

The Negotiated Dictation: An Interactive Pedagogical Tool for Teaching Linguistic Skills

Müzakereli Dikte: Dil Becerilerini Öğretmek İçin Etkileşimli Bir Pedagojik Araç

Samia Ilhem Nouadri 

Barika Merkez Üniversitesi, Edebiyat ve
Yabancı Diller Enstitüsü, Fransızca Dil ve
Edebiyatı Bölümü, Barika, Cezayir

University Center of Barika, Institute of Letters
and Foreign Languages, Department of French
Language and Literature, Barika, Algeria
samiailhennouadri@cu-barika.dz



Abstract

Negotiated dictation is an interactive pedagogical approach that differs from traditional dictation by encouraging students to collaboratively discuss and negotiate orthographic and grammatical choices. This method fosters interaction, reflection, and a deeper understanding of language rules. This study examines the impact of negotiated dictation on students' linguistic skills and motivation. Forty-one fifth-grade students participated, divided into an experimental group (using negotiated dictation) and a control group (using traditional dictation). Pre- and post-tests assessed spelling, grammar, and motivation. The results show that negotiated dictation led to fewer spelling and grammar errors, improved retention of linguistic rules, and better self-correction skills. Over 85% of students in the experimental group reported increased confidence in writing and greater class participation. They found the method engaging, promoting peer discussion and critical thinking. Challenges included some initial difficulty in negotiating choices, requiring teacher support. Overall, negotiated dictation proved to be an effective instructional strategy for enhancing language accuracy, motivation, and learner autonomy.

Keywords: negotiated dictation, pedagogy, collaborative learning, motivation, traditional dictation.

Öz

Müzakereli Dikte, öğrencileri ortografik ve dil bilgisi seçimlerini işbirlikçi bir şekilde tartışmaya ve müzakere etmeye teşvik ederek geleneksel dikteden farklılaşan etkileşimli bir pedagojik yaklaşımdır. Bu yöntem etkileşimi, düşünmeyi ve dil kurallarının daha derin bir şekilde anlaşılmasını teşvik etmektedir. Bu çalışma, Müzakereli Diktelerin öğrencilerin dil becerileri ve motivasyonu üzerindeki etkisini incelemektedir. Kırk bir beşinci sınıf öğrencisi, bir deney grubuna (Müzakereli Dikte kullanan) ve bir kontrol grubuna (geleneksel dikte kullanan) ayrılmıştır. Ön ve son test yazım, dil bilgisi ve motivasyonu değerlendirmiştir. Sonuçlar, Müzakereli Diktelerin daha az yazım ve dil bilgisi hatasına, dil kurallarının daha iyi hatırlanmasına ve daha iyi öz düzeltme becerilerine yol açtığını göstermektedir. Deney grubundaki öğrencilerin %85'inden fazlası yazma konusunda daha fazla güven duyduklarını ve sınıfta daha fazla katılım gösterdiklerini bildirmiştir. Yöntemi ilgi çekici, akran tartışmasını ve eleştirel düşünmeyi teşvik edici bulmuşlardır. Zorluklar arasında seçimleri müzakere etmede başlangıçta yaşanan bazı zorluklar ve öğretmen desteği gerektirmesi vardı. Genel olarak müzakereli dikte, dil doğruluğunu, motivasyonu ve öğrenci özerkliğini artırmak için etkili bir öğretim stratejisi olduğu kanıtlanmıştır.

Anahtar Kelimeler: müzakereli dikte, pedagoji, işbirlikçi yaklaşım, motivasyon, geleneksel dikte.

Geliş Tarihi/Received 04.01.2025
Kabul Tarihi/Accepted 16.04.2025
Yayın Tarihi/Publication Date 15.05.2025

Cite this article as: Nouadri, S. I. (2025). The negotiated dictation: An interactive pedagogical tool for teaching linguistic skills, *Current Perspectives in Social Sciences*, 29(2), 189-203.



Content of this journal is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Introduction

In the Algerian educational system, writing competence plays a crucial role, particularly with the new challenges introduced by the 2003 reform. This reform is based on the principles of the competency-based approach, whose primary goal is to train learners capable of applying their acquired knowledge in various complex situations, both at school and in everyday life. At the primary level, French language instruction aims to develop young learners' communication skills in both oral (listening-speaking) and written (reading-writing) forms, providing them with solid and lasting foundations. After two years of learning French, students gradually begin to communicate orally and in writing in contexts adapted to their cognitive development. However, written production in French remains one of the most complex activities, as it requires the coordination of various motor skills and specific linguistic knowledge, particularly in spelling, which is a fundamental component.

Our research falls within the field of language didactics and focuses on negotiated dictation and its impact on mastering orthographic competence among fifth-grade primary students.

The choice of this topic stems from on-the-ground observations. As teachers, we have noticed that fifth-grade primary students struggle with both dictation exercises and written expression. When writing, they make numerous spelling mistakes, revealing an inadequate mastery of spelling rules. It is therefore the teacher's responsibility to identify these errors and propose suitable methods to correct or, at the very least, reduce them. This observation led us to examine what extent negotiated dictation contributes to the development of students' orthographic and grammatical skills while stimulating their motivation to learn in a school environment.

