



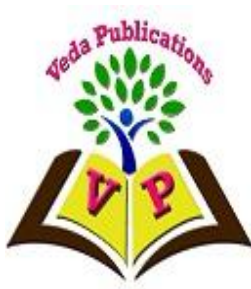
THE INFLUENCE OF DICTOGLASS TASK ON THE VOCABULARY DEVELOPMENT OF EFL LIBYAN STUDENTS

Khaled Ali Alkurtehe

(Universiti Utara Malaysia)

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ABSTRACT



Vocabulary is the most important part of any language for learning and teaching. Vocabulary learning is a central part of language pedagogy (Alqahtani, 2015, Swain, 1985, Swain 1995). Hence, vocabulary development is an indispensable part of language learning (Alqahtani, 2015). Few studies revealed that student's vocabulary errors are the most serious and disruptive obstacles to their communication (Gass, 1988b; Johansson, 1978; Politzer, 1978, cited in Gass&Selinker, 2001). Hence, vocabulary development has been recognized by learners as well as researchers as an important aspect of learning and acquiring any new spoken language (Ellis, 1999a). Dictoglass is known as a group or peers lexical-related cognitive problem-solving tasks followed by output production tasks (Swain, 2000). Many studies revealed that Dictoglass task is more superior than conventional methods (e.g Shafaei & Abdul Rahim, 2015; Swain, 2000; Vygotsky, 1978; Webb, 2005;). Such strategy has been used by many researchers in order to deal with such problems (e.g Bataineh & Younis, 2016; Lapkin et al, 2002; Rahim & Shafaei, 2015; Swain & Lapkin, 2001; Zarei & Gilani, 2013).

Vocabulary development is a very important aspect of language learning and acquisition (Swain, 1985, 1995). According to her, the act of producing language writing and speaking can be considered in some certain circumstances like a major part of any language learning process Swain (1985, 1995). Some empirical studies had revealed that learner's vocabulary knowledge is clearly correlated with their productive skills (Engber, 1995). The current study will take place in Libya among first academic year students in Sebha University Alhmali (2007) mentions that English is taught in Libya in all schools from the second grade after the 1990s and before that, it was taught at the age of eleven. He also adds English is the first foreign language which is taught in Libya, so English has a unique position inside my country. This study will be conducted to compare and



explore the effect of Dictoglass tasks and reading comprehension on ESL students' vocabulary development through the lenses of sociocultural perspective. Many researchers recommended more studies to develop vocabulary knowledge for learners. For example, researchers should find more and appropriate strategies to develop learners' vocabulary (AL-Shuwairekh, 2001; Salah, 2008; Saigh& Schmitt, 2012). In addition, Alqahtani (2015) stated that vocabulary has been neglected from the field of research for many decades. In other words, one of the biggest problems in EFL student's vocabulary learning is the difference between their productive vocabulary size and their receptive vocabulary size (Nation, 2013). Since vocabulary knowledge is an integral part of Language Learning (Zhang,2011) Arab students of English language (EL) face problems in learning new vocabulary items (khan2011). Many students also complain about forgetting the newly learned words (Nation2013) and problem in language production such as their vocabulary might be rich, but their language production remains poor (Swain,1985). In addition to that, few studies have compared the effect of Dictoglass Task learning and reading comprehension on second language vocabulary development (Zarei, 2012).

Keywords: *DICTOGLASS TASK, Vocabulary, ESL Students'.*