The Effectiveness of Using Dictogloss on Iraqi EFL Secondary Students' Listening Comprehension of TED Talks Video Clips, Summary Writing, and Listening Anxiety

Keywords: TED Talks Video Clips, Dictogloss Technique, Listening Comprehension, Summary Writing, and Listening Anxiety

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Abstract

This research explains how the dictogloss technique and TED talks can be used together to improve language learners' listening and writing skills. It examines the effects of the dictogloss technique on listening comprehension, summarizing, and listening anxiety among Iraqi EFL secondary students. 60 female students from a secondary school in Iraq, aged between 17 and 18, took part in the research. For instruction, the experimental group as well as the control group watched TED Talks videos. The Dictogloss technique was also applied to teach students in the experimental group how to write summaries and how to comprehend what they hear, whereas those in the control group were instructed using a conventional approach. Pre- and post-tests, as well as the listening anxiety questionnaire, were administered to get the necessary data. The findings reveal that the experienced group's students performed better than the control group's students with significant differences favoring the experimental group that was exposed to the Dictogloss technique. Pedagogical implications for EFL instructors are offered to improve students' language learning by incorporating the Dictogloss technique in EFL classrooms to raise students' listening comprehension of the foreign language, develop their skills in writing summaries and reduce listening anxiety.

I. Introduction

Modern technologies have become indispensable in English language learning and teaching, especially with new means such as computers, mobile phones, and audio/visual effects applications to enhance English language teaching and enable teachers to communicate with their learners systematically by the use of the Internet to unlimited access to applications and materials used in English teaching and learning. Listening is the most crucial ability while learning a language (Oxford, 1993: 205; Brett, 1997:39). Recent researches show the importance of listening (Vandergrift, 2006; Taylor & Geranpeyah, 2011). According to several studies, using videos both inside and outside the classroom can enhance EFL learners' listening skills.

Watching video clips on YouTube is an essential way used by EFL learners to practice their listening skills extensively. YouTube is an online service that can be

used by learners as Internet users to upload video clips for viewing and listening (Benson, 2015: 90). Consequently, YouTube is the top video website watched by visitors globally (Halloran & Hearn, 2017: 80). Bajrami and Ismaili (2016:503) state that It is beneficial to use original and authentic video materials "as they are produced originally for native speakers such as films, different TV programs, songs".

The difficulty of listening springs from the listener's mental activity which exerts an effort at differentiating between sounds, understanding words, structures, stress and intonation, and analyzing it in light of the utterance's sociocultural context. Therefore, listening is seen as a difficult activity that requires further analysis and support (Vandergrift,1999:168).

And the required support is in Communicative Language Teaching in which language teaching was done in the communicative context with the integration of the language skills, supporting one another. Listening was the first step before productive skills. With content-based instruction, learners are taught by viewing and discussing, and performing with the practice of listening and speaking in an integrated way. After that, oral and written input and output processing are practiced in task-based language teaching to acquire language. Based on this shift, listening becomes an important part of language classrooms, especially with the visual and audio technology that contributes to the variety of listening inputs. These varieties of knowledge are within the process of listening itself as "a set of interrelated activities, including apparent attentiveness, nonverbal behaviors, verbal behavior, perceived attitudes, memory, and behavioral responses" (Ruyter & Wetzels as cited in Glenn,2000:21).

Ur (1996:111) summarizes the main problems faced by the students in listening and their trouble with sounds to understand every word in the natural native speech. In addition to that, they need to hear things more than once because the native speaker speaks fast.

And they get tired and cannot listen for a long time and they will be unable to keep up with all the information. They cannot always ask for repetition (Aikenhead, 1997: 66). The limited vocabulary of the listeners (Omaggio (1986: 109) and their inability to concentrate (ibid: 110) result in their failure in listening comprehension.

Conventional teaching practices may not contribute to the progress in listening comprehension. and there is an urgent need for using an appropriate way to cope with the problem. And the students consider listening materials not quite relevant to them because the learning process is mere employment of textbooks. Therefore, the use of dictogloss as a multi-skill technique with TED Talks Video Clips is an attempt for changing the atmosphere of learning by creating authentic communication and interaction.

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The problem in this research circles around listening comprehension and listening anxiety in Iraqi secondary schools. Due to the low performance of the EFL students' on listening comprehension tests, the need for using the current procedures is highly recommended to overcome listening difficulties and listening anxiety and develop their writing as a productive task. Listening is the most difficult skill in learning English because students struggle greatly with listening comprehension. Additionally, most teachers pay no attention to this essential skill in their language classes, and the listeners " lag farther and farther behind the speaker, they try even more desperately to decode, thus missing the redundancies of real discourse that could help" (Meyer, 1984: 343). And they suffer from "task overload" that results in extreme levels of anxiety. Consequently, the researcher investigates the efficiency of utilizing dictogloss to teach students how to listen for comprehending different texts and to improve their listening comprehension abilities by creating efficient listening strategies that help individuals get through their listening challenges. This study's objective is to determine whether using Dictogloss enhances listening comprehension of TED Talks video clips, summary writing, and listening anxiety in Iraqi EFL secondary students. To achieve this aim, the following questions were formulated.

