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**The Impact of Dictogloss Strategy on Improving
Motivation towards Learning EFL Writing Skills
of Nigerian Secondary Stage Students**

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Abstract

This research aimed at investigating the impact of using dictogloss strategy to improve motivation towards learning EFL writing sub- skills of Nigerian secondary stage students. The research employed a quasi-experimental design to investigate the effectiveness of dictogloss strategy. One hundred and twenty (120) students were selected to participate in the research. Both experimental and control groups consisted of two intact classes of sixty (60) students each. The instrument titled “The motivation scale for writing skills” was designed by the researcher. The instrument was administered to determine the pretest and posttest performance of the two groups. The collected data were analyzed using a t-test for independent samples. Motivation towards learning EFL writing skills of the students has developed due to applying dictogloss strategy. Recommendation was made that the Ministry of Education should organize workshops and seminars to train its teachers to improve their methods, techniques, and strategies to improve motivation towards learning EFL writing skills to go inconformity with language learners’ needs. It was also recommended that curriculum planners should use dictogloss technique to prepare the secondary stage students curriculum. This ensures students’ exposure to the materials and activities for facilitating motivation towards learning writing skills performance through dictogloss in schools.

Keywords: Dictogloss, Motivation, Writing skills, EFL Writing skills learning in Nigeria.

Introduction

English language in Nigeria is recognized as a lingua franca of the country and spoken in schools, government and commercial activities (Richard 2019). Writing can be seen as a challenging and sophisticated technique to be taught (McKinley, 2013). With ability to write, students can express, identify, influence, describe, create, report, illustrate, and put emotion into words, into sentences, into paragraphs to express views, ideas and provides answers. Writing requires perseverance, patience, time and love of the written word (Polkinghorne, 2013).

Dictogloss as one of the focus-on-form strategies was first introduced by (Wajnryb, 1990) as an alternative technique of teaching grammar

(Vasiljevic, 2010). It is also described as a language teaching technique which is used to effectively teach grammatical structures in which students create small groups and summarize a target-language passage (Richards & Schmidt 2010).

Hall (2011) pointed out that motivation is an ultimate factor to achieve a specific activity. Motivation is believed to be the most neglected part of language teaching. Teachers seem to forget that all learning activities are triggered via students' motivation. In the absence of students' motivation, there is no effective learning; there is no life in the class, because lesson will be bored (Gilakjani, et al, 2012).

The motivation of EFL learners greatly had effect on their willingness to take part in the process of learning English as a foreign or second language. Wajnryb (1990) explains that the dictogloss assists to encourage students' motivation because its procedure permits them to raise their voice and teachers teach the learners in response to their need. Thus, the present research investigated the impact of dictogloss strategy on improving motivation towards learning EFL writing skills of secondary stage students in Nigeria.

Statement of the Problem

The problem of this research was emanated from the literature reviewed, pilot conducted and researcher's experience that the secondary stage students in Nigeria are not properly motivated towards learning EFL writing skills. Those students have difficulties in writing skills that their writing lack coherence, cohesion, and their vocabulary is poor and they cannot express themselves well in correct grammar. This poor writing skill may demotivate them and discourage them from pursuing writing tasks. Therefore, this research investigated the impact of dictogloss strategy on developing motivation towards learning EFL writing skills of secondary stage students in Nigeria.

Research Questions

- a. What are the characteristics of the dictogloss program for enhancing second year secondary stage students' EFL writing skills?
- b. What is the effectiveness of the dictogloss strategy for developing second year secondary stage students' motivation towards learning EFL writing sub- skills?

Objectives of the Research

- a. Identify the characteristics of dictogloss strategy that enhance EFL writing sub-skills of Nigerian secondary stage students.

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- b. Identify the effectiveness of dictogloss strategy in improving motivation towards learning EFL writing sub-skills of Nigerian secondary stage students.

Hypotheses

- a. There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the Motivation scale towards learning writing skills in favour of the experimental group.
- b. There is a statistically significant difference at the 0.05 level between the mean score of experimental group on the pre and post administration of the Motivation scale writing in favour of the post administration.

