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**Using Dictogloss Strategy to enhance EFL
Listening Comprehension Skills of Secondary
Stage Students in Nigeria**

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Abstract:

This research aimed at investigating the effectiveness of using dictogloss technique to enhance the EFL listening comprehension skills of Nigerian secondary stage students. The research applied a quasi-experimental design to examine the impact 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 “EFL listening comprehension skills test” was designed by the researcher. The instrument was administered to determine the pretest and post-test performance of the two groups. The collected data were analyzed using a t-test for independent samples. EFL listening comprehension skills of the students have 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 of teaching EFL listening comprehension skills to go in conformity with language learners’ needs. It was also recommended that curriculum planners use dictogloss technique to prepare the secondary stage students curriculum. This ensures students’ exposure to the materials and activities for the facilitation of listening comprehension skills performance through dictogloss in schools.

Keywords: Dictogloss strategy, EFL Listening comprehension skills, Dictogloss learning and Nigeria.

Introduction

English in Nigeria is taught as a second and official language for the development of knowledge in schools and colleges, science and technology, commerce and communication among people from different linguistic and cultural diversities in the country. English is used as an official language of communication, written or spoken by the government, and it is positioned a lingua franca in many regions of the country (Richards, 2019) In learning English, there are four skills that need to be mastered by the students (Harmer, 2010). These skills are listening, reading, speaking and writing.

Listening and reading belong to receptive, and speaking and writing belong to productive skills.

Listening comprehension is one of the skills in English that is very important for students learning a language. Acquiring listening comprehension skill will improve their ability to identify and understand what others are saying or talking about. Asmawati, (2013) defined the term listening comprehension as the initial skill before people could speak, read, and write. It is an important element in language learning even in communication. Listening comprehension is one of the challenging skills for various learners of English as a second language (Goh, 2014). Arief (2013) listening comprehension is the ability to identify and understand what others uttered.

Indriyanti et al. (2013) regarded listening comprehension as one of the fundamental English skills that require the listener's ability to hear, understand, and interpret the information sent by the speaker. According to Widiasmara (2012), listening comprehension skill is more than just hearing what is said; rather, it is a learner's ability to comprehend the meaning of the words he/she hears and to relate to them in some ways in today's world. From listening comprehension, students will learn new words, their pronunciation, spelling and use.

The term dictogloss is defined as a communicative language teaching which was influenced by the behaviorism theory which had an impact on EFL teaching and learning, education and psychology in general. It was used particularly in the United States, and by prominent psychologists such as Skinner (1925), Osgood (1949) and many more.

Dictogloss was first initiated and introduced by Ruth Wajnryb in 1990 as a classroom dictation activity where learners listen to a text, write down key words and then reconstruct it in their own ways (Miller, 2009). 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. This explains that dictogloss is a strategy in teaching listening comprehension through dictation. It can also be used in teaching other language skills of reading, writing and speaking. A piece of text or passage is read out to students in small groups to reconstructs the text through their vocabulary related to the text (Cardoso, 2012).

Smith (2012) states that dictogloss combines dictation, paraphrase, and interpretation. It is really in contrast or differs with traditional dictation in which the learners are not permitted to take key words while dictating. No

paraphrasing is needed in traditional dictation and students must copy what exactly they listen to.

Dictogloss is a strategy to be used to the high school students, but it can also be utilized for use with the all levels of education. It is most especially effective and efficient with EFL learners because it's focuses on fluent academic language and supports learners in listening comprehension, writing and recalling good English language models (Gibbons, 2015, Asrobi and Amni, 2017).

Hence, the current research seeks to examine the use of dictogloss strategy to enhance the EFL listening comprehension skills of secondary stage students in Nigeria and their motivation towards learning.

Statement of the Problem

Based on the literature reviewed, pilot study and researcher's experience; secondary school students in Nigeria have difficulties in listening comprehension. They cannot differentiate well between sounds, they have hard time getting the main idea or predicting the speaker meaning. These difficulties might lead them to perform below average in English language. The researcher conducted the study to assess the effectiveness of dictogloss strategy to develop the Nigerian secondary stage students' EFL listening comprehension skills.

Research Questions

The current research answered the following questions:

1. What are the features of the dictogloss program for enhancing second year secondary stage students' EFL listening comprehension and writing skills and their motivation towards learning these skills?
2. What is the effectiveness of dictogloss strategy on enhancing EFL secondary stage students' listening comprehension skills in Nigeria?

