamun. (2)	143	2 2
7th	12th		21. Women's Roles in 22. Ancient Egypt.	142 142	2 2
8th	Post test	All language conventions together	Post-test (The poor boy)	147	2
Total					48

6. The Administration of Dictogloss Procedures

The procedures of each one of training sessions followed the following four stages:

Stage I: Introductory Stage:

This brainstorming stage focuses on eliciting the content of the target text from students and giving a general idea about the target topic of the session where the participants' attention is directed to focus on the content of the dictated text. Then the difficult vocabulary included in the dictated text is presented, practiced and mastered by them. After that, students are provided with clear instructions that are related to what they need to do. Finally, the participants are grouped according to the tasks they have to go through; individual work, pair work, group work, listening, taking notes and reconstructing their texts.

Stage II: The Dictation Stage:

This stage represents the actual dictation made by the instructor where the target text is read three times at normal speed. Sometimes, the text is read more than three times, depending on the level of its difficulty. During the first reading, students are not permitted to take notes or write anything. They only listen to the text read to them to get a general idea about it. Then students listen to the same text for the second time and take fragmentarynotes of the key words. After that, the text is dictated for the third time and students note down more key vocabulary to help them recall the content and reconstruct the text. As soon the third dictation is done, students sit in groups of four or five, and start exchanging their notes, ideas and writing styles.

Stage III: The Reconstruction Stage:

This is a cooperative/collaborative stage work where students work together to reconstruct the dictated text using the notes they have written in order to make their own texts well written in terms of the target language convention they are working on. As soon as the participants finish the target text, each group nominates one of them to read out its final product.

Stage IV: The Final Stage:

This final stage focuses on analyzing, correcting, and editing the final written products by comparing the versions they have produced with the ones produced by their colleagues of other groups. Finally, the participants compare their own texts to the original one that was dictated to them. The stages of the Dictogloss strategy are clarified in the flowchart below:

Flowchart (1) shows stages of the Dictogloss strategy in the teaching of writing

Stages of Dictogloss Strategy

1. Introductory Stage
- Brainstorming.
- Eliciting content of the target text
- Giving clear instructions.
- Grouping students

2. Dictation Stage
- Reading text (2-3 times).
- Students listen to text.
- Students note down key words.

3. Reconstruction Stage
- Students work collaboratively & cooperatively to reconstruct their texts.
- Groups nominate their spokesmen to read out their own texts.

4. Analysis & Correction Stage
- Students analyze & correct the final texts.
- Students compare their own texts to other group's texts.
- Students compare their own texts to the original text.

It is worth noting here that in each session, the participants' attention was directed to focus on the target writing convention. In other words, if the target convention in a certain session is "*spelling*", then the focus is devoted only to spelling, without focusing on any of the other target writing conventions. The reason behind this is that the participants' concentration is totally devoted to that particular writing convention for more accomplishment. Besides, each group was asked to leave a copy

of its final product on their own tables and change their seats so that they read what was written by other groups with the purpose of gaining more advantages of reading what was written by other colleagues on the shared written tasks.

In addition, the participants were required to remember the content of the text dictated to them rather than remembering its exact words. In the reconstruction stage, the participants were encouraged to put their notes that they write earlier, in meaningful units. Besides, to make the reconstruction stage more fruitful, it is better for the participants to be provided with immediate, constructive feedback in order to enable them to understand their errors and hence, they learn from them.

7. Results of the Research and Discussion

1. First Hypothesis

1. The first Hypothesis states that "There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' *spelling* in the pre-and post-writing test administration in favor of the post administration".

In order to test this hypothesis, the SPSS 17.0.0. program was used. The mean scores, standard deviation and the "t" value of the experimental group's spelling total scores in the pre and post tests were calculated, and the results are shown in the table below.

Table (3) Comparing the experimental group Spelling performance in the pre and post writing conventions test.