Significance of the Research

The following categories could be benefited from this research:

- English language teachers in our schools will find this research suitable in their classroom teaching by informing them about dictogloss to effectively motivate their students towards learning writing skills by applying its procedure with affordable teaching materials.
- Students whose writing skills are poor, through dictogloss strategy will be motivated to embrace writing classes with passion. This will help them to improve their writing performance in future.
- Ministry of Education will find this research appropriate for organising workshops and seminars to train its teachers to improve their methods, techniques and strategies of teaching to address language learners' needs.
- Curriculum planners would benefit from the findings of this research in preparing the secondary stage students curriculum. They will see the need to ensure students' exposure to the materials and activities for the facilitation of writing performance through dictogloss in order to motivate them.
- Text book writers will see the urgent need to add dictogloss among other strategies of teaching writing skills. This is needed because learners' writing proficiency is crucial and should be motivated in secondary schools.

Delimitations:

This research was delimited to:

- **Participants:** One hundred and twenty second year secondary stage students.

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- **Place:** Science secondary school Lautai, Gumel.
 - **Time:** Second term of the academic year 2021/2022.
 - **Instructional Context:** A number of EFL writing skills including; (coherence, cohesion, grammar, vocabulary, mechanics and organization) needed for the participants of the research.
 - **Dictogloss Activities:** Brainstorming, note-taking, group work, discussion, & reflection.

Review of Literature and Related Studies

Motivation:

The word motivation emanates from the Latin verb *MOVERE* simply means to move. What moves a person to make a choice, to involve in an action, to increase his effort and persist in an action? Such questions are dealt at motivation theory and research. It also shows the ways that responsible for a person's strength, direction, and effort towards pursuing a goal (Monica, 2013).

Motivation plays an important role in the success of English language learning (AlKaboody, 2013). The term motivation is seen as a psychological process which assists in starting and maintaining goal directed behaviors (Shcunk, Pintrich, and Meece, 2010). According to Vogel, Kennedy, and Kwok (2009) that motivation plays an essential role in involving and sustaining ability of students to use any available devices for learning.

Nature of motivation

According to Shcunk, Pintrich, and Meece (2010), motivation is viewed as a psychological process accounted for starting and maintaining goal directed behaviors. Hall (2011) defined the term motivation as an ultimate factor to achieve a specific activity. Motivation is believed to be the most neglected part of language teaching. Teachers seem to forget that all learning activities are triggered via students' motivation. In the absence of students' motivation, there is no effective learning; there is no life in the class, because lesson will be bored (Gilakjani, et al, 2012).

In respect to education, motivation is viewed as a major determinant of learning. It exemplifies the ability and attention used by students to accomplish certain learning tasks (Brophy, 2013).

Importance of motivation

Motivation is regarded as a fundamental factor in the success of students at all levels of education. It is one of the most essential and challenging tasks for the teacher to encourage his students. Students that are not well motivated will not be able to learn effectively, keep knowledge, or actively involved in the classroom activities. Demotivated students in most cases

become trouble makers in the classrooms. It is a hectic and difficult task, but the rewards of getting students that are willing to learn and have interest towards learning process make the hard work worthwhile (Lin et al, 2013).

It is believed that successful learning is connected to the learner's motivation and desire, and teachers have to create this linkage with their teaching in the classroom (Granito & Chernobilsky, 2012; Al Kaboody, 2013; Anwaruddin, 2013; Loima, & Vibulphol, 2016)

Teachers use both extrinsic and intrinsic motivation to assist students to effectively learn the subject as essential skills. Therefore, EFL teachers play an important role in developing their students' motivation towards learning writing skills. Learners' motivations enhance in various ways, and it requires much effort and time. It helps to sustain students' attention towards learning a particular task in the classroom. Motivation avoids putting students in duress and boredom in the learning process. It also serves as an incentive to learning a second language and makes people to act positively.

Types of Motivation

The following are the types of motivation mentioned by Mozelius (2014),

Intrinsic motivation: This refers to the innate propensity to engage in an activity for academic or personal pleasure. Students who are intrinsically motivated are more likely to aspire to long-term literacy commitments than extrinsically motivated students. Unlike extrinsically motivated students, rewards or punishments are not required for intrinsically motivated students to complete learning tasks (Metsala, 2013). Intrinsically motivated learners always have high perceptions of their abilities and accept challenges as encouragements to develop new skills and improve their competence level (Metsala, 2013).