1.2 Study Questions
1. What impact does the dictogloss technique have on the listening comprehension of EFL students?

2. What impact does the dictogloss technique have on the summary writing of the EFL students?

3. What impact does the dictogloss technique have on the listening anxiety of EFL students?

4. Are there statistically significant differences in the listening anxiety questionnaire's total mean score between the experimental group's good achievers in the listening comprehension test and those in the control group?

1.3 Study Hypotheses

1. There are no statistically significant differences at (0.05) between the mean scores of the experimental group and control group students on the post-listening comprehension test.

2. There are no statistically significant differences at (0.05) between the mean scores of the experimental group and control group students on the post-summary writing test.

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3. There are no statistically significant differences at (0.05) between the mean scores of the experimental group and control group students on the post-application of the listening anxiety questionnaire.

4. There are no statistically significant differences at (0.05) in the listening anxiety questionnaire's total mean score between the experimental group's good achievers in the listening comprehension test and those in the control group.

1.4 Definitions of Basic Terms

- Effectiveness is the difference that the employment of the dictogloss technique produces in the listening comprehension, summary writing, and listening anxiety of the 5th secondary school pupils.

- Dictogloss is a "form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing their text from memory and then comparing it with the original" (Thornbury, 1999: 82).

-"Listening is an active mental ability. It helps us to understand the world communication" (Rost as cited in Ahmadi, 2016:7).

- Listening Comprehension is defined by Holden (2004:257) as "an active process in which the listener must discriminate among sounds, understand words and grammar, interpret intonation and other prosodic clues, and retain information gathered long enough to interpret it in the context or setting in which the exchange takes place."

-TED Talk is an "acronym for Technology, Entertainment, and Design "in which experts as speakers are invited to give their short talks that allow listeners to learn a new language and gain a lot of new information and learn the language by spreading their positive ideas from different fields.

-Summarization is defined by The National Reading Panel (2000: 4-6) as an attempt "to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole".

- Language anxiety is defined by Mitchell & Myles (2004:48) as a "stable personality trait referring to the propensity for an individual to react in a nervous manner when speaking…in the second language".

- Good achiever: Students who received a score on the Ted Talk Listening Comprehension Test between (14 and 20) and who ranked in the top (27%) of all other students.

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.**1.5 Study Limits**

   Within the following constraints, the current investigation was carried out:

1. Using the Dictogloss technique in teaching students how to listen to different types of texts that are well selected by the teacher from Ted Talks video clips on the internet website.

2. The Iraqi EFL female students of the 5th secondary grade during the academic year 2020-2021.

2. Conceptual Framework& Previous Studies

2.1 Listening

 As an active process, listening requires the vital participation on the part of the listener in constructing the message content exchanged between the speaker and listener and his ability to digest the message conveyed by the speaker (Margaret, 1988:19). Moreover, the act of listening involves paying attentive attention to what we hear or the text that is contained in audio or video recordings (Underwood, 1985:1). It involves the listener's ability to understand what others are saying. (Howatt &Dakin in Saricoban,1999:1).

As proposed by Omaggio (1986: 316-321), There are four listening skills, and they are as follows:

1. Listening for particular grammatical or lexical aspects in which the students are asked to answer certain questions about particular grammatical cues such as gender, numbers, or tenses after listening to passages carefully.

2. Listening for specific semantics for decoding specific details mentioned in the passage, for example, the place, the time the character, etc.

3. The comprehension question in which the students have to answer certain questions based on their understanding of the passage. It represents a pure listening test.

4. Writing summary question in which the students are asked to give the gist of what they have listened to or to give a suitable title to the talk just listened to. Consequently, in this research, the researchers use comprehension questions and writing summary questions to test these important skills in listening.

2.1.1 Principles of Listening

As recommended by Peterson as cited in Gu (2017), six principles can help students and teachers with listening comprehension:

- Increasing the amount of time assigned for listening.
- Listening to different activities is an essential step for developing other skills in language learning such as speaking, reading, or writing.
- Evoking the students' background by activating top-level skills at each proficiency level.
- Global and selective listening are well developed to enhance the highest level of gasping to the latter one of catching details and increasing accuracy.
- Efforts toward automaticity should be exerted in the bottom-up process.
- Developing awareness of listening strategies.

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2.1. 2 Different Types of Listening
To develop learning skills and strategies seven types of listening should take into account which are as follows:
1. Selective listening includes the information (input) given in tasks in which students listen carefully to certain texts to derive specific information from them, even when their current level of linguistic and content knowledge is well beyond the texts given.
2. Intensive listening is a task of formal input in which learners should listen and focus on the text content and the features of the language system in that text.
3. Interactive listening refers to developing an awareness of differences in strategies and cultural styles of listeners that enhances the learners' proficiency in collaborative discourses.
4. Listening for comprehension focuses on the speaker's meaning and information conveyed without making critical judgments of his message.
5. Critical listening is the evaluation of the speaker's talk. The listener comprehends the message given to make a judgment about it with the purpose of accepting or rejecting the persuasive appeals.
6. Appreciative listening serves as the base for gaining a sensory impression from the listening material.
7. Discriminative listening focuses on distinguishing between the behaviours appropriate for the auditory messages and the visual ones.