Negotiated dictation is an innovative pedagogical approach that redefines traditional classroom dictation practices, often perceived as rigid and stressful. Unlike the classical dictation, where students passively reproduce a text dictated by the teacher, the negotiated dictation relies on a collaborative approach that places learners at the center of the learning process. This method engages students in collective reflection, where they discuss, argue, and make joint decisions regarding orthographic and grammatical choices (Lafontaine & Duval, 2018).

By emphasizing cooperation and exchange, negotiated dictation transforms what might otherwise be a simple assessment activity into a tool for active learning. Mistakes become opportunities for debate and knowledge construction, while discussions around linguistic rules deepen students' understanding (Barré-De Miniac, 2015). Furthermore, this approach fosters group dynamics that can enhance motivation, reduce anxiety about making mistakes, and encourage a sense of belonging within the class (Bautier & Rayou, 2020).

Negotiated dictation is grounded in the principles of collaborative and constructivist learning. According to Piaget (1976), social interactions play a central role in knowledge construction. This approach encourages students to confront their ideas and justify their choices, thereby strengthening their cognitive autonomy. Vygotsky (1978) also highlighted the importance of social interaction in developing linguistic skills, particularly through the zone of proximal development (ZPD). Negotiated dictation aligns with this framework, allowing students to progress through collaboration and scaffolding provided by their peers and teachers.

Negotiated dictation has proven effective in enhancing linguistic skills. According to a study by Bautier and Rayou (2009), this approach promotes a deeper reflection on orthographic and grammatical rules. When students are confronted with errors or differing choices, they learn to analyze linguistic structures and adopt solutions that conform to norms. Research has also shown that negotiated dictation helps reduce recurring errors through active memorization. Chevallard (2002) underscores the significance of contextualizing knowledge, arguing that learning becomes more meaningful when concepts are connected to real-world applications. Negotiated dictation aligns with this perspective by transforming abstract linguistic rules into tangible and interactive learning experiences. Through discussion and collaboration, students do not merely memorize spelling and grammar rules; they actively engage with them in context, negotiating their use in authentic language situations. This process fosters a deeper understanding of linguistic structures, as learners see the immediate relevance of their choices and develop critical thinking skills. By integrating orthographic and grammatical principles into dynamic classroom

interactions, negotiated dictation reinforces learning in a way that is both practical and engaging, ultimately enhancing students' ability to apply language rules beyond the classroom.

The collaborative aspect of negotiated dictation stimulates student motivation. According to Deci and Ryan (1985), autonomy, competence, and social belonging are key factors in intrinsic motivation. Negotiated dictation addresses these needs by actively involving students in their learning and valuing their participation. Moreover, a study by Perrenoud (1998) highlights that collaborative learning, as practiced in negotiated dictation, creates a positive classroom climate and enhances student engagement. The playful and interactive nature of negotiation reduces anxiety about errors, encouraging students to participate without fear of failure.

Unlike traditional dictation, often perceived as a punitive evaluation, negotiated dictation stands out for its formative nature. Dolz and Schneuwly (1998) note that innovative practices encouraging collective reflection are more effective in developing language skills. Empirical research, such as that by Fayol (1997), has demonstrated that negotiated dictation enables better assimilation of rules due to students' active engagement in the learning process, as opposed to passive correction. Despite its advantages, negotiated dictation may present certain challenges, such as time management and unequal student participation. Brousseau (1998) warns of the risk that more advanced students may dominate discussions, limiting the involvement of less proficient learners. To address these challenges, Meirieu (2007) suggests differentiated strategies, such as homogeneous grouping or assigned roles, to ensure equitable participation and greater pedagogical effectiveness. The principles of collaborative learning, as outlined by Johnson and Johnson (1999), along with the self-determination theory proposed by Deci and Ryan (1985), help explain why negotiated dictation has a positive impact on student motivation. This method aligns with key psychological needs—autonomy, competence, and social belonging by allowing students to take an active role in their learning, develop their linguistic skills, and engage in meaningful peer interactions. As a result, language learning becomes a more engaging and participatory experience.

Additionally, Corder's (1967) theory of error in didactics values mistakes as essential learning opportunities. Within the framework of negotiated dictation, students analyze and correct errors collaboratively, which not only strengthens their understanding of linguistic rules but also fosters a more reflective and interactive approach to learning. This reinforces the idea that errors should not be seen as failures but as stepping stones to mastery.

The negotiated dictation method represents an innovative approach to language learning, fostering collaboration, critical thinking, and deeper engagement with linguistic rules. Unlike traditional dictation, which often emphasizes passive reception, this interactive practice encourages students to discuss, negotiate, and justify their grammatical and orthographic choices. However, despite its pedagogical potential, the impact of negotiated dictation on both linguistic proficiency and student motivation remains an area that requires further investigation. This study was driven by the need to explore how and why negotiated dictation enhances students' language skills while also fostering greater motivation and engagement. Grounded in a multidimensional theoretical framework, this inquiry draws on socioconstructivist principles (Chevallard, 2002), collaborative learning theories (Johnson & Johnson, 1999), self-determination theory (Deci & Ryan, 1985), and error analysis (Corder, 1967). By integrating social, cognitive, and motivational perspectives, this research aims to provide a comprehensive understanding of how negotiated dictation influences language acquisition and classroom dynamics. Thus, this multidimensional theoretical framework, combining socioconstructivist, motivational, cooperative, and cognitive approaches, enables an in-depth exploration of the impact of negotiated dictation on linguistic skills and student motivation while offering practical insights for optimizing this pedagogical method in schools.