Instrumental motivation: this is a kind of motivation which focuses on acquiring a language as a medium of getting instrumental goals for instance, advancing a career, studying technical materials, translations etc. It is also considered as a means to gain economic and social rewards by second language-learning (Rehman et al., 2014).

Extrinsic motivation is a type which centres on initiating and maintaining the learning behaviour as a result of external influence. It is viewed as a motivation via rewards and punishment to the tasks. Thus, when people become extrinsically motivated, they obtain some rewards or avoid punishment (Wigfield, 2009).

Integrative motivation is attributed to students who desired to be integrated with culture of second language group to show themselves with and be part of the society. The second language learners want to be

connected with the native speakers of the target language (Nikitina and Furuoka, 2010).

Models of Motivation:

The following are models of motivation:

Social Psychological Model: This model was composed by Gardner in (1985). It explains the term motivation as a tool which led to an interaction within goals, behaviours and desires to act on tasks. Gardner provides three features of motivation that related to specific orientation. These attributes are behaviours toward learning the language, interest to learn the language, and motivational strength. This model was challenged as it puts more emphasis on the social environment rather than the second language classroom.

Keller's ARCS Model was established in (1987). The full meaning of ARCS for Keller's model is attention, relevance, confidence and satisfaction. These four components are conditions that must be met to improve and maintain motivation. One, instruction needs to be stimulated and then maintain the learner's attention which can be possible through using different media. Two, material needs to be relevant to the learner both on the content level and the process it's delivered to the learner. The Materials should capture the interests of the learners and assist them to attain their goals in due time. Three, teachers have to enhance and sustain learners' confidence and enable them to believe that they possess the required abilities and skills to succeed. Finally, when learners were rewarded for attaining required goals, their satisfaction with their accomplishment will be attained.

Dornyei's Extended Model of motivation has founded in (1994). The model explained that motivation in the foreign language classroom comprises of three important elements as follows: (a) integrative/instrumental motivation that make one level of motivation in foreign language learning; (b) Level of learners which influence their motivation towards learning and (c) the learning situation which composed of some major elements such as course-specific, teacher specific and group-specific.

Concept of Dictogloss:

Dictogloss strategy was first initiated and introduced by Wajnryb in 1990 as a classroom dictation activity where learners listen to a text, note down key words and then reconstruct it in their own ways. Lexically, the term dictogloss in itself can be defined in two words: "dicto" originated from Latin which means speak or dictation and "gloss" originated also from Latin/Greek, meaning paraphrase, explanation or interpretation. Vasiljevic,

(2010) defined dictogloss as an interactive and collaborative teaching method using dictation where learners listen to a passage; write down fragment words and work together to reconstruct another version of the text. Dictogloss is also described as a language teaching technique which is applied to effectively teach grammatical structures in which students create small groups and summarize a target –language text (Richards & Schmidt 2010).

Selection of Dictogloss Material:

The good material to be used in dictogloss technique is a text or passage. The use of passage or text has proven to be valid for conducting dictogloss lessons in several studies (Wajnryb, 1990; Dhian 2009; Vasiljevic, 2010). Therefore, this research used passages and texts as materials for dictogloss lessons during the treatment. Dictogloss also works better with prepared passages. Ur (2012) pointed out that the use of authentic unrehearsed discourse has two main shortcomings. First, the speed level of such recordings is ungraded and the language may be difficult to the learners, making the recordings suitable only for the highest levels. Second, when listening to recordings of dialogues, it is very hard to understand the situation, identify the various voices and cope up with constant overlap during listen

Impact of Dictogloss on Motivation:

Dictogloss facilitates collaboration and cooperation among learners, which helps them satisfy the needs of relatedness. While engaged in dictogloss, learners work together in pairs. A number of studies have vividly indicated that there are both pedagogic and social gains for most learners working in small groups (Storch, 2013). If they can work collaboratively with their partners, the need for relatedness is likely to be satisfied.

Learner autonomy involves learners having choice and feeling responsible for their own learning (van Lier, 2009). Dictogloss is a learner-centred activity and includes factors that promote learner autonomy. While they are actively participated in dictogloss, learners have to decide on what to write down and how to reconstruct a passage themselves. They are not allowed to depend on teachers for help. Teachers play a supporting role and learner-centred learning environment is formed. If the strategy is implemented in class regularly, learners are likely to be more responsible for their own learning.