Hypotheses of the Study

The following hypotheses were tested for this research;

1. There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and control group on the post administration of the EFL listening comprehension skill test in favour of the experimental group.
2. There is a statistically significant difference at the 0.05 level between the mean score of the pre and post administrations of the EFL listening comprehension skill test on the experimental group in favour of the post administration.

Significance of the study

The research could be of immense benefit to English language teachers, students, curriculum planners, government, textbook writers, researchers and research in TEFL.

- English language teachers in our schools will benefit from this study in their classroom teaching by informing them about dictogloss method. They are encouraged to effectively teach listening comprehension skills applying its procedure with inexpensive teaching materials.
- The results of this study help students whose listening comprehension skills are low or average to be informed through dictogloss that they embrace listening comprehension classes with enthusiasm. This will help them to improve their listening comprehension performance in future.
- The findings of this research is suitable for Ministry of Education to organize workshops and seminars to train its teachers to improve their methods, techniques and strategies of teaching to go inconformity with language learners' needs.
- The results of the research would benefit curriculum planners in preparing the secondary stage students curriculum. They will see the need to ensure students' exposure to the materials and activities for facilitating their listening comprehension performance through dictogloss in schools.
- The research's findings make it clear that text book writers need to add dictogloss among other strategies of teaching listening comprehension skills. This is needed because learners' listening comprehension proficiency is essential and should be given top priority in secondary stage students.
- The results of this research could provide reference materials to researchers and research in TEFL. Other researchers in various fields could also benefit from the research's procedures and the instruments to be used in the collection of data.

Delimitations of the Study

This research was delimited to:

1. A sample of one hundred and twenty (120) second year secondary stage students at Science Secondary School Lautai in Gumel city. The participants were divided into two groups. Sixty (60) were used as experimental group and sixty (60) were used as control group.

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2. EFL listening comprehension skills needed for second year secondary stage students including recognizing speech sounds, discriminating between sounds, understanding the meaning of words, identifying grammatical groupings of words, listening for the main idea and specific details.
 3. Dictogloss strategy: Experimental group was taught with dictogloss and control group was taught with regular method.

Review of Literature and Related Studies

Nature of Listening Skills

Listening comprehension skill is an essential skill that has been regarded differently by various scholars. For example, According to Nation and Newton (2010) and Asmawati (2013) defined listening comprehension as the first step before speaking; it is the basic or first skill in the early stages of language development in a person's first language or in acquiring other languages. It is proved by a new born baby who starts to acquire language by listening to the voices or noises around his or her surrounding before he or she starts to speak, read or write. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and retell or reconstruct it in their own words.

Listening comprehension is considered as the most important in communication. Man spends 70% to 80% of his working hours in some sort of communication (Gilakjani & Sabouri 2016). Indriyanti, (2013) listening comprehension is one of the fundamental English skills that require the listener's ability to hear, understand, and interpret the information sent by the speaker. According to Widiasmara (2012) opined that listening comprehension skill is more than just hearing what is said; rather, it is a learner's ability to comprehend the meaning of the words he/she hears and to relate to them in some ways in today's world. Purdy (2011) confirmed that listening comprehension is the active and dynamic process in which individuals attend, perceive, remember, interpret, and respond on the communicated needs, concerns, and so on.

Listening Comprehension Sub-Skills

Listening comprehension is seen as a challenging skill for many second language learners (Goh, 2014). Sub-skills of listening comprehension include recognizing speech sounds, discriminating between sounds, understanding the meanings, identifying grammatical grouping of words, listening for the main ideas and specific details, connecting linguistic cues, employing background and context to predict and state meaning, recalling

essential words, views, and ideas, giving proper feedback to the speaker, and reconstruct what the speaker has said (Rost, 2011).

Strategies for Teaching Listening Comprehension Skills

We live at a time in which listening attentively to English by EFL students is a necessary requirement for students who want achieve a greater height in academic pursuit of knowledge.

Nation and Newton (2010) added two strategies which are to be used for effective teaching of listening comprehension in EFL learning: communication strategies and learning strategies. The former are procedures to help perception such as making predictions before listening, listening selectively, and so on. Learning strategies are procedures focus on language forms in the input in their autonomous listening for instance negotiating, listening for patterns, etc.

Richards & Burns, (2012), Vandergrift and Goh, (2012) Serri, Boroujeni and Hasabi (2012) provide the following strategies; cognitive that are mental activities used to accomplish a task. They are direct strategies which specifically make inference, elaboration and visualization. Meta-cognitive refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes. Socio-affective strategies refer to strategies that learners use to learn by interaction with their classmates and questions that are asked from teacher to understand the special subject, or remove or lower their anxiety.