Research Framework

This research aims to thoroughly analyze the impact of negotiated dictation in the school context. The central question it explores is as follows:

To what extent does negotiated dictation contribute to the development of students' orthographic and grammatical skills while stimulating their motivation to learn in a school environment?

Two hypotheses guide this study:

1. Negotiated dictation significantly improves students' linguistic skills by actively involving them in the learning process.
2. Negotiated dictation enhances student motivation by reducing anxiety associated with traditional evaluation and fostering a positive group dynamic.

Research Objectives

1. Analyze the impact of negotiated dictation on the acquisition of students' orthographic and grammatical skills.
2. Study the effect of this approach on students' motivation to learn French.
3. Identify optimal pedagogical practices for implementing negotiated dictation in a school context.
4. Propose recommendations for integrating this approach into educational practices, highlighting its potential to transform language learning.

This study aims to explore how negotiated dictation can become an effective tool for learning the French language, addressing both pedagogical and motivational challenges in contemporary school environments.

The practice of dictation plays a central role in developing linguistic skills, particularly in the learning of French as a Foreign Language (FLE). Although it is sometimes perceived as a traditional method, dictation remains an essential pedagogical tool, offering multiple benefits. It contributes to strengthening orthographic skills by enabling learners to systematically memorize and apply rules while consolidating their mastery of written language (Daunais, 2004). Furthermore, by linking oral and written expression, dictation develops phonographic competence, helping students establish a connection between the sounds they hear and their graphic representation (Rey-Debove, 1996). This exercise also demands attention and concentration from learners, requiring them to listen, analyze, and transcribe accurately, while improving their linguistic precision and focus (Fenouillet & Toczec, 2014).

In addition, dictation is a versatile tool that can address various pedagogical needs. Its repetitive nature promotes long-term memory retention, enabling learners to anchor grammatical and orthographic rules (Dehaene, 2018). It also provides teachers with a means to evaluate and diagnose students' linguistic competencies across areas such as spelling, grammar, and syntax, facilitating the adjustment of teaching strategies (Morin, 2015).

Finally, far from being limited to traditional approaches, dictation can be modernized and adapted to current methods through formats such as negotiated or self-dictation. These variations make the exercise more interactive and engaging, fostering collective reflection and peer collaboration (Zakhartchouk, 2014). Thus, dictation combines tradition and innovation, reaffirming its relevance in contemporary educational practices.

This article therefore explores the impact of this practice on improving students' linguistic skills while examining its role in enhancing their motivation to learn. Through this study, we aim to understand how this approach can transform language learning into a stimulating and enriching experience.

Methodology

Location and Target Audience of the Experiment

Location of the Experiment

The study was conducted at Ziza Masika and Belaid Touhami primary schools, located in the commune of Merouana, in the Batna province, Algeria. These institutions accommodate 222 students, distributed across six classrooms, and employ eight teachers, including one specialized in French as a Foreign Language (FLE).

To establish official contact with these schools, we submitted two authorization requests to the Batna Provincial Directorate of Education, a process that took nearly a month. These requests were reviewed as part of an agreement between the Ministry

of Higher Education and the Ministry of National Education in Algeria, covering the period from January 15, 2023, to February 15, 2023. The fieldwork then took place over approximately two months, spanning from late February to early April. For this study, ethical approval was obtained from the Board of Directors of the Institute of Letters and Languages at the University Center of Barika, Algeria (Ref41/C.UB/ILLD.LLEFF2023) on January 2, 2023, after a thorough review of the research protocol, including the study objectives, methodology, data collection procedures, and the measures taken to ensure the confidentiality and well-being of participants. Written informed consent was obtained from all participants and their parents who participated in the study.

Target Audience

The experiment was carried out in a 5th-grade primary class consisting of 41 students (15 boys and 26 girls). Due to health measures related to the COVID-19 pandemic, the class was divided into two groups:

- **Group A:** 22 students
- **Group B:** 19 students

Their academic progress is generally consistent, with few instances of grade repetition. Most students come from a middle-class background, with parents working as civil servants, farmers, employees, or teachers. The majority are local residents and demonstrate an average academic performance in both Arabic and French.

Table 1.
Number of learners per group

Group A		Group B		<i>p</i>
Number of Learners	Percentage	Number of Learners	Percentage	<i>p</i> =0,58
22	53%	19	47%	

Table 1 displays the distribution of learners across the two experimental groups. Group A includes 22 learners (53%), while Group B consists of 19 learners (47%). The statistical analysis shows no significant difference between the groups ($p = 0.58$), indicating that the groups were initially balanced. A chi-square test was undertaken to determine the statistical significance of this difference, and the results showed a chi-square value of 0.22 and a p-value of 0.639. Since the p-value is greater than 0.05, we conclude that the difference is not statistically significant, meaning it does not affect the comparability of the two groups. We note that our sample in Group A shows a slight difference of three students compared to Group B, representing a 6% variation.