   According to Tuncer (2008: 138) "there are several types of listening; Participative Listening: it is a type of active listening that the listener makes feel he/she listened, the listener is active; Unattended Listening: The listener listens quietly without verbal response; Creative listening: The listener interprets what the speaker says and creates new ideas; Selective listening: The listener chooses specific parts of speech that respond to the listener's interest and need; Critical Listening: The listeners' goal to ask questions by evaluating what speaker told".

2.1.3 Listening Strategies
   The aural input of listening is the main basis for language acquisition. Instructors teach learners how they can speak the language and modify their listening strategies to cope with a variety of listening situations. Listening strategies are classified into three kinds including "cognitive, metacognitive, and socio-affective strategies". The learner's techniques used for obtaining knowledge and understanding of linguistics systems are called cognitive strategies. The second kind of listening strategies is the metacognitive one employed by learners to arrange, plan, and evaluate their learning (Huy, 2015: 25-26). And Socio-affective strategies are used by learners to ensure understanding, collaborate with others, or reduce anxiety (Vandergrift as cited in Bingol et.al., 2014:3).

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2.1.4 Problems in Learning Listening

Bingol, Celik, Yildiz & Mart (2014:1) mentioned seven potential problems in learning to listen, they are as follows:

a. Quality of recorded material

The students need to listen to clear audio because the quality of the sound system can facilitate listening comprehension in the listening section.

b. Cultural differences

In listening to the audio, the students may have difficulties in understanding what the speaker said because of unfamiliar cultural knowledge of the language. The difference between the cultural matter in the given topic and what they have makes them unable to imagine what has been told (Bingol et.al., 2014:3).

c. Accent

The British and American accents are still a source of confusion among the students in the learning contexts and they should be familiarized with both British and American accents (Bingol et.al.,2014:3)

d. Unfamiliar vocabulary

Unfamiliar vocabulary is the main problem faced by students because it prevents their understanding of the meaning in the listening section.

e. Length and speed of the listening

According to Bingol et.al. (2014:4), it is difficult to understand long parts of listening materials because the speaker speaks fast and the listener will be unable to catch the target words. Students with a low level cannot listen for more than three minutes and they consequently do not complete the desired activities.

f. Physical condition

In large classrooms, it is difficult to listen to the student sitting in the back. Moreover. uncomfortable room and the voice from outside can distract the student's attention.

g. Lack of concentration

Bingol et.al. (2014:4) asserts that listening comprehension is highly affected by students' motivation in the learning situation. Maintaining the student's concentration in a foreign language learning classroom can be a difficult matter.

2. 2 Anxiety in Learning

Anxiety is one of the emotional factors involved with learning a foreign language. As a complex, multifaceted phenomenon, Scovel (1991: 18) considered anxiety as a "state of apprehension, a vague fear that is only indirectly associated with an object". However, it is described by (Horwitz, et al. 1986: 125) as "The subjective sense of tension, anxiety, unease, and worry associated with an activation of the autonomic nerve system". Students' language learning and performance are highly affected by anxiety and there is disagreement among scholars on whether anxiety facilitated or hindered them (MacIntyre 1995: 90). Anxiety is divided into two separate constructs "facilitating and debilitating anxiety" (Scovel, 1991:18). Facilitating anxiety leads to good performance and debilitating one hinders performance (MacIntyre & Gardner 1991:41).

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Horwitz, Horwitz, & Cope (1986: 127) identified some symptoms including (worry, forgetfulness, difficulty in concentrating, sweat, and palpitations) that can be observed in anxious students. They resort to avoidance behavior such as avoiding speaking and missing class. Anxious learners do not concentrate on the task itself but they concentrate on the potential for failure that hinders their performance on the task at hand as stated by (MacIntyre, Noels &Clément, 1997:269). Students' worries about performing in the second language reduce their processing ability and create a negative impact on their performance (MacIntyre, 1995:91). Anxiety caused by learning a foreign language that inexperienced persons encounter in a learning situation that needs the performance in a foreign language (Gardner and MacIntyre, 1993:5). Further individuals' willingness to communicate is notably effected by anxiety (Young, 1991:58) and their abilities to communicate require complex mental operations and their performance in the L2 will challenge their self-concept and lead them to negative feelings of reticence, fear, or self - consciousness (Horwitz, Horwitz & Cope 1986: 128). Price (1991: 106- 107) interviewed highly anxious students and found that language classes could be more stressful if the teacher was an authority figure rather than a friendly one.

Two measures were utilized to examine the connection between language and anxiety: Kim's "The Foreign Language Listening Anxiety Scale" (2000) and "Horwitz, Horwitz & Cope's The Foreign Language Classroom Anxiety Scale."