Group	N	Mean	SD	Paired Differences			
				Mean	SD	t	Sig.
Pre	70	6.51	3.33				
Post		15.47	2.28	-8.96	2.62	-28.57	.000

Table (3), indicates that the mean scores of the experimental group in the pre-application of the spelling testing was 6.51 with a standard deviation of 3.33 and that the mean scores of the experimental group in the post-application of the spelling testing was 15.47 with a standard deviation of 2.28, and the t-value for the difference between the two means was -28.57, this value is statistically significant at the 0.01 level. This indicates the validity of the first hypothesis; and that the improvement is significant in the *spelling* convention as a result of using the Dictogloss strategy among the participants of the experimental group.

2. Second Hypothesis

The second hypothesis states that "There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' *capitalization* in the pre-and post-writing test administration in favor of the post administration".

In order to test this hypothesis, the SPSS 17.0.0. program was used. The mean scores, standard deviation, and the "t" value of the experimental group's *capitalization* total scores in the pre and post tests were calculated, and the results are shown in the table below.

Table (4) Comparing the experimental group capitalization performance in the pre and post writing conventions test.

Group	N	Mean	SD	Paired Differences			
Pre	70	6.64	3.27	Mean	SD	t	Sig.
Post		16.10	2.15	-9.46	2.95	-26.80	.000

Table (4), indicates that the mean scores of the experimental group in the pre-application of the

capitalization test was 6.64 with a standard deviation of 3.27 and that the mean of the experimental group in the post-application of the spelling test was 16.10 with a standard deviation of 2.15, and the t-value for the difference between the two means was -26.80, this value is statistically significant at the 0.01 level; This indicates the the second hypothesis is supported; and that the enhancement is significant in the *capitalization* convention. This enhancement might be a result of using the Dictogloss strategy among the EFL freshmen students of the experimental group.

3. Third Hypothesis:

The third hypothesis states that "There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' punctuation in the pre-and post-writing test administration in favor of the post administration".

In order to test this hypothesis, the SPSS 17.0.0. program was used. The mean scores, standard deviation, and the "t" value of the experimental group's *punctuation* total scores in the pre and post tests were calculated, and the results are shown in the table below.

Table (5) Comparing the experimental group punctuation performance in the pre and post writing conventions test.

Group	N	Mean	SD	Paired Differences			
Pre	70	6.61	3.33	Mean	SD	t	Sig.
Post		16.29	1.96	-9.67	2.95	-27.45	.000

Table (5), indicates the mean scores of the experimental group in the pre-application of the spelling test was 6.61 with a standard deviation of 3.33 and that the mean of the experimental group in the post-application of the spelling test was 16.29 with a standard

deviation of 1.96, and the t-value for the difference between the two means was -27.45, this value is statistically significant at the 0.01 level; This indicates the validity of the third hypothesis; and that the improvement is significant in the *punctuation* skill as a result of using the Dictogloss strategy among the students of the experimental group.

4. Fourth Hypothesis

The fourth hypothesis states that "There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' *grammar* in the pre- and post-writing test administration in favor of the post administration". In order to test this hypothesis, the SPSS 17.0.0. Program was used. The mean scores, standard deviation and the "t" value of the experimental group's *grammar* total scores in the pre and post tests were calculated, and the results are shown in the table below.

Table (6) Comparing the experimental group grammar performance in the pre and post writing conventions test.

Group	N	Mean	SD	Paired Differences			
				Mean	SD	t	Sig.
Pre	70	6.91	3.29				
Post		15.61	2.04	-8.70	2.48	-29.34	.000

Table (6), indicates that the mean scores of the experimental group in the pre-application of the grammar testing was 6.91 with a standard deviation of 3.29 and that the mean scores of the experimental group in the post-application of the grammar testing was 15.61 with a standard deviation of 2.04, and the t-value for the difference between the two means was -29.34,

this value is statistically significant at the 0.01 level; This indicates the validity of the fourth hypothesis; and that the improvement is significant in the *grammar*convention as a result of using the Dictogloss strategy among the participants of the experimental group.
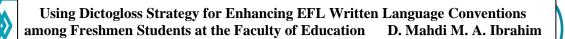
5. Fifth Hypothesis

The fourth hypothesis states that "There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students' *handwriting* in the pre-and post-writing test administration in favor of the post administration".