By Age:

The following tables present the age distribution of students by group. Their ages range from 9 to 13 years, while the typical age for this level is between 10 and 11 years. This indicates that some students have an academic delay of one to two years.

Table 2.
Distribution of learners by age group A

Age	Number of learners	Percentage
9	3	14%
10	16	73%
11	2	9%
12	0	0%
13	1	4%

According to the results from the table above for Group A students, the majority (73%) are 10 years old, 14% are 9 years old, 9% are 11 years old, and 4% are 13 years old, indicating that they are repeating students (Table 2).

Table 3.
Distribution of learners by age group B

Age	Number of Learners	Percentage
9	7	37%
10	7	36%
11	4	22%
12	0	00%
13	1	5%

Table 3 presents the age distribution of learners in Group B. Regarding the students in Group B, a significant number are 9 years old (37%) and 10 years old (36%). Additionally, 22% are 11 years old, while 5% are 13 years old, indicating a school delay.

To evaluate the effectiveness of negotiated dictation, a study was conducted in two primary schools. Participants included 5th-year students, divided into two groups: an experimental group using negotiated dictation and a control group using traditional dictation. Data were collected using linguistic competence tests composed of four sections.

- **Section 1:** Spelling (20 points)
- **Section 2:** Grammar (20 points)
- **Section 3:** Vocabulary (20 points)
- **Section 4:** Text comprehension (40 points).

1. **Sample:** The participants included 100 primary school students, evenly distributed between the experimental and control groups.
2. **Procedure:** The experimental group participated in negotiated dictation sessions once a week for three months, while the control group followed the same schedule using traditional dictation sessions.

Measurement Instruments

Data were gathered using standardized linguistic competence tests, motivation questionnaires (self-assessment by students), and observation grids to evaluate student interaction and participation. (The Student Interaction, Student Participation, Problem-Solving, and Linguistic Skills tests are based on several theoretical frameworks and evaluation methodologies in education and cognitive psychology.

As a teacher-researcher specializing in language-culture didactics, I contributed to the development of these tests in collaboration with colleagues, incorporating concepts from the following theoretical references:

Theoretical and Methodological Origins of the Tests

- Student Interaction & Student Participation → Inspired by Vygotsky's Sociocultural Theory (1978) and the Classroom Assessment Scoring System (CLASS) – Pianta, La Paro & Hamre (2008).
- Problem-Solving → Based on Bloom's Taxonomy (1956) and PISA (OECD) assessments for problem-solving skills.
- Linguistic Skills → Aligned with the Common European Framework of Reference for Languages (CEFR, 2001) and standardized assessments such as DELF/DALF, TOEFL, and IELTS.

Test Design and Validation Process

- Interdisciplinary collaboration with specialists in language didactics and educational assessment.
- Adaptation of the tests according to teaching contexts and the specific needs of learners.
- Pilot phase conducted with a sample of students to test the validity and reliability of the assessment instruments.

These tests are based on strong theoretical frameworks and have been rigorously designed. Any additional information can

be provided to ensure the scientific and methodological transparency of the study).

Results

The observation grid captured various aspects of student interaction and participation, providing valuable insights into the effectiveness of negotiated dictation as a pedagogical tool.

- The study was conducted with four observers, all teachers specializing in language-culture didactics.
- They hold a bachelor's degree in French studies and a master's degree in French didactics, with over 11 years of experience in teaching and educational assessment.
- The evaluation was carried out by a group of competent experts in accordance with methodological recommendations in education and social sciences.

Scoring Scale:

- 1: Very Low
- 3: Average
- 4: Good
- 5: Very Good

Table 4.

Observation Grid for Student Interaction and Participation - Experimental Group

Group (01)

Observer's name

Class/level 5th year primary

Criteria	Indication of evaluation	Rating scale 1-5
Interaction among students		
Verbal communication	Students actively discuss and exchange ideas	5
Active listening	Students attentively listen to their peers' contributions	4
Collaboration	Students work together to solve problems	4
Respect for opinions	Students respect and consider each other's ideas	4
Student Participation		
Engagement	Students show interest and enthusiasm	5
Initiative	Students propose solutions and take initiatives	4
Motivation	Students are motivated and actively participate in the activity	5
Problem Solving		
Argumentation	Students justify their choices with relevant arguments	4
Critical Thinking	Students question and critically evaluate propositions	3
Consensus	Students reach common decisions	3
Linguistic Skills		
Orthographic Accuracy	Students correctly apply spelling rules	4
Grammatical Accuracy	Students adhere to grammatical rules	4
General Behavior		
Following Instructions	Students follow the teacher's instructions	5
Positive Attitude	Students display a positive attitude towards the activity	5
Cooperation	Students cooperate with peers and the teacher	5

Table 5.**Observation Grid for Student Interaction and Participation - Control Group**

Group (01)