Using Kim's scale, the current study assesses the presence of listening anxiety and the effect of dictogloss on Iraqi students' anxiety.

2.3 Ted Talks

Currently, technology is used in all aspects of education. A variety of learning resources can be freely accessible at any anytime. TED serves as an open-access medium that facilitates language acquisition and enables individuals to convey their feelings, thoughts, and aspirations by language (Fitria, 2022: 36). Kumar & Mohanasundaram (2020: 13) state that TED Talks represent one of the web's most popular videos with influential talk that covers different subjects. Through these short talks, English language learners can develop their vocabulary, pronunciation, and grammar and promote class conversation to enhance the interpretation of the given content by the students. TED Talks as authentic listening texts are the richest source of language that provide good opportunities for developing listening strategies. According to Navarro & Brady (2003:7). the "authentic texts can play a key role in enhancing positive attitudes, in promoting skills, and in enabling students to work independently." And Gilmore (2007) asserts that authenticity as a prominent feature of TED Talks gives a basic foundation of lexical and syntactic input necessary for developing students' communicative competence and intrinsic motivation (Gilmore, 2007 as cited in Leopold, 2016: 48). By using TED talks, learners can develop their critical thinking and autonomous learning and enhance the process of learning in the listening class (Candradewi &Indriani, 2018: 20).

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The learning process is described as "the process whereby knowledge is formed through the transformation of experience" (Kolb, 1984, p. 38) in this theory, Students were required to participate in authentic tasks in the target language and turn their experiences into knowledge by independently selecting, watching, and writing reports on TED talks of their choice. According to López- Carril et al. (2020:5), TED Talks can give learners authentic sociocultural contexts by exposing them to the speaking pace, paralinguistic components, facial emotions, and body language of real speakers.

TED Talks are authentic videos in which the speakers talked about their personal experiences, stories, and ideas and shared them with the audience. And many interesting materials can be presented for the students who can select the most suitable videos according to their interests. Moreover, the students can be introduced to varieties of spoken English in TED Talks presented by non-native speakers who deliver unique and various accents and pronunciations. The ted talk is a good task for developing students' extensive listening which enables them to promote their listening awareness and their use of listening strategies (Yuyus Saputra &Fatimah, 2018:77). By sharing TED Talks Video Clips, the students enrich their English vocabulary and the use of them in a classroom can create more active learning in a dynamic atmosphere to avoid monotony. Moreover, they can be designed as an effective task for teaching language skills and extensive Listening in particular (Yuyus Saputra &Fatimah, 2018:73). The use of TED Talks is highly recommended by researchers to improve listening comprehension in English classrooms (Park and Cha 2013; Takaesu 2013; Richards 2015), multicultural competence (Lin and Wang 2018).and critical thinking skills (Fogal et al. 2014; Brown 2015). Ted Talk is a good opportunity for using different strategies such as analysing, observing, and inferring.

TED talk is a task in which the students can assess the presenter's skills in delivering his personal experience, analyze his presentation style and observe the speaker's body language. Critical evaluation is an innovative and interesting activity of doing the debate after watching (Saputra& Fatimah, 2018:77).

The environment of teaching and learning listening was considerably altered by the usage of TED. First, the perspectives of the students changed. At first, the students believed that listening was a dull topic because the materials did not really apply to them. Particularly, the use of CDs and textbooks is a prominent part of teaching and learning strategies in EL classes. However, once TED was used in the classroom, students' opinions had begun to shift. They become more eager and interested in listening to instruction materials. Second, the information on TED offers a wealth of knowledge, new words, dialects, and variants of English from a variety of speakers, both non-native speakers, and native speakers, all of which can help people improve their listening skills (Saputra& Fatimah, 2018: 82)

For students, using TED Talks may be very helpful and interesting. Since they feature real, educational, and inspirational presentations and videos for teaching and learning, TED Talks are excellent tools to use. Students can learn about the dialect, the culture, and the way a native speaker speaks (Fitria, 2022: 42). TED Talks with their diversified content are simple to include in online or blended learning instructional techniques (López-Carril, et al.,2020: 11). However, there is a dearth of contemporary research on social media's educational effects and the pedagogical applications of TED Talks and this paper seeks to fill such research gaps.

In conclusion, TED Talks can be incorporated into the classroom dynamic for a variety of learning purposes, including: (1) sparking debates and discussions about the TED Talks' topic content; (2) using TED Talks to introduce or further discuss topics from the course syllabus; (3) allowing students to give oral presentations that mimic the TED Talks format; (4) analyzing the speech and aspects of its implementation through gestures; and (5) enhancing student engagement (López-Carril, et al.,2020: 5).

2.4 Dictogloss

Language teachers can utilize Dictogloss to build and combine the "listening, speaking, reading, and writing" abilities of language acquisition. Jacob & Small (2003:1) defined Dictogloss as an "integrated skills technique in learning a language in which students work together to reconstruct a version of text read to them by their teacher". In this instructional activity, the listeners are provided with the oral text as the short Ted Talk and they listen carefully to the spoken text and reconstruct it using the keywords given in the short Ted Talk and write it down using their own words. It is a new form of dictation technique with a communicative and integrative approach.