Benefits of Dictogloss:

The following are the benefits of dictogloss strategy given by Vasiljevic (2010), Daura (2013), and Muwaffiqoh, (2011).

Dictogloss offers a unique blending of teaching listening comprehension and writing skill and the assessment of students' listening and writing ability. In dictogloss, the reconstruction task promotes the acquisition of EFL vocabulary.

It also assist the students develop all four languages skills in integrative way and helping them to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before jotting them down.

Students need to recall the meaning and the written form of vocabulary item introduced at the preparation stage. Dictogloss reconstruction tasks can raise students' awareness of rhetorical pattern in the foreign (FL).

Challenges of Dictogloss:

The following are some of the limitations of Dictogloss according to Doughty & Long (2008), Wilson (2012):

- Dictogloss is not effective for lower-level learners. This means that the tasks involved in the activity may not be suitable for beginners or learners in their early days of education. For example, primary school pupils.
- Subject matter of the text in a dictogloss task may not interest all learners, thereby forcing them to listen to the texts that do not have interest on.
- Learners may be afraid to be discussing or correcting the text with other group members. It also wastes time if not properly planned.

Motivation, EFL Learning and Dictogloss Strategy

The term motivation is viewed as a cornerstone for achievement of students' language development in classrooms. Both intrinsic and extrinsic motivations are crucial to activate students' schemata. Intrinsic motivation as explained earlier triggers the students to actively participate in the task for its leisure, entertainment and learning opportunities. On the other hand, extrinsic motivation triggers as a result of one's desire to be rewarded or prevent punishment. Thus, these types provide a crucial role in motivating language learning and success (Liu and Chu 2010; Tsau and Hao 2010).

According to Muntean (2011) intrinsic and extrinsic motivations are composed in dictogloss and can affect the foreign language learner positively. For example, extrinsic type is develop after a student receives rewards such as gifts, grades and praises in order to enhance commitment whereas, a student can be intrinsically motivated when he focuses on his victory, inner feelings and autonomy. Furthermore, it can also be fostered

by competitions, socialization and collaboration; the foreign language learner motivation improves.

According to Wery & Thompson (2013) students' motivation will be triggered if the teacher believes in his students and that the teaching is in accordance to the level where the students can get good results. Lebsir (2010) have found that by improving motivation and involvement, dictogloss positively affects students' readiness and enthusiasm towards learning. Therefore, he recommends that dictogloss creates and sustain a smooth learning process.

The relevance of motivating students to foster their interest towards learning English language and trigger their level in EFL listening and writing skills, dictogloss has a good bondage with motivation and improves students' motivation towards learning these skills. Since applying dictogloss in educational setting develops motivation for second language learners to learn listening and writing skills, it would also be an appropriate idea to examine its impact on grammar, rhetoric and error analysis.

Studies Related to the Effect of Motivation on Enhancing EFL Learning:

Huang, Yang, Chiang and Su (2016) conducted a research to examine the impact of mobile learning technique towards improving motivation and performance of EFL students. This research used a 5-step vocabulary learning technique and a mobile learning process in an English vocabulary learning community and describes their effectiveness on developing motivation and performance of English as a foreign language (EFL). Eighty EFL students and one teacher were used as participants for the research. Tests and interviews were prepared and administered for data collection. Also, a motivational questionnaire including Attention, Relevance, Confidence, and Satisfaction was applied. The results showed that students who were taught with the five step vocabulary techniques and mobile learning performed better and well-motivated than their counterparts who were taught with regular method in a situational English vocabulary learning environment.

Hang (2017) investigated a research on the impact of dictogloss on students' motivation. Data were collected through tests, questionnaires, and observation involving twenty eight second year students of HCE in Vietnam. The research was carried out in twelve weeks respectively. The initial result indicated that students had low motivation in learning English when taught with traditional method. The later result after applying dictogloss demonstrated the positive impacts of using dictogloss on

students' motivation. Learners could not only make improvements in their motivation but also express greater interest in the English class. Moreover, data from observations demonstrate that dictogloss contributed to the exciting atmosphere in the classroom. The participants, after the intervention, expressed clear interest to the new technique.