Observer's name

Class/level 5th Year primary

Criteria	Indication of Evaluation	Rating scale 1-5
Interaction among students		
Verbal communication	Students actively discuss and exchange ideas	1
Active listening	Students attentively listen to their peers' contributions	2
Collaboration	Students work together to solve problems	2
Respect for opinions	Students respect and consider each other's ideas	4
Student Participation		
Engagement	Students show interest and enthusiasm	1
Initiative	Students propose solutions and take initiatives	1
Motivation	Students are motivated and actively participate in the activity	1
Problem Solving		
Argumentation	Students justify their choices with relevant arguments	2
Critical Thinking	Students question and critically evaluate propositions	1
Consensus	Students reach common decisions	1
Linguistic Skills		
Orthographic Accuracy	Students correctly apply spelling rules	2
Grammatical Accuracy	Students adhere to grammatical rules	1
General Behavior		
Following Instructions	Students follow the teacher's instructions	3
Positive Attitude	Students display a positive attitude towards the activity	1
Cooperation	Students cooperate with peers and the teacher	2

Interpretation of Results

The first table presents an evaluation of students' performance based on several criteria related to interaction, participation, problem-solving, linguistic skills, and general behavior. Each criterion is analyzed through specific indicators, scored on a scale of 1 to 5 (Table 4 and Table 5).

Student Interaction

The results show that students interact actively with one another:

- **Verbal Communication** achieves a maximum score of 5, indicating that students engage in dynamic discussions and idea exchange.
- Scores of 4 for **Active Listening**, **Collaboration**, and **Respect for Opinions** reflect good cooperation among students, though there is a slight margin for improvement in these areas.

Student Participation

Student participation is evaluated very positively:

- Engagement and Motivation both receive perfect scores of 5, demonstrating strong interest and enthusiasm for the activity.
- Initiative, with a score of 4, suggests that while participation is high, some students could further contribute by proposing ideas or taking on more responsibility during the activity.

Problem-Solving

Students' problem-solving abilities range from moderate to strong:

- Argumentation (score of 4) indicates that students justify their choices effectively. However, Critical Thinking and Consensus, both scored at 3, reveal gaps in their ability to critically evaluate proposals or reach common agreements. These aspects could benefit from additional pedagogical support to foster deeper reflection and more effective collaborative discussions.

Linguistic Skills

Students demonstrate strong linguistic skills:

- Orthographic accuracy and grammatical accuracy, both scored at 4, reflect a solid understanding of linguistic rules. However, these skills could be further enhanced through targeted activities to achieve even higher linguistic precision.

General Behavior

Students exhibit exemplary behavior:

- Perfect scores of 5 for following instructions, positive attitude, and cooperation highlight excellent discipline, enthusiasm for the activity, and effective collaboration with peers and the teacher.

The second table evaluates students' performance during a traditional dictation activity, based on various criteria. The results indicate generally low performance across most domains, suggesting gaps in engagement, collaboration, and linguistic skills. Below is a detailed analysis of the data:

Student Interaction

- **Verbal Communication (1):** Students barely interact with one another during the activity, reflecting a lack of collaborative exchanges.
- **Active Listening and Collaboration (2):** While low, these scores indicate that some students listen and attempt to collaborate, but the effort remains limited.
- **Respect for Opinions (4):** This high score suggests that despite the lack of active interactions, students respect their peers' ideas when they are expressed.

Analysis: Interaction is generally limited because traditional dictation is often an individual activity, which does not encourage discussion or collaboration.

Student Participation

- **Engagement, Initiative, and Motivation (1):** These very low scores reflect a lack of interest, enthusiasm, and active participation from students in the activity.

Analysis: The traditional approach to dictation appears to be engaging, negatively impacting students' motivation and involvement.

Problem-Solving

- **Argumentation (2):** Students provide limited justification for their choices, suggesting minimal involvement in reflecting on linguistic rules.
- **Critical Thinking (1):** This score indicates an almost total absence of questioning or collective reflection, reflecting the fundamentally passive nature of the activity.

Analysis: Students are not encouraged to argue or think critically within the framework of a traditional dictation activity.

Linguistic Skills

- **Orthographic Accuracy (2):** Students partially apply spelling rules, indicating a limited understanding of the concepts taught.
- **Grammatical Accuracy (1):** This low score reflects significant gaps in mastering grammatical rules.

Analysis: The results suggest that the traditional dictation approach does not effectively help students consolidate their linguistic skills.

General Behavior

- **Following Instructions (3):** Students moderately follow the teacher's instructions, though not consistently.
- **Positive Attitude (1):** This very low score indicates a general lack of interest in the activity.
- **Cooperation (2):** Students exhibit little cooperation with peers or the teacher, which aligns with the individualistic nature of traditional dictation.

Analysis: While instructions are relatively followed, the overall attitude and cooperation are insufficient, limiting the effectiveness of the activity.