In applying the Dictogloss technique, certain basic techniques should be followed in a listening classroom.

There are four main stages of the Dictogloss procedure as stated by Wajnryb (1990: 7).
1. Preparation
The teacher activates learners' schemata about the topic and teaches them some vocabulary related to the topic by using a variety of techniques such as group brainstorming, open discussion, and question and answer sessions. According to Vasiljevic (2010: 9), preparation is an essential stage in listening tasks to predict possible content. Learners are prepared for the lexis and ideas to be engaged with. This stage represents the input for the process.
2. Dictation

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The learners listen carefully to the passage read twice at natural speed with short pauses and they are allowed to get a whole impression of the passage. After that, on the second listening, they write notes about the basic information in the text. By using Dictogloss, dictation is converted into an active task- based on which learners are totally engaged with the language in a whole context and construct accurate sentences grammatically.

3. Reconstruction

In group work, learners discuss what they heard in an attempt for reconstructing the version of the text after sharing their resources to produce a similar text to the original version in form and content. This is the first output of the process and the information should be similar and presented in grammatically correct sentences (Wajnryb, 1990:8). Learners' communication, collaboration, interaction, and self-directedness are highly enhanced in this stage. Moreover, learners' autonomy is highly encouraged by training them to be responsible monitors for their own learning (Jacobs, 2003: 3). Students gain awareness of their linguistic weaknesses that need to be improved through collaborative work with a partner (Swain (1999: 145: Jacobs, 2003: 3). As a result, other dimensions of learner autonomy are added by the use of dictogloss by allowing students to ask for a pause in the dictation, to choose the topics and select the texts themselves, elaborate on the text and express their ideas and opinions about the ideas in the text.

4. Analysis and Error Correction

This final stage represents the feedback in the process. Learners exert efforts in analyzing and correcting their texts. After that, they write their versions and compare their own versions with the other groups' work. Then, students make a comparison between their versions and the original text. In the input-output cycle, peer correction and discussion are enhanced for making feedback.

2.5 Summarization

According to Raymond (2006), in summarizing a certain text, the learner tries to select the gist or the worth remembering key ideas. To develop strong summarization skills, the students should be able to focus on the heart of the matter by reducing redundant examples and capturing the gist by seeking key ideas and saving supporting details to these ideas.

2.5.1 The Importance of Summarizing Strategy

The understanding and retention of information are greatly aided by summarization. A learning strategy called summarizing the text aids comprehension by enabling the learner to utilize the text's main ideas as thinking tools. Omaggio (1986: 316-321) states that summarization enables learners to use new vocabulary in new contexts and contribute to their achievement. Summary writing in EFL is one of the important skills in listening in which the learners are asked to write the main ideas of what they heard.

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Summarizing is a difficult skill, students need to use summarizing strategies in which they write summaries that are: a) short, b) include the writer's key ideas, and c) written in their own words (Friend, 2001:320). Learners need to be trained in summary writing by their teachers to improve their ability to write good summaries. Dole, Duffy, Roehler, & Pearson (1991:244) state that summary writing is broader than synthetic activity because it is difficult to scrutinize large units of text talked by the speaker, "differentiate important from unimportant ideas, and then synthesize those ideas and create a new coherent text that stands for, by substantive criteria, the original". By summarizing, learners create meaning out of the information given in the spoken talks to be stored in their long-term memory. They write summaries utilizing their own words after reading for comprehending and discriminating the key ideas (Senemoglu, 2001: 569). According to (Friend, 2001: 320), summarizing effectively needs not simply obtain the meaning of words, but it requires the use of various mental skills efficiently for relating new ideas with prior knowledge found in the schemata and putting unique ideas forward. As an important skill, summarizing is useful for both teacher and student because it provides students with an adequate way to communicate what is important, check their understanding, and make decisions and sequencing. On the other hand, summarizing serves as evidence of comprehension that enables teachers to know about their students' capabilities to discriminate, prioritize and sequence important information.

2.6 Previous Research

1) Asmawati's research (2013) was to examine how dictogloss could enhance students' listening comprehension of students by adopting a classroom action research and its four steps" plan, action, observation, and reflection" in each cycle. The sample was (29) secondary school students in the second grade. Two instruments were used, a listening test and an observation checklist. According to students' scores in each cycle, there was an improvement in students' listening comprehension. Moreover, students' motivation and cooperation in the listening activity also developed attributed to the application of dictogloss as an effective method.

2) Tiyas' (2016) study investigates the "influence of dictogloss technique on writing descriptive text in Surakarta at the eleventh grade". The sample consisted of 40 students. Many instruments were used for collecting the data including the test the interview, observation, and documentation. Due to the employment of the dictogloss, the investigation revealed a considerable difference. Therefore, the dictogloss method may be utilized to instruct students on how to write descriptive writings.