Lebsir (2010) conducted a research to examine the effect of dictogloss on students' motivation and attitude to perform a collaborative learning procedure, on second year students in learning English tenses. The participants of the study were 118 second year secondary school students who were divided into a control and experimental groups. A pre-test and post-test were used as instruments of the research. The results of the study showed that the experimental group performed better than the control group. These results show that dictogloss had a positive effect on students' motivation in learning English tenses. Additionally, the results also indicated that the students expressed positive attitudes toward dictogloss.

The previous studies revealed the relevance of using new strategies while teaching EFL skills to foster the motivational level of the students towards learning writing. The more encouraged the students are the excellent results they obtain. The present research supports these results as it recommends teaching EFL writing skills through a more motivating program based on dictogloss.

Method of the Research

The quasi-experimental designed was applied to examine the impact of dictogloss strategy to develop motivation towards learning EFL writing skills of secondary stage students in Nigeria. One hundred and twenty (120) participants were chosen randomly from the second year secondary classes. Two intact classrooms of sixty (60) students each were used. Both groups comprised of sixty (60) participants. "The EFL writing skills test" was prepared and administered basically to discover the pre and post-performance of the two groups before and after the experiment. The independent t-test was applied to analyze the data.

Testing the First Hypothesis

The first hypothesis stated that: "There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the Motivation scale towards learning writing skills in favour of the experimental group.

In order to test this hypothesis, a t-test was used. Table (1) shows the results.

Table (1)

Comparing the Control and the Experimental Group on the Post Administration of Motivation towards Learning Writing Skills Scale

<i>Skills</i>	<i>The group</i>	<i>No. of cases</i>	<i>Means</i>	<i>S.D</i>	<i>df</i>	<i>t. value</i>	<i>Sig.</i>
<i>Attention</i>	Control	60	7.82	0.813	118	128.8	0.01 Sig.
	Experimental	60	28.77	0.963			
<i>Relevance</i>	Control	60	7.73	0.954		125.7	0.01 Sig.
	Experimental	60	29.03	0.901			
<i>Confidence</i>	Control	60	7.78	1.223		94.3	0.01 Sig.
	Experimental	60	28.90	1.231			
<i>Satisfaction</i>	Control	60	9.00	1.120		130.9	0.01 Sig.
	Experimental	60	33.85	0.954			
<i>Total Score of Scale</i>	Control	60	32.33	2.207		209.1	0.01 Sig.
	Experimental	60	120.55	2.411			

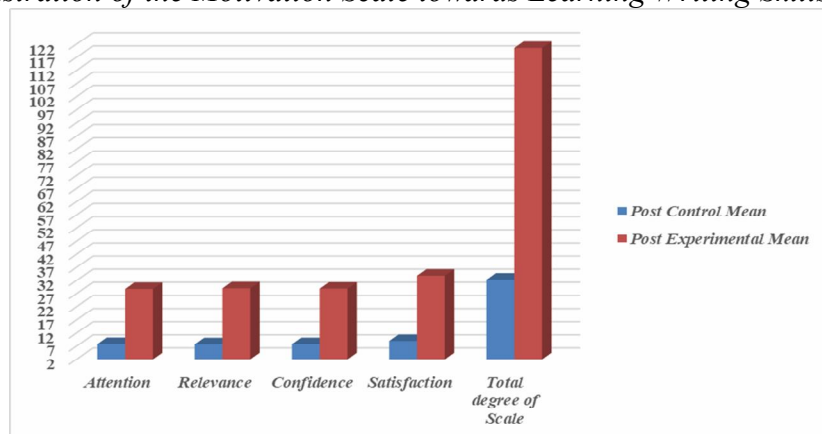
Note: Correlation is significant at the 0.01

The results in Table (1) revealed that there are statistically significant differences between the mean scores of the experimental and control groups in the total score of the motivation scale in the post-administration in favour of the experimental group. All t-values were significant at (0.01) and degree of freedom = 118. The researcher associates these differences to the application of dictogloss strategy.

Differences between the experimental group and the control group mean scores in all sub-skills of the post administration of the motivation scale towards learning writing are presented in figure (1)

Figure (1)

The Mean Scores of the Experimental and Control Groups in the post Administration of the Motivation Scale towards Learning Writing Skills



Testing the Second Hypothesis

The second hypothesis stated that: “There is a statistically significant difference at the 0.05 level between the mean score of experimental group on the pre and post administration of the Motivation scale writing in favor of the post administration”

In order to test this hypothesis, a t-test was used. Table (2) yields the results.