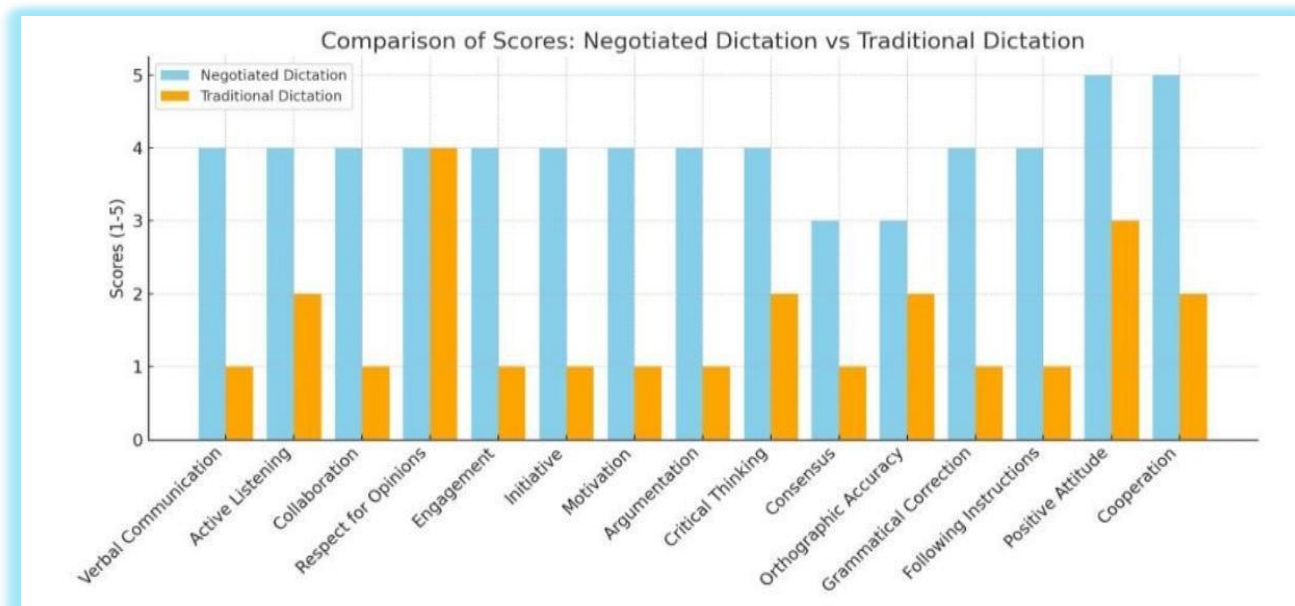


Figure 1.
Comparison of Scores: Negotiated Dictation vs. Traditional Dictation

The chart illustrates that students scored higher in all measured areas under the negotiated dictation method, with notable improvements in cooperation, motivation, and grammatical accuracy.

As shown in Figure 1, learners who participated in the **Negotiated Dictation** activity consistently outperformed those in the **Traditional Dictation** group across all assessed categories. Particularly high differences were observed in verbal communication, active listening, and collaboration, suggesting that the interactive format enhances communicative and cognitive skills.

This comparative graph highlights the significant differences in student performance between Analysis and Commentary on the Graph, negotiated dictation, and traditional dictation.

- The **blue bars** represent scores for negotiated dictation, indicating generally high performance.
- The **orange bars** represent scores for traditional dictation, showing overall lower results, except for respect for

opinions and following instructions.

This graph clearly illustrates the positive impact of an interactive and collaborative approach on the evaluated criteria. This chart illustrates the effectiveness of negotiated dictation in improving not only linguistic skills but also essential transversal competencies such as collaboration and critical thinking. It suggests that the participatory approach promotes better assimilation of spelling and grammatical rules while making learning more engaging and interactive.

More frequent integration of negotiated dictation into teaching practices could be beneficial in fostering a more dynamic and cooperative learning environment while enhancing students' written language skills.

Key Results

The test results demonstrated a significant improvement in linguistic skills in the experimental group compared to the control group. Students participating in negotiated dictation achieved higher scores in linguistic competence tests and showed a better understanding of grammatical and orthographic rules.

Linguistic Skills:

- The experimental group showed an average increase of **15%** in linguistic competence test scores compared to a **5%** increase for the control group.

Motivation:

- Motivation questionnaires revealed that students in the experimental group were more engaged and motivated by the negotiated dictation activity, with a **20%** increase in interest and classroom participation.

Classroom Interaction:

- Observations indicated that negotiated dictation fostered more dynamic interactions among students, with increased participation and effective collaboration.

Discussion

The results of this study suggest that negotiated dictation is an effective pedagogical method for improving linguistic skills and motivating students. Its interactive and collaborative approach allows students to actively engage in their learning, promoting better understanding and retention of linguistic rules. Moreover, this method encourages critical thinking, communication, and cooperation among students, contributing to a more inclusive and stimulating learning environment.

Contrasting Results: Negotiated Dictation vs. Traditional Dictation

The data analysis highlights contrasting outcomes between negotiated and traditional dictation. Students involved in negotiated dictation demonstrated very positive results, particularly in terms of interaction, participation, and general behavior. This method promotes a high level of cooperation and remarkable motivation.

However, certain areas, such as critical reflection, consensus-building, and initiative, require additional effort to maximize the effectiveness of this approach. Conversely traditional dictation appears less engaging and poorly suited to active learning. Students exhibited significant deficiencies across several domains:

Interaction:

- The lack of verbal exchanges and collaboration limits the pedagogical benefits.

Participation:

- A noticeable lack of motivation and interest in the activity was observed.