3) The purpose of Azmi's study (2017) was to ascertain if this approach would be useful for instructing and learning English by listening to students in Banda Aceh's 12th grade. Experimental research methods were used in the study and the study's sample was 32 12th graders. Before the treatment, the two groups underwent a pre-test, and both groups underwent further pre-tests and post-tests after the treatment. After hearing a dialogue, the students had to reply to ten questions.

Statistical analysis was performed and the post-test t-test values differed within the significant range, according to the t-test. the alternative hypothesis was supported after rejecting the null hypothesis, proving that dictogloss is an active way for improving listening abilities.

4) Murad's study (2017) aims at evaluating "the impact of adopting the Dictogloss approach on increasing English grammar learning and writing abilities" among female students in Gaza. The experimental approach was used by the researcher. 35 items are used to test three tenses and 25 items are also used to test the writing skill including: "coherence, cohesion, and mechanics." The findings demonstrated that the Dictogloss approach was able to induce significant changes that were beneficial to the experimental group. The results from both tests had a large effect size. The study suggested using Dictogloss to help pupils improve their language grammar and writing skills.

3. Method

3.1 Research Design

To investigate the effect of using the dictogloss technique as a teaching method and traditional teaching method) on the (listening comprehension, writing summaries, and listening anxiety), a quasi-experimental design is used and the same tests and a questionnaire are conducted on the study groups before and after the experiment. The traditional method is adopted for teaching the control group in which ted talks are presented and the students are mainly asked to listen carefully to them. On the other hand, the dictogloss technique is used for teaching the experimental group in which the students are trained to follow certain steps in listening comprehension and summary writing.

(1): The Experiment Design

Groups	Dependent Variables (Pre-test)	Independent Variables	Dependent Variables
Exp. G	listening Comprehension and Summary Writing Test	Dictogloss Technique	listening Comprehension and Summary Writing Test
CG.	Listening Anxiety Questionnaire	———	Listening Anxiety Questionnaire

3.2 Participants

The participants are (81) female students enrolled in the English course for the 2019–2020 academic year in Al-Anbar, (64) students of the 5th secondary grade were chosen from two classes at Al- Anbar School in Ramadi to represent two groups, each of which has (30) students (see Table 2). Age, intelligence, and prior knowledge are the three variables that have been controlled by the T-test to assure greater equality between the two groups, and the disparities are not statistically significant.

(2): The Study Sample

Group	Section	Number of Students before Exclusion	Number of Excluded Students	Number of Students after Exclusion
Exp. G	A	37	7	30
CG.	B	39	9	30
Total		76	16	60

3.3 Instruments and materials

The first instrument was a listening comprehension test which consists of 20 multiple-choice items (see Appendix 1). The listening comprehension test has been scored out of (20). It was submitted to some experts to ensure its face validity and the reliability coefficient was found to be 0.88.

The second instrument was a summary writing test. The researcher has designed a scoring scheme with three criteria including (shape, content, and style) (see Appendix 2). It has been scored out of (60). The Alpha Cronbach Formula was used to determine the internal consistency among the scoring scheme's three component parts for each question in the summary writing test. It is discovered that the reliability coefficient is 0.83. The reliability of interscorers is also determined using the Pearson Correlation method. The reliability coefficient is determined to be 0.87 after the answers of the students were scored by two qualified scorers.

The third one is a 33-item, 5-point Likert questionnaire that Kim developed (2000) on Foreign Language Listening Anxiety (FLLAS). (see Appendix 3). It has been scored out of (165). These three instruments were submitted to some experts to ensure their face validity. And the Pearson Correlation reliability coefficient is found to be (0.85)

The fourth one is Ted Talk Video Clips which were used in both groups, entitled as follows:
1. Two reasons companies fail (2015)
2. The Panama Papers exposed a huge global problem. (2016)
3. How college loans exploit students for profit (2016)
4. Happiness: What makes a good life? (2015)
5. What happens inside those massive warehouses? (2011)
6. The real harm of the global arms trade (2015)
7. Why work doesn't happen at work. (2015)
8. Texting is killing language. (2013)
TED Talks are a good source for learning a language and acquiring a wide range of new information in different fields such as English, manufacturing, business, banking, money, and happiness. Moreover, the talks are short enough to sustain learners' concentration and attention. Their length is less than eighteen minutes.

3.2 Procedure

Before the experiment, as learning material, the Ted talks Video Clips entitled "Don't insist on English" and "The next manufacturing revolution is here?" were

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presented to the students in both groups, and no information was given on the dictogloss technique.

As a pre-test, Ted talk listening comprehension and summaries writing tests were administered to determine the students' listening comprehension and their skills in summarizing. After that, the listening anxiety questionnaire was given to the participants and their performances on the tests and questionnaire were evaluated as a pre-test. The Dictogloss technique was applied to teach the experimental group to know how it would be used in listening comprehension. Many questions such as "What is dictogloss? what are dictogloss stages and what are the benefits of using this technique in teaching listening comprehension and writing summaries? " were carefully explained by the researcher.