Classroom Listening Activities

It is worthy to be remembered that successful spoken communication depends not only on our ability to speak, but also on the ability we listen (Harmer, 2010).

There are three main activities to be performed in the classroom: pre-listening comprehension, during-listening comprehension and post listening comprehension activities.

Pre-Listening Activities

The pre-listening comprehension activities happen before the EFL learners start their listening comprehension class. Teachers have to give a kind of preparation to their learners in order to get them ready and generate ideas about the topic and activate their prior knowledge. Field (2010) emphasized that pre-listening comprehension activity has a vital role in creating motivation. In which EFL learners will have a purpose for listening comprehension and will have an idea about the listening comprehension text.

To Olaofe (2013) pre-listening comprehension activities include the following: Selection of relevant and good listening comprehension materials; viewing and visualizing what to listen to; prepared what to listen before listening comprehension, list, pair and share the anticipated items; provision of guided imagery such as pictures, maps, models, objects, structures related to the listening comprehension topic; mapping out, clustering, webbing, outlining, flowcharting what to be listened to before listening; reading round slightly or making a researching on what to be listen before listening; providing a checklists of what to be listening before listening comprehension; establishing the fundamental purpose, specific requirements and clear instructions on what to do during listening comprehension.

During-Listening Comprehension Activities

Olaofe (2013) provides activities that can be done during this step as follows: listening to lesson and writing down notes; listening to a text read and filling an outline already distributed; filling a map, diagram, chart or labeling a picture, during listening comprehension; performing roles during listening comprehension to a conversation or dialogue; predict outcome or what will be said during listening comprehension; anticipating the outcome or what will be said next; and listening comprehension and practically dramatizing the action of the text.

Post-Listening Comprehension Activities

Olaofe (2013) stated that the activities to be performed in this stage are enumerated below: answering questing after listening text; dramatizing what is listened to; reconstructed or retelling the story listened to; filling a concept or vocabulary web; producing a big book based on the topic of the lesson listened to through integrative and collaborative efforts; debating what listened to; working in small groups to accomplish a particular or different tasks on the subject listened to; using the listening comprehension activity as a means of developing other language skills of reading, writing and speaking.

Related Studies on using dictogloss to enhance the EFL listening comprehension skills

Dictogloss was first introduced by Ruth Wajnryb in (1990) as a substitute method of teaching grammar (Vasiljevic, 2010). Dictogloss 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 2013).

Rismayanti (2009) Cardona, Londono, & Osorio, (2013) investigated a research to determine the impact of dictogloss on students' listening comprehension skill of eleventh grade of high school in Cianjur. The researcher used quasi-experimental design and questionnaire to collect data. The findings justified that dictogloss is an effective teaching technique to be used in developing listening comprehension. The research also proved that dictogloss enhances students' language competences like pronunciation, grammar and vocabulary. The present research will investigate the impact of dictogloss strategy on enhancing listening comprehension and writing skills of EFL secondary stage students in Nigeria and the possibility of recommending it, if it is worthwhile for teaching language skills to students.

Furthermore, Mai Lan (2014) conducted an action research at Thang Long College. He investigated the effect of dictogloss on the second year English majored students' listening comprehension. The participants of this research were 48 students. They were taught using the dictogloss strategy for good ten (10) weeks. This research concluded that dictogloss technique enhances students' listening comprehension because they perform better compared to before they were taught with the strategy. Also, students had positive attitude toward the use of the dictogloss technique in learning language skills in English.

A research was investigated by Khaksar (2012) who compared the impacts of dictogloss and dicto-phrase techniques on EFL learners' listening comprehension. In this research, however, 60 Iranian female EFL students at Kish language school (Tehran) were used as participants for the study. Two groups were involved in the experiment. One group was taught via dictogloss technique and the other was received a treatment based on dicto-phrase technique. Both groups were administered a pre-test. Then, they were taught for ten (10) sessions and applied the treatment. After that, they were post tested. The results of this study revealed that the group who received the treatment based on dictogloss technique were outperformed the group which received the treatment on the dicto-phrase technique.

Method of the Research

The quasi-experimental designed was applied to examine the impact of dictogloss strategy to develop EFL listening comprehension 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 listening comprehension 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.

Results and Discussions

Results indicated that there was a statistically significant difference between the experimental group and their counterparts in the control group in the variables under research in favour of the experimental one. These results revealed the development in the experimental group students' listening comprehension skills. Thus, such development could be associated to the effectiveness of using the dictogloss strategy on experimental students.