In order to test this hypothesis, the SPSS 17.0.0. program was used. The mean scores, standard deviation, and the "t" value of the experimental group's *handwriting* total scores in the pre and post tests were calculated, and the results are shown in the table below.

Table (7) Comparing the experimental group handwriting performance in the pre and post writing conventions test.

Group	N	Mean	SD	Paired Differences			
Pre	70	9.70	4.26	Mean	SD	t	Sig.
Post		18.56	1.2	-8.86	4.08	-18.18	.000

Table (7), indicates that the mean scores of the experimental group in the pre-application of the spelling testing was 9.70 with a standard deviation of 4.26 and that the mean of the experimental group in the post-application of the spelling testing was 18.56 with a standard deviation of 1.2, and the t-value for the difference between the two means was -18.18, this value is statistically significant at the 0.01 level; This indicates the validity of the fifth hypothesis; and that the improvement is significant in the *handwriting* convention as a result of using the

Dictogloss strategy among the participants of the experimental group.

6. Sixth Hypothesis

The sixth hypothesis states that "There is a statistically significant difference at the 0.05 level between the mean scores of the pre-and post- writing test administration of the experimental group in overall testing in favor of the post administration".

In order to test this hypothesis, the SPSS 17.0.0. program was used. The mean scores, standard deviation and the "t" value of the experimental group's *overall*total scores in the pre and post testing were calculated, and the results are shown in the table below.

Table (8) Comparing the experimental group performance in the pre and post total writing conventions testing.

Group	N	Mean	SD	Paired Differences			
Pre	70	36.49	15.98	Mean	SD	t	Sig.
Post		81.49	8.22	-45.00	13.38	-28.14	.000

Table (8), indicates that the mean scores of the experimental group in the pre-application of the spelling testing was 36.49 with a standard deviation of 15.98 and that the mean of the experimental group in the post-application of the total testing was 81.49 with a standard deviation of 8.22, and the t-value for the difference between the two means was -28.14, this value is statistically significant at the 0.01 level; This indicates the validity of the sixth hypothesis.

To confirm the practical significance after verifying the statistical significance; The Effect Sizes (ESs) for each writing language convention were calculated separately by (Cohen's D) as follows:

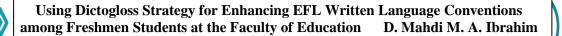*Table (9): The Effect Sizes (ESs) for each language convention*

Skill	t	D	ES
Spelling	28.57	3.14	Large
Capitalization	26.80	3.42	Large
Punctuation	27.45	3.54	Large
Grammar	29.34	3.18	Large
Handwriting	18.18	2.83	Large
Total	28.14	3.54	Large

Table (9) above presents the Effect Sizes (ESs) of the Dictoglossstrategy in enhancing EFL written language conventions among EFL freshmen students at the faculty of education. The Effect Sizes (ESs) of the Dictogloss strategy in the writing conventions of *spelling*, capitalization*, punctuation, grammar and handwriting* respectively are (3.14), (3.42), (3.54), (3.18) and (2.83). These Effect Sizes (ESs) are large according to Cohen's reference.

8. Discussion of Results

The main purpose of this research was to enhance the writing conventions among the EFL freshmen students who are enrolled in the first year in the English section at the faculty of Education, Arish University using the Dictogloss strategy. In fact, the application of this strategy required a variety of tasks and activities such as paying close attention to passages read by the instructor (listening), taking notes (writing), and sharing ideas and reporting their written products (speaking). In other words, all language skills were actively practiced in application of the Dictogloss strategy.

