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## Using the dictogloss strategy for developing some efl listening comprehension skills among scndary school students

The present study attempted to develop some EFL listening comprehension skills among first year secondary school students through using the dictogloss strategy.

**6.2 Context of the problem:** There was lack in EFL listening comprehension skills among secondary school students and the listening comprehension skills do not receive the required interest. The teachers in our schools ignored the listening comprehension skills, because they concentrated on the basic information that can help students pass their written exams. Thus the present study was an attempt to answer the following questions:

- 1-What are the EFL listening comprehension skills required for secondary school students?
- 2-What are the bases of the dictogloss strategy?
- 3-What is the effectiveness of the dictogloss strategy in the first year secondary stage students listening comprehension skills?

**6.3 Tools of the study:** To fulfill the purpose of the study, the researcher prepared the following tools:

- 1-A listening comprehension pre-test to diagnostic points of weakness of first year secondary school students' EFL listening comprehension skills.
- 2-A listening comprehension post-test to measure the effectiveness of the strategy.
- 3- rubric to correct the listening comprehension pre-test and post-test.

**6.4 Limitations of the study:** The study was limited to:

- 1-A random sample from first year secondary stage students.
- 2-Some EFL listening comprehension skills list consists of two processes: bottom-up process and top-down process. Each process include five sub-skills.

**6.5 Sample of the study:** The study sample consisted of 36 students at first year secondary stage at Al Shimaa Secondary School for girls in Benha, Qualubia Governorate.

**6.6 Procedures of the study:** The procedures of the study were carried out as follows:

- 1- Reviewing literature and previous studies in listening comprehension.
- 2- Reviewing the directives of the Ministry of Education.
- 3- Preparing a list of listening comprehension skills and validating it by a group of EFL specialists in curricula and methods of teaching.
- 4- Designing the framework of the strategy.
- 5- Designing the listening comprehension test and piloting it.
- 6- Designing the sessions based on the dictogloss strategy and validating it.
- 7- Administering the pre-test to the study sample.
- 8- Implementing the strategy to the study sample.
- 9- Administering the post-test to the study sample.
- 10- Analyzing and interpreting the findings.
- 11- Giving conclusions and recommendations for further studies.

**6.7 Findings of the study:**

- 1-Significant differences at 0.01 were found between the mean scores of the study sample in the pre-test and the post-test in overall listening comprehension skills in favour of post-test, where t-value was (16.503).
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Significant differences at 0.01 were found between the mean scores of the study sample in the pre-test and the post-test in identifying the topic in favour of post test, where t-value was (5.000).3-Significant differences at 0.01 were found between the mean scores of the study sample in the pre-test and the post-test in note taking in favour of post-test, where t-value was (28.498).4-Significant differences at 0.01 were found between the mean scores of the study sample in the pre-test and the post-test in distinguishing between literal and implied meanings and inferring links between events in favour of post-test, where t-value was (4.690).5-Significant differences at 0.01 were found between the mean scores of the study sample in the pre-test and the post-test in recognizing grammatical word classes, systems, patterns, and elliptical forms in favour of post-test, where t-value was (4.689).6-Significant differences at 0.01 were found between the mean scores of the study sample in the pre-test and the post-test in recognizing vocabulary in favour of post-test, where t-value was (11.524).