The results of the research also showed that the students in the experimental group were more active and aware of the listening comprehension skills. This is attributed to the activities and tasks that were involved in the proposed program which motivated and encouraged the participants to intermingle and communicate using the focused skills.

Moreover, students who studied listening comprehension via dictogloss strategy became more willing and motivated to participate in listening comprehension activities. This, as a result, it was revealed that administering the dictogloss strategy of the current research led to improving the experimental students' listening comprehension skills than their equivalents of the control group. Furthermore, the results indicated that the dictogloss strategy is more effective than the regular method. This led to improving the listening comprehension skills of EFL second year secondary stage students in Nigeria. Consequently, the effectiveness of dictogloss strategy can be associated to its peculiarities that led to the development of the listening comprehension skills.

Results of 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 control group on the post administration of the EFL listening comprehension skill test in favour of the experimental group”*

To investigate this hypothesis, the independent t-test was used. Table 1 presents the results:

Table 1:
Comparing the Control and the Experimental groups Performance on the Post-Administration of the Listening Comprehension Skills Test

Listening Comprehension Sub-Skills	The group	No. of Participants	Means	S.D	df	T. Value	Sig.
<i>Recognising Speech Sounds</i>	Control	60	9.47	3.207	118	13.051	0.01 Sig.
	Experimental	60	16.53	2.703			
<i>Discriminating between sounds</i>	Control	60	10.73	4.133		10.618	0.01 Sig.
	Experimental	60	17.07	2.066			
<i>Understanding the meaning of words</i>	Control	60	10.20	4.062		10.955	0.01 Sig.
	Experimental	60	16.93	2.483			
<i>identifying grammatical grouping of words</i>	Control	60	9.40	3.518		13.109	0.01 Sig.
	Experimental	60	16.67	2.461			
<i>Listening for main idea and specific details</i>	Control	60	8.93	2.590		18.904	0.01 Sig.
	Experimental	60	17.40	2.308			
<i>Total degree of Test</i>	Control	60	48.73	9.474		26.788	0.01 Sig.
	Experimental	60	84.60	4.219			

The Table (1) revealed that there were statistically significant differences between the mean scores of the experimental and control groups in all listening comprehension sub-skills and the total score of the test in the post administration in favour of the experimental group (higher average), where all the values of (t) were statistically significant at two levels Significance (0.01) and degree of freedom = 118. These results agree with the first hypothesis or confirm its validity. The researcher attributes these differences to the use of dictogloss program.

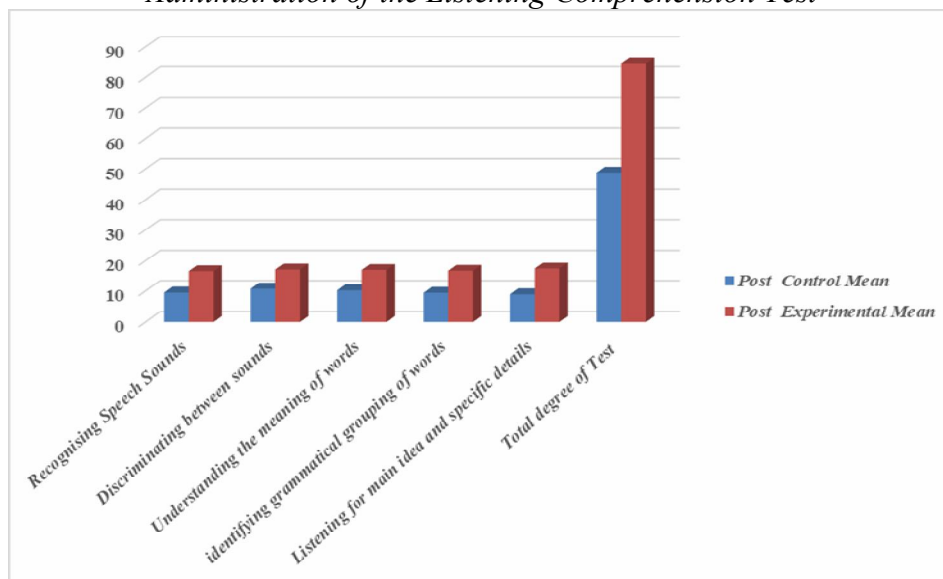
In respect of the high listening comprehension level of students in the experimental group can be associated to the fact that the students in that group were more collaborative and communicative in practicing the EFL listening skills through the different tasks and activities of dictogloss program. It is evident that there is a high improvement that could be

attributed to the treatment given to experimental students (application of dictogloss method). For this, the first hypothesis is tested.