The results of the research revealed the effectiveness of the Dictogloss strategy in enhancing the EFL freshmen students'
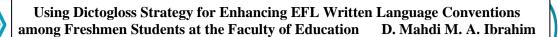
language conventions namely, spelling, capitalization, punctuation, grammar and handwriting. In addition, the Dictogloss strategy proved to be not only effective in developing EFL freshmen students' writing conventions, but also it supported the development of other aspects needed for learning English such as providing a non-threatening and motivating a learning environment that is characterized by individual, pair, and group work that are essential for achievement, creativity, cooperation, interaction which are all essential for language learning. Furthermore, the EFL freshmen students gradually started to gain self-confidence while being actively involved in such systematic activities that required the use of planning, correct grammar, a range of vocabulary, correct punctuation, drafting, proof reading in order to reconstruct the target passages and paragraphs.

In addition, the EFL freshmen students' writing skills, grammar and logic were also developed as a result to following the four steps of the Dictogloss strategy where each step leads to another step until the all steps are actively and systematically practiced.

In fact, the famous saying "Practice makes perfect" should not be ignored in this context. This saying was present in the minds of the participants while they were working on the activities and tasks. Some of the participants expressed their despair in developing their writing conventions as soon as they saw their writing errors that were committed in their pre-writing test. However, when these students started to work hard in the classroom activities and realized that there was a progress in developing their writing skills and conventions, they started to double their efforts in order to gain more achievement in the tasks and activities they were involved in.

It can be concluded that using the Dictogloss strategy supports EFL freshmen students at Arish Faculty of Education in enhancing all the five writing conventions. Therefore, such

results are consistent with Abu-Alhajaa (2021) and Putriy, et al. (2020) in terms of enhancing EFL students' cooperative work and exchanging ideas easily and smoothly. However, this research is not consistent with Abu-Alhayjaa's study (2021) as the latter indicated that insufficient time was given to the teaching of writing and hence, the level of the writing skills among most participants was average and below average.

Besides, this research is consistent with Hang (2020) in terms of developing the participants' grammar and note-taking. Also, this research is consistent with Shadi (2019, Hoda&Rahadianto (2019), Pingan & Said (2019), Al-Obaidi & Al-Mawsawi (2019), Dewi (2017), Daffernet et al. (2017), Ratnaningsih (2016) and Dews (2014) in terms of enhancing the participants' spelling, vocabulary, grammar, punctuation, classroom interaction, writing skills, note-taking, cooperative and collaborative team work and attitudes word using Dictogloss.

In addition, this research is consistent with Moh., C.H. & Rahadianto (2019). In terms of enhancing the writing skill in general.

Finally, it is worth noting here to mention that the effect size for each language convention was only "large", and none of the targeted conventions got either higher or lower than "large" in terms of the effect size. Therefore, the researcher believes that more training might lead to more effect size.

Thus, the Dictogloss strategy has proved to be significant in enhancing the writing conventions of EFL freshmen students who are enrolled at the English Department at the Faculty of Education-Arish University during the academic year 2020-2021.

9. Recommendations of the research

In the light of the results attained, the following recommendations could be presented:

The teachers of English should be trained on using the Dictogloss strategy in teaching English to their students in different educational stages.

English language teachers should emphasize the enhancement of their students' writing skills in general, and the writing conventions in particular.

Curriculum designers should make use of the Dictogloss implications in all fields of related to teaching English as a foreign language (TEFL).

10. Suggestions for Further Research

Based on the findings of the present research, the following implications for further research are suggested:

The effectiveness of the Dictogloss strategy in developing the listening skills among the secondary school students.

The impact of Dictogloss strategy on the acquisition of English grammar among the secondary school students.

The effectiveness of Dictogloss strategy in developing secondary school students' language skills.

The effect of using the Dictogloss strategy on developing EFL students' receptive skills and English learning satisfaction.

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Appendices

Appendix (1): Examples of EFL freshmen's spelling errors.

Error Identification	Error Correction	Error Identification	Error Correction
1. becoze	1. because	6. leder	6. leader
2. chang	2. change	7. coleoJ	7. college
3. culutor	3. culture	8. tommorrow	8. tomorrow
4. succful	4. successful	9. alwez	9. always
5. teeher	5.teacher	10. eaise	10. easy

Appendix (2): Examples of EFL freshmen's capitalization errors.

Error identification	Error Correction	Error identification	Error Correction
1. america	1. America	6. english department	6. English Department
2. english	2. English	7. friday	7. Friday
3. egypt	3. Egypt	8. the internet	8. The Internet
4. i	4. I	9. england	9. England
5. my father	5. My father	10. cairo	10. Cairo

Appendix (3): The Scoring Rubric in its Final Format.

Convention	Items	Poor	Fair	Good	Excellent
1. Spelling	1.1 No spelling errors. 1.2 Clearly & correctly written words. 1.3 Using meaningful words. 1.4 Prefixes and suffixes are used correctly.	1	2	3	4
2. Capitalization	2.1 First letter of a word or a sentence is capitalized. 2.2 Proper nouns (names of particular persons, places, organizations, religions, cities, countries and things), are capitalized. 2.3 Rules for capitalization are followed.	1	2	3	4

			1	2	3	4
3.	**Punctuation**	3.1 Beginning of all sentences is capitalized. 3.2 "I" is capitalized. 3.3 All sentences end with a relevant punctuation mark. 3.4 Rules for punctuation are followed.	1	2	3	4
4.	**Handwriting**	4.1 Done in a proper shape. 4.2 Legible & Clearly readable. 4.3 The size of letters is average. 4.4 Letters are connected together within the same word. 4.5 Is consistent with regards to pen pressure. 4.6 Appropriate word and letter spacing is observed. 4.7 Letters are complete.	1	2	3	4

5.	**Grammar**	5.1 Every sentence has the subject and the predicate and makes up a complete and coherent thought.	1	2	3	4
		5.2 Sentences, contractions, singular/plural, nouns & possessive pronouns are used correctly & appropriately.				
		5.3 The eight parts of speech; verbs, nouns, pronouns, adjectives, adverbs, preposition, and conjunctions are well employed.				

Appendix (4): Examples of EFL freshmen's punctuation errors.

Error identification	*Examples*
1. No period at the end of a statement.	1. I study to become a teacher
2. Using a coma instead of a full stop.	2. I have read many books,
3. No comma to show a pause after an introductory word.	3. Nowadays we need to use English.
4. Not using an apostrophe and an −s('s) to form the possessive of a singular noun.	4. My friends' car is red.
5. Titles such as Mr., Mrs., Ms., and Dr. are not abbreviated.	5. I want to be a professor like Doctor Ali.
6. Ordinal numbers (such as first, second, and third) are mixed with numbers (such	6. First, English is important. 2. It is international.
	7. The Internet can help.

as 1, 2, 3 & 4). 7. Incomplete sentence.	

Appendix (5): Examples of EFL freshmen's handwriting errors.

Error identification	*Error Correction*	*Error identification*	*Error Correction*
1. I PreFer …. 2. When I was Young. 3. I can HelPpeople. 4. whenIwasyoung. 5. Arish Uni versity is new.	1. I prefer …. 2. When I was young. 4. When I was young. 5. Arish University is new.	6. I Prefer To sTudy.. 7. T h e InTerneT I s v e r y I m p o r t ant. 8.	6. I prefer to study… 7. The Internet is very important.

Appendix (6): Examples of EFL freshmen's grammatical errors.