Problem-Solving:

- Critical thinking and argumentation were almost nonexistent.

Linguistic Skills:

- Students faced significant difficulties in spelling and grammar.

General Behavior:

- While instructions were partially followed, positive attitude and cooperation remained low.

These findings underscore the effectiveness of negotiated dictation as a tool for enhancing active learning and collaboration, while also highlighting the limitations of traditional dictation in fostering student engagement and skill development.

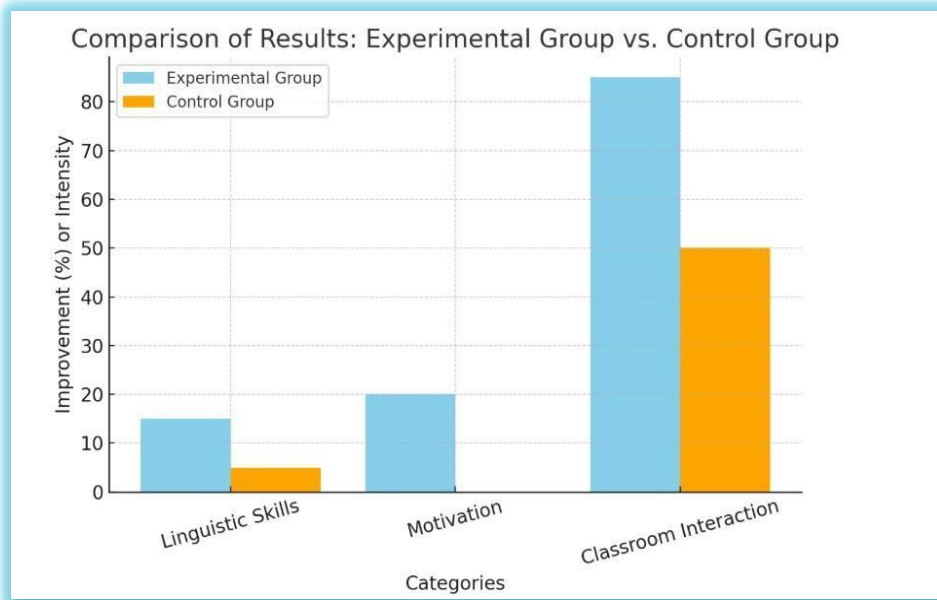


Figure 2.
Comparison of Results: Experimental Group vs. Control Group

Analysis and Commentary on the Graph

This graph (Figure 2) highlights the positive impact of negotiated dictation compared to traditional dictation on various student skills. It shows that students who practiced negotiated dictation consistently achieved higher scores than those who followed traditional dictation, particularly in transversal skills such as collaboration, engagement, active listening, and critical thinking.

Better Student Engagement: The negotiated approach promotes verbal communication, cooperation, and respect for opinions, suggesting a more interactive and participatory classroom dynamic.

Development of Linguistic Skills: While traditional dictation emphasizes spelling and grammatical accuracy, negotiated dictation also reinforces these aspects while stimulating additional cognitive and social skills.

A More Engaging Learning Experience: Student motivation and positive attitudes are significantly higher with negotiated dictation, which may lead to better knowledge retention and long-term improvement.

Pedagogical Recommendations:

Encourage the integration of negotiated dictation in French language teaching to foster an active and collaborative learning

environment.

Alternate between methods (traditional and negotiated dictation) to leverage the advantages of both approaches and meet the needs of different learner profiles.

Implement collective reflection activities after each dictation to help students better understand their mistakes and improve their learning strategies.

This graph clearly demonstrates that negotiated dictation is not just a simple spelling exercise but a powerful pedagogical tool that fosters a more interactive and effective approach to language learning.

Results Comparison

The graph compares improvements in linguistic skills, motivation, and classroom interaction between the experimental group (negotiated dictation) and the control group (traditional method). It highlights the clear superiority of the experimental group, particularly in terms of motivation and interaction.

Table 6.

The pedagogical benefits of negotiated dictation

Categories	Experimental group (%)	Control group (%)
Linguistic skills	15	5
Motivation	20	0
Classroom interaction	85	50

- **Classroom Interaction:** The experimental group achieved 85% dynamic interaction, far surpassing the control group's 50%.

These figures and the table (Table 6) highlight the pedagogical benefits of negotiated dictation.

Recommendations

To maximize the effectiveness of pedagogical practices and address learners' needs, several recommendations are proposed:

For Negotiated Dictation

Develop Critical Thinking and Collective Decision-Making:

- Introduce structured activities, such as debates or guided discussions, to encourage students to question ideas and reach common decisions.

Strengthen Initiative and Collaboration:

- Motivate students to propose innovative solutions and take active roles in collaborative activities.

Enhance Linguistic Skills:

- Incorporate targeted exercises in spelling and grammar to refine students' written language mastery.

To Modernize Traditional Dictation

Adopt Interactive Methods:

- Replace traditional practices with collaborative approaches, such as negotiated dictation, to foster student exchanges.

Stimulate Motivation:

- Diversify activities by introducing playful and interactive elements to capture students' attention and interest.