Differences between the experimental group and the control group mean score in all sub-skills of the post administration of the listening comprehension test can be clearly exemplified in the figure below:

Figure (1):

The Mean Scores of the Experimental and Control Groups in the Post Administration of the Listening Comprehension Test



Results of the Second Hypothesis

The second hypothesis stated that: *“There is a statistically significant difference at the 0.05 level between the mean score of the pre and post administrations of the EFL listening comprehension skill test on the experimental group in favour of the post administration”*

To investigate this hypothesis, a t-test was used. Table 2 revealed the results:

Table 2
Comparing the Performance of the Experimental Group on the Pre and Post- Administration of Listening Comprehension Skills Test

Listening Comprehension Sub-Skills	Application	No. of Participants	Means	S.D	df	T.Value	Sig.
<i>Recognising Speech Sounds</i>	pre – test	60	8.13	2.325	59	18.148	0.01 Sig.
	post – test	60	16.53	2.703			
<i>Discriminating between sounds</i>	pre – test	60	8.47	2.453		22.738	0.01 Sig.
	post – test	60	17.07	2.066			
<i>Understanding the meaning of words</i>	pre – test	60	8.80	2.420		19.643	0.01 Sig.
	post – test	60	16.93	2.483			
<i>identifying grammatical grouping of words</i>	pre – test	60	8.53	2.801		17.474	0.01 Sig.
	post – test	60	16.67	2.461			
<i>Listening for main idea and specific details</i>	pre – test	60	8.73	2.385		20.821	0.01 Sig.
	post – test	60	17.40	2.308			
<i>Total degree of Test</i>	pre – test	60	42.67	5.876		45.614	0.01 Sig.
	post – test	60	84.60	4.219			

The Table (2) showed that there were statistically significant differences between the mean scores of the experimental group in the pre and post administration in all listening comprehension test skills and the total score in favour of the post administration (higher average), where all the values of (t) were statistically significant at the level of Significance (0.01) and degree of freedom (59). These results are consistent with the second hypothesis. The researcher attributes these differences to the application of dictogloss method.

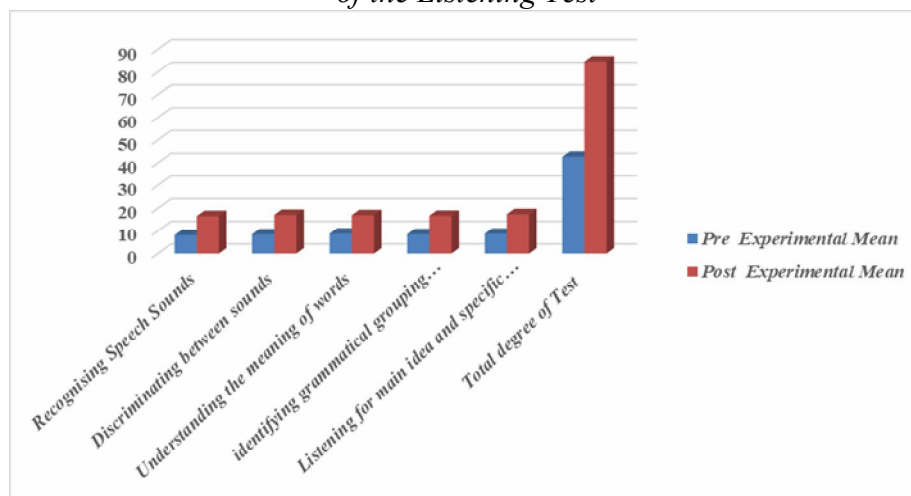
Therefore, the effect size of the treatment exceeds the minimum percentage level. This shows a high level of effect size of the experimental treatment upon the overall listening skills. This is attributed to the interactive and collaborative work among members of various groups and teachers' guidance and instructions during the dictogloss lesson. These

interactive, collaborative and teachers' guidance and instructions were not frequently done during regular teaching.

Differences between the experimental group scores in the pre-post administration of the listening comprehension test in all the sub-skills of the test are indicated in figure (2)

Figure (2)

The Mean Scores of the Experimental Group in the Pre-Post Administration of the Listening Test



Determining the Effect Size:

In order to establish the effect size of the dictogloss program regarding the difference between the experimental groups' pre- and post-administration of the listening comprehension test, eta (η^2) and the effect size were computed after establishing the t-value. η^2 yielded two types of results:

The value of η^2 can be converted into its parallel value of (d) that shows the different levels of effect size (low-middle-high) respectively.