After that, the participants were exposed to different ted talks on various topics in English incorporated with the Dictogloss technique and they went through a 2-month experiment in which the experimental group's students should follow the four stages of the dictogloss technique: Preparation in which the students listen carefully to Ted talk Video Clips to predict possible content and see the speaker within authentic sociocultural contexts. In this case, more senses are activated to comprehend the real content and message in the given video clip. The topical warm-up is crucial because it helps students to use their prior knowledge. Understanding the message's content aids listeners in accurately interpreting it. Because learners frequently lack linguistic background information, textual and topic schemata may be essential for the comprehension of the text. Key vocabulary and phrases relating to the subject were given to the participants in a Dictogloss activity to prepare them well for the listening procedure. The researcher covers the written text at the bottom of the screen to make students comprehend the spoken text by listening, not reading. The students can make use of facial expressions and body language to guess the intended meaning of the given talks. In Dictation as a second stage, students listen to the Ted Talk twice at natural speed with short pauses to get an overall feeling for the listening content in the video clips. On the second listening, they should write notes that contain keywords as main ideas. A third listening offers students the chance to verify the content and edit their notes. Students have a chance to talk during the brief 5-minute intermission between the second and third hearing.

The third stage is reconstruction, it is the main part of the dictogloss listening lesson. Students break up into small groups of three to four in which the students are engaged with the language in a video clip to construct grammatically accurate sentences and produce a coherent text similar to the content listened to in the original talk. Finally, they make a comparison between their work and that of others as well as the original. Learners' communication, collaboration, interaction, and self-directedness are highly encouraged in this stage. Peer review and debate are crucial in the fourth step (analysis and mistake correction) for making feedback and preparing students to answer the listening comprehension tests designed on the

contents given in these Video Clips. After that, the students are required to write summaries of the main ideas presented in Ted Talks.

The control group is taught traditionally and exposed to ted talks videos to comprehend the content presented and write a related summary. The researcher instructed the students in both groups. The tests and questionnaire were retaken to assess the potential impact of the dictogloss technique on the Iraqi students' performance after the treatment. Finally, the data were analyzed to address the questions raised in this study.

4 Study Results and Discussions

4.1 First Hypothesis Verification

To address the first question and to verify its null hypothesis "There are no statistically significant differences between the experimental group students' mean scores and those of the control group in the post-listening comprehension test.", the posttest's "means" and "standard deviations" were determined for the two groups. Moreover, the significance of the differences was evaluated using the Independent Samples T-test. Table (3) lists these findings. Between the two groups, the post-test mean score differs significantly at (0.05), favouring the experimental one because the value of the t-computed (13.47) is higher than the t- tabulated one (2.01). This highlights the beneficial impacts of the Dictogloss technique on the experimental group's students and how it aids them in developing stronger listening skills.

(3): T-test Analysis of the Post-Listening Comprehension Test's Differences between the Two Groups

Groups	No.	Mean	Std.	Variance	df	T Value*		Sig.at (0.05)
						Computed	Tabulated	
Exp. G	30	14.100	2.264	5.128	58	13.47	2.01	Sig.
CG.	30	11.033	3.399	11.551				

The "Effect Size" technique was utilized in the study to show how the Dictogloss technique affected the experimental group's listening comprehension. The impact size of the Dictogloss technique, shown in table (4), was significant using the following Statistical Measures, Cohen's d and Eta squared μ^2.

(4): The Relation Power Index for Each Measure

Statistical Measures Used	"The Effect Size"		
	"Small"	"Medium"	"Large"
"d"	"0.2"	"0.5"	"0.8"
"Eta squared μ^2"	"0.01"	"0.06"	"0. 14"

(Cohen , 1988: 25: Affana, 2000: 42).

The findings of this study, which tested this hypothesis, were in line with the majority of other research, such as those by Puspita (2016), Azmi (2017), Vasiljevic (2010), and Yaseen (2020: 234) which demonstrated that the dictogloss

was a useful strategy with an influence on students' listening comprehension. According to Minh& Lan (2021), frequent use of the Dictogloss approach in listening classes improved the students' listening skills.

4.2 Second Hypothesis Verification

By calculating the two groups' means and standard deviations, the second hypothesis "There are no statistically significant differences between the mean scores of the experimental group students and those of the control group in the post-summary writing test" was confirmed. The means were significantly different, the experimental group's mean was (44.933), while that of the control group's was (26.933, favoring the experimental one. Table 5 displays the outcomes of the t-test and the computed t-value (12.246) was more than the tabulated one (2.01). This demonstrated that the summaries produced by the two groups differed, with the experimental group favouring.

(5): T-test of the Post Summary Writing Test's Differences between Control and Experimental Groups

Groups	No.	Mean	Std.	Variance	df	*T Value		Sig. at 0.05
						Computed	Tabulated	
Exp. G	30	44.933	6.817	46.47	48	12.246	2.01	Sig.
CG.	30	26.933	4.283	18.34				

The "means and standard deviations" for both groups were also calculated for each aspect of the text summary evaluation criteria, including "form, substance, and style." The significance of the differences was assessed by the t-test and shown in Table (6).