Encourage Critical Thinking:

- Promote discussions about linguistic errors to stimulate reflection and improve argumentation.

Reinforce Linguistic Skills:

- Offer additional exercises in spelling and grammar to solidify students' learning.

Negotiated dictation stands out as an inspiring method, yielding significantly better results in participation, motivation, and linguistic skills. In contrast, traditional dictation, while clear in its pedagogical objectives, shows limitations due to its individualistic and less engaging approach. Transitioning to interactive, student-centered practices that promote collaboration is essential to addressing contemporary educational challenges. By implementing these recommendations, educators can transform these activities into effective, motivating, and enriching pedagogical tools for learners.

Conclusion

Negotiated dictation demonstrates significant potential as an interactive pedagogical approach in teaching, distinguished by its collaborative and engaging nature. By involving students in a process of exchange and collective reflection, this method fosters a dynamic learning environment where learners are no longer passive recipients but active participants in their own education. The results show that negotiated dictation promotes both the improvement of linguistic skills, particularly in spelling and grammar, and an increase in student motivation. Indeed, learners engaged in this activity exhibit a better understanding of linguistic rules and develop transversal skills such as cooperation and argumentation.

This study highlights the direct benefits of negotiated dictation as well as its indirect impact on classroom atmosphere, notably through increased interactions and reduced apprehension around making mistakes. These findings underline the importance of integrating innovative pedagogical practices to meet the needs of students in a constantly evolving educational context. By adopting this approach, teachers could not only enhance language learning but also encourage positive group dynamics and greater student engagement. "That said, there are promising research avenues to explore. The application of negotiated dictation could be examined in various educational contexts, including classrooms of different levels, multilingual environments, and adult education settings. Furthermore, investigating its impact on other aspects, such as the development of critical thinking and problem-solving skills, could offer a deeper understanding of its broader benefits."

In conclusion, negotiated dictation emerges as a promising method, not only for its pedagogical effectiveness but also for its ability to rekindle students' interest in language learning. A wider adoption of this method, supported by teacher training, could transform educational practices in a sustainable way, offering richer and more inclusive learning opportunities for all learners.

Etik Komite Onayı: Bu çalışma için etik komite onayı Cezayir Barika Üniversitesi Merkezi'ndeki Edebiyat ve Diller Enstitüsü Yönetim Kurulu'ndan alınmıştır. (Tarih: 02.01.2023 / Belge No: Ref41/C.UB/ILLD.LLEFF2023)

Katılımcı Onamı: Çalışmaya katılan tüm katılımcılardan ve ailelerinden yazılı onam alınmıştır.

Hakem Değerlendirmesi: Dış bağımsız.

Çıkar Çatışması: Yazar, çıkar çatışması olmadığını beyan etmiştir.

Finansal Destek: Yazar, bu çalışma için finansal destek almadığını beyan etmiştir.

Ethics Committee Approval: Ethics committee approval was obtained from the Board of Directors of the Institute of Letters and Languages at the University Center of Barika, Algeria (02.01.2023/ Ref41/C.UB/ILLD.LLEFF2023).

Participant Consent: Written informed consent was obtained from all participants and their parents who participated in the study.

Peer-review: Externally peer-reviewed

Conflict of Interest: The author declare no conflict of interest.

Financial Support: The author declared that they received no financial support for this study.

References

- Barré-De Miniac, C. (2015). *Orthographe et production écrite : Enjeux et pratiques scolaires*. ESF Éditeur.
- Bautier, É., & Rayou, P. (2009). *Les inégalités d'apprentissage: Programmes, pratiques et réussites scolaires*. Presses Universitaires de France.
- Bautier, É., & Rayou, P. (2020). *Les inégalités d'apprentissage au prisme des pratiques pédagogiques*. Presses Universitaires de Rennes.
- Chevallard, Y. (2002). *La transposition didactique : Du savoir savant au savoir enseigné*. La Pensée Sauvage.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. *Contemporary Educational Psychology*, 25(3), 54–65. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Dolz, J., & Schneuwly, B. (1998). *Pour un enseignement de l'oral : Initiation aux genres formels à l'école*. ESF Éditeur.
- Dolz, J., & Schneuwly, B. (2009). *Pour un enseignement de l'oral : Initiation aux genres formels à l'école*. ESF Éditeur.
- Fayol, M. (1997). L'orthographe en débat : Analyse des erreurs et perspectives d'apprentissage. *Revue française de pédagogie*, 119(4), 65–78.
- Johnson, D. W., & Johnson, R. T. (1989). Cooperative learning: Theory and research. *Educational Research*, 44(5), 34–39.
- Lafontaine, L., & Duval, R. (2018). Collaborative writing tasks and their effects on linguistic competence. *Canadian Journal of Applied Linguistics*, 21(2), 34–53.
- Meirieu, P. (2007). *L'école, mode d'emploi : Des méthodes actives à la pédagogie différenciée*. ESF Éditeur.
- Perrenoud, P. (1998). L'évaluation formative : Un outil pour guider et motiver l'apprentissage. *Les Sciences de l'éducation*, 34(2), 123–137.
- Piaget, J. (1976). *Le développement de l'intelligence chez l'enfant*. Presses Universitaires de France.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.