η^2 represent the total variance in the dependent variable which can be associated to the independent variable. (Kiess, 2010)

Table (3) exemplifies the value of (η^2) and (ES).

Table (3)

Values of (η^2) and the effect size of the treatment on developing the Listening Comprehension Skills of the Experimental Group

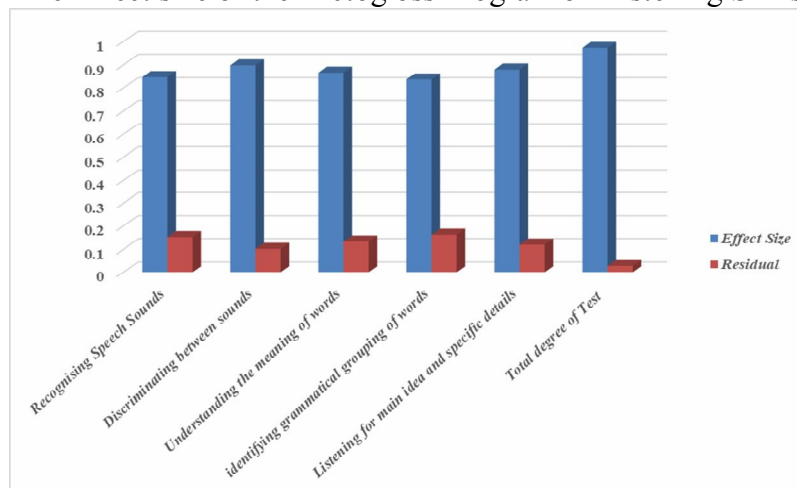
Skills	η^2	Effect size
<i>Recognising Speech Sounds</i>	0.848	High
<i>Discriminating between sounds</i>	0.898	High
<i>Understanding the meaning of words</i>	0.867	High
<i>identifying grammatical grouping of words</i>	0.838	High
<i>Listening for main idea and specific details</i>	0.88	High
<i>Total degree of Test</i>	0.972	High

Table (3) revealed the strength of the effect size of the dictogloss strategy on the total score of the listening comprehension test and its sub-skills, as the values of (η^2) in each skill and in the total score of the test ranged between (0.838) and (0.972). This indicates that (0.972) of the variance in experimental group students' performance in listening comprehension can be associated to the independent variable (dictogloss program). This high level of percentage shows a high variance; it made clear by Sadek & Abo-Hatab (1991) confirmed that the effect is high, when it is 15% or more respectively.

The effect size of the dictogloss program on the listening comprehension performance of the experimental group students in the five sub-skills of the EFL listening comprehension test and the overall score of the test as indicated in figure (3)

Figure (3)

The Effect size of the Dictogloss Program on Listening Skills



Summary of findings

The summary of the research's findings can be seen as follows:

- The results of the post test of experimental group outperformed their counterpart in control group. This shows the claim that dictogloss method develops the English language proficiency level of EFL students.
- After being given the treatment, the experimental group's EFL listening comprehension skills has developed.

Discussion

The results of the research revealed that there was a statistically significant difference between the mean score of the experimental and the control groups, as the experimental group got the higher score compared to control group. The data from the pre-administration of the test were homogenous or equivalent for both groups. The experimental group has scored higher than the control group in the post-administration. This vindicated that the dictogloss strategy is appropriate in improving students EFL listening comprehension skills. This is in accordance with the findings of Ayuba (2016), who established that dictogloss method enhanced students listening comprehension skills, encouraged group and individual learning, and guides students to learn at their own pace. The findings tally with various other researches, such as the research by Khaksar (2012), Mai Lan (2014) and Rismayanti (2009).

Conclusion

The findings of the research accounted for empirical evidence that dictogloss strategy assists EFL secondary stage students improve their listening comprehension skills. Many more researches on the topic in language methodology found similar results as well.

Recommendations

Teachers of English are recommended to be aware of the relevance of employing dictogloss method in teaching listening comprehension. They are meant to believe that their roles changed from being the only sources of knowledge to guides, monitors, facilitators, collaborators and consultants to their students. Government should organize seminars, workshops and trainings to equip its teachers to know how to use dictogloss strategy in teaching listening comprehension skills. Course designers are encouraged to include dictogloss method in teaching listening comprehension skills.

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