Table (2)

Comparing the Experimental Group Pre and Post Administration of Motivation towards Learning Writing Skills Scale

<i>Skills</i>	<i>Application</i>	<i>No. of cases</i>	<i>Means</i>	<i>S.D</i>	<i>Df</i>	<i>T.Value</i>	<i>Sig.</i>
<i>Attention</i>	pre – test	60	7.72	0.804	59	118.96	0.01 Sig.
	post – test	60	28.77	0.963			
<i>Relevance</i>	pre – test	60	7.62	0.993		125.8	0.01 Sig.
	post – test	60	29.03	0.901			
<i>Confidence</i>	pre – test	60	7.80	1.273		100.1	0.01 Sig.
	post – test	60	28.90	1.231			
<i>Satisfaction</i>	pre – test	60	9.02	1.308		127.5	0.01 Sig.
	post – test	60	33.85	0.954			
<i>Total Score of Scale</i>	pre – test	60	32.15	2.392		200.8	0.01 Sig.
	post – test	60	120.55	2.411			

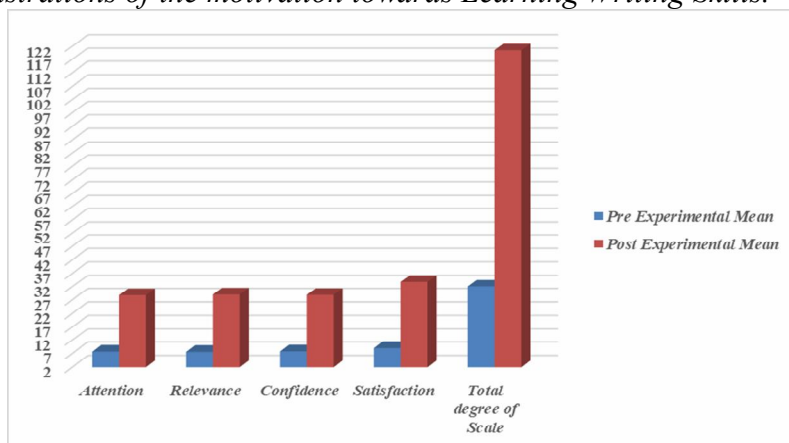
Note: Correlation is significant at the 0.01

The results in Table (2) showed that there were statistically significant differences between the mean scores of the experimental group in the pre and post administration in the total score of the writing motivation scale in favour of the post administration. All t-values were significant at the (0.01) and the degree of freedom is (59). The researcher attributes these differences to the application of dictogloss strategy.

Differences between the experimental group scores in the pre-post administration of the motivation scale towards learning writing in all the sub-skills of the scale and the total score is revealed in figure (2) below:

Figure (2)

The Mean Scores of the Experimental Group in the Pre- post Administrations of the motivation towards Learning Writing Skills.



Estimating the Effect Size:

For the purpose of calculating the effect size of the dictogloss strategy regarding the difference between the experimental group's pre- and post-administrations of the motivation towards learning writing scale, eta square (η^2) and the effect size were determined after calculating the t-value

Table (3)

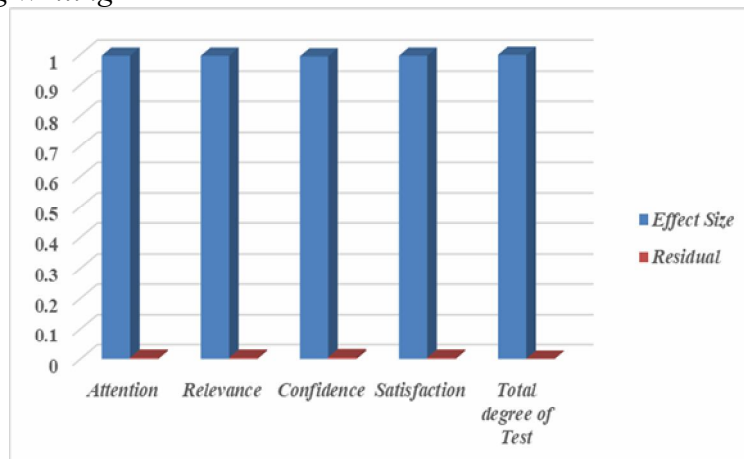
The Effect size and values of (η^2) of the Treatment on Enhancing the Motivation towards Learning Writing Scale of the Experimental Group

Skill	η^2	Effect size
Attention	0.996	High
Relevance	0.996	High
Confidence	0.994	High
Satisfaction	0.996	High
Total Scale	0.999	High

The result in Table (3) illustrates the effect size of the dictogloss strategy on the academic achievement of the experimental group students in the four sub-skills of the motivation towards learning writing scale and its overall score. (η^2) Values of the total score and the sub-skills ranged between (0.994) and (0.999). This indicates the significant impact of the program.