Examples of Errors	*Error Corrections*
1. I liked very much English. 2. I liked career teaching. 3. English is a international languages. 4. English is a languages	1. I like English very much. 2. I like teaching as a career. 3. English is an international language. 4. A lot of people speak the

many people speak with.	English language.
5. I like this's language because it very important English.	5. I like the English language because it is very important.
6. I like English when I'm small.	6. I like English since my childhood.
7. Language English is very very important for our life.	7. English is so important in our lives.
8. I very good with English	8. I am very good at English.
9. I love this language English too much.	9. I like the English language very much.
10.I want to learnt to English because to be future translator.	10. I want to study English to become a translator in the future.

Appendix (7) shows samples of students' spelling and capitalization errors in writing the days of the week and their frequencies.

Ss' Errors in writing days of the week	Frequency	Examples of errors made in writing days of the week
Saturday	21	Saterday- satarday- satday- starday- suterday
Sunday	4	Sanday- sundi- sundai- sundy- sundaiy- sundday
Monday	13	Mondy- manday- moundy- munday- mondai
Tuesday	10	Tesday- thesday- teuseday- tusday- tueday-tusday

Wednesday	26	Wensday- wendsday- winesday- Wednsday
Thursday	18	Thersday- thurusday- thirsday- thesday-thurasday
Friday	17	Fraiday-frieday- fridi- friaday-fridye-fridey

Appendix (8) shows EFL students' writing spelling and capitalization errors in writing the months of the year.

Errors in writing months of the year	Frequency	Examples of errors made in writing months of the year
January	26	janury- jaunuary- juneye-janary-Janary- jenuary
February	25	Februay-feprary-faubrwary-februory-febrary-
March	21	Mars-marsh- marc-marah- mors- markh-mursh
April	18	Abrial-aprel-apreel- abril-appril- apprile-aprile
May	16	Mai- mayi- maiy-maie-maye- maey-meay- may
June	15	Juen- jun- jule- juli- juene-joon- jone-joune-julie
July	18	Juliy-jullet-juile-juil-julry- gune- juon- jully-

		juliye
August	22	Augast-agoust-augest- Aagest – augest-setemper
September	24	Sebtempre- sebtumber- semtmper -septumber
October	25	Octopre- octoper- actober- octobar-octopar-octtobr
November	19	Novempre- nevember- novamber- novambre-
December	20	Decebre- desember- desamber- decamber- deceper

Appendix (9) shows samples of students' spelling and capitalization errors in writing the days of the week and their frequencies.

Ss' Errors in writing days of the week	Frequen cy	Examples of errors made in writing days of the week
Saturday	21	Saterday- satarday- satday- starday- suterday
Sunday	4	Sanday- sundi- sundai- sundy- sundaiy- sundday
Monday	13	Mondy- manday- moundy- munday- mondai
Tuesday	10	Tesday- thesday- teuseday- tusday- tueday-tusday
Wednesday	26	Wensday- wendsday- winesday-

		Wednsday
Thursday	18	Thersday- thurusday- thirsday- thesday-thurasday
Friday	17	Fraiday-frieday- fridi- friaday- fridye-fridey

Appendix (10) shows EFL students' writing spelling and capitalization errors in writing the months of the year.

Errors in writing months of the year	Frequency	Examples of errors made in writing months of the year
January	26	janury- jaunuary- juneye- janary-Janary- jenuary
February	25	Februay-feprary- faubrwary-februory- febrary-
March	21	Mars-marsh- marc- marah- mors- markh- mursh
April	18	Abrial-aprel-apreel- abril- appril- apprile-aprile
May	16	Mai- mayi- maiy-maie- maye- maey-meay- may
June	15	Juen- jun- jule- juli- juene- joon- jone-joune-julie
July	18	Juliy-jullet-juile-juil- julry- gune- juon- jully- juliye

August	22	Augast-agoust-augest- Aagest – augest-setemper
September	24	Sebtempre- sebtumber- semtmper -septumber
October	25	Octopre- octoper- actober- octobar-octopar-octtobr
November	19	Novempre- nevember- novamber- novambre-
December	20	Decebre- desember- desamber- decamber- deceper