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Thesis Title	The Impact of using programmed teaching method on the second intermediate school female students achievement in dictation		
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Abstract

The Arabic language is a live language that should get enough attention and care by specialists for it is the language chosen by the Al-Mighty for his prophet Mohammad and it is the language of al- Quran. It is also the instrument used in educaion and knowledge getting and also in teaching different subject_matters .Therefore, different areas of the Arabic language should cope together to achieve the aims of its teaching to the learners. Hince different language skills have their role in teaching Arabic especially the writing skill for it is considered an important process in the modern life for both the individual and the society.

But inspite of the importance of the dictation skill, the learners still complain as well as many reasearches have proved that language learners commit several mistakes in dictation and they are due to several reasons such as the weak teaching methods that are followed in teaching. Therefore, the aim of this study is to find out the impact of using programmed teaching method on the second intermediate school female student's achievment in dictation by using the computer experimentally.

In order to achieve this aim, the researcher used the partial control experimental design of a one experminental group and a control one and of a post-test. To conduct the experiment, Al-Khansa' female secondary school is selected on purpose in Baghdad and which includes two second stage classes. The sample of the study consists of 40 female students distributed as follows: 20 students for each group, the experimental and the controlones. The two groups are equalized statistically using t-test for two independent samples in the following variables: age counted by months, the final grades of the students in the Arabic language in the 1st intermediate stage for the previous academic school 2000-2001, the grades of the students on the pre-information lest in dictation, the grades of the students in the linguistic ability test, and the grades of the IQ test.

It is found out that no statistically significant differences are found out between the two groups in the afore mentioned variables.

After the specification of the teaching material which included four topics selected from the textbook of the second intermediate stage for the academic year 2001-2002, the researcher formulation the behavioral objectives and prepared the framework for the construction of the program as well as she prepared the needed teaching plans for the experiment.

To measure the student's achievmenet of both groups in the selected topics which the researcher taught them herself during the experiment which lasted for a whole academic course (the 1st course). The achievement test that the reasearcehr constructed herself is applied and which consists of 30 objective items of the multiple – choice and the completion types. The test is proved to be valid and reliable. Then the same test is applied after 21 days to measure the student's acheivements.

Using t-test to compute data statistically, the following two results are found out:

- 1- There is a statistically significant difference on the level of 0.001 among the means of the grades of the experimental group studnts and those of the control group ones in the direct achievement test and infavour of the experimental

group.

- 2- There is a statistically significant difference on the level of 0.05 among the means of the grades of the experimental group students and those of the control group ones in keeping the achievements and infavour of the experimental group.

In the light of the results of the present study, the reasearcher dictation by the teachers of the Arabic language.

Finally suitable suggestion for further studies are proposed by the researcher to enrich future investigation in this field.