The effect size of the dictogloss program on the performance of the experimental group students in the four sub-skills of the motivation towards learning writing scale and its overall score is exemplified in the figure below:

Figure (3)
The Effect Size of the Dictogloss Strategy on Motivation Scale towards Learning Writing



Discussion of Results:

Results indicated that there was a statistically significant difference between the experimental group and their equivalents in the control group in the variables under study in favour of the experimental group. These results showed the improvement in the experimental group students' motivational level towards learning writing skills on the post administration of the tests and the motivation scale. Such development could be attributed to the effectiveness of using the dictogloss strategy on experimental students.

The results of the research also revealed that the students in the experimental group were more involved and prepared of the writing skills, and their motivation developed. Thus, this is attributed to the activities and tasks that were contained in the dictogloss method which motivated and encouraged the participants to interact and communicate using the target skills.

Moreover, students who studied writing through dictogloss method became more willing and motivated to participate in writing activities. It was revealed that administering the dictogloss strategy of the present study led to developing the experimental students' motivation towards learning writing skills than their counterparts of the control group. In addition, the results indicated that the dictogloss strategy is more effective than the regular method. This led to developing the EFL writing skills of second year secondary stage students in Nigeria and their motivation towards learning the skills developed. Consequently, the effectiveness of dictogloss strategy can be attributed to its peculiarities that led to the following purposes:

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- Dictogloss promotes interactive and collaborative participation of EFL students in writing tasks with the help of a teacher serving as a facilitator, guide, instructor and director. In addition, it creates interactive teaching method that encourages students to interact and learn positively.
 - The strategy included writing activities that focused the needs and interests of those students. The dictogloss provides students with good opportunities to freely as individual and in group during independent and interdependent stages of the strategy. These stages evidently have contributed to developing students' attitudes towards motivating EFL learning.
 - It makes students to become more aware of the necessary writing skills and the criteria according to which their writing was evaluated and motivated.
 - It provides unique blending of teaching writing skills.
 - During writing activities, students were motivated to use extra ability and intelligence that could assist them to get clear understanding and background about the topic they were supposed to listen through various stages of dictogloss method.
 - Using interesting topics in the dictogloss application method such as: The wealthy mare, The joy of victory and Animal plan to overthrow man. Furthermore, to using various illustrative materials including images, tables to assist students to activate the students' previous knowledge and as a result motivate their writing and connect them collectively.

Conclusions

The present research concluded that improving motivation towards learning EFL students' writing skills are possible through dictogloss technique. The findings of the research provided for factual evidence that dictogloss assists EFL secondary school students develop their motivation towards learning EFL writing skills. Many studies on the topic in language methodology found similar results.

Recommendations

The following recommendations were made:

- a. EFL teachers are recommended to be aware of the relevance of applying dictogloss method in teaching writing skills to their students. It improves their EFL students' motivation towards learning the targeted skills.

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- b. EFL teachers are recommended to believe that their roles changed from being the only sources of knowledge to guides, monitors, facilitators, collaborators and consultants to their students.
 - c. EFL teachers should prepare their students to apply the dictogloss content in the classrooms to practice English language and build a friendly and conducive environment for learning writing and improve students' motivation.
 - d. Students centered approach and self-learning should be applied in motivating students' motivational level of learning writing skills. Thus, teaching materials, activities and tasks should be improved in accordance with students' interests.
 - e. Students are needed to embrace more interesting and enjoyable learning strategies and be self-governed, and involved in the interactive- oriented classes.
 - f. Government should organize seminars, workshops and trainings to equip its teachers to know how to use dictogloss strategy in teaching writing skills.
 - g. Course designers are encouraged to include dictogloss method in teaching English language writing skills.

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