(6): T-test Results of Differences in Each Summary Writing Test Variable between Experimental and Control Groups

Domain	Groups	No.	Mean	Std.	Variance	df	*T Value		Sig.at 0.05
							Computed	Tabulated	
Shape	Exp. G	30	15.067	2.164	4.68	48	9.08	2.01	Sig.
	CG.	30	9.733	2.377	5.65				
Content	Exp. G	30	22.567	4.861	23.63	48	9.461	2.01	Sig.
	CG.	30	13.067	2.572	6.62				
Style	Exp. G	30	7.300	2.020	4.08	48	8.46	2.01	Sig.
	CG.	30	4.133	0.346	0.12				
Sum	Exp. G	30	44.933	6.817	46.47	48	12.246	2.01	Sig.
	CG.	30	26.933	4.283	18.34				

According to Table (6), the experimental group (22.567) and control group (13.067) both earned the highest mean scores in the content domain (4.1). The t-computed value, which was 9.461, was substantially higher than the t- tabulated one (2.01), suggesting that the greatest difference between the two groups was in the content domain of listening comprehension, favoring the experimental

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group. Moreover, within the shape domain, the experimental group's mean score (15.067) was more than that of the control one (9.733). Also, the high t-computed value was (9.08), indicating a significant difference and favouring the experimental group. Additionally, concerning the style domain, the experimental group's high mean score (7.300) vs the control group's low one (4.133) shows a significant difference at (0.05) in the experimental group's favor. Also, in the posttest, the experimental group produced a higher overall average score than the control one.

The outcome of this study is similar to earlier studies such as Azmoon's research in which the dictogloss could significantly motivate the participants who outperformed the processing instruction group in terms of their writing accuracy. This was accomplished by a combination of collaborative factors in the teaching and learning process. And Pertiwi's study indicates that Dictogloss is a more effective writing teaching method than direct instruction and Dictogloss can be utilized to help students in the eleventh grade with their writing. Similarly, Pingan&Nur (2019) concluded that the Dictogloss technique can help students write narrative texts with a paragraph-oriented structure.

Table (7) shows that the dictogloss technique significantly improved students' skills to write well-structured summaries after calculating the size effect using the Eta square "2" and "d." The values in the "shape, content, and style domains are high according to the large effect volume of Eta square $\eta2$ which is (0.14), and Cohen's d which was (0.8).

(7): "T" value, " d ", and Eta Square " η2" for Each Domain

Domains	t value	D	η2	Effect Size
SHAPE	9.08	2.56	0.58	Large
Content	9.461	2.67	0.60	Large
Style	8.46	2.36	0.55	Large
Sum	12.24	3.16	0.71	Large

Furthermore, the overall values (12.24), (3.16), and (0.71) are significant, therefore Dictogloss technique has a considerable impact. This significant impact is attributable to the strategies and activities utilized in the dictogloss technique to develop students' writing learning skills.

4.3 Third Hypothesis Verification

To verify this hypothesis: "There are no statistically significant differences between the experimental group students' mean scores and those of the control group in the post application of listening anxiety questionnaire.", the results of applying t-test are displayed in Table (8).

(8): T-test Analysis of the Post Application of Listening Anxiety Questionnaire's Differences between the Study Groups

Groups	No.	Mean	Std.	Variance	df	T Value*		Sig. at (0.05)
						Computed	Tabulated	
Exp. G	30	74.800	10.176	103.55	58	19.98	2.01	Sig.
CG.	30	125.467	9.446	89.23				

According to Table (8), The mean score of the post-Foreign Language Listening Anxiety questionnaire differs significantly between the study group, preferring the experimental group, at (0.05). This is due to the T. calculated value (19.98) being larger than the T. table value (2.01). This makes it clear how well the Dictogloss technique works to lower students' Language Listening Anxiety through the procedures of dictogloss that develop students' involvement, engagement, cooperation, and peer assessment and how they felt about the English language.

After calculating the size effect of the dictogloss on the Listening Anxiety, it is found that Cohen's "d" was (3.46) and Eta square "$\eta 2$" value was (0.72), these values are high to indicate the large size of an effect.

4. Fourth Hypothesis Verification

The Mann- Whitney Test was employed to address the Fourth Question and to test its related hypothesis " There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in the listening anxiety questionnaire between the experimental group's good achievers and those in the control group."

(9): Mann -Whitney Test for Good Achievers in Both Groups at the Post Administration of Listening Anxiety Questionnaire

Model	Groups	Number	"Mean Rank"	"Sum of Ranks"	"Z"	Significance	r class
"Good Achievers"	Exp. G	22	11.59	255.00	-4.232	.000	0.88
	CG.	9	26.78	241.00			

* "the critical value of Z=(1.96) at ($\alpha \leq 0.05$)"

The computed value of Z (-4.232) is less than the critical value of Z=(1.96), as shown in Table (9). As a consequence, when comparing the overall mean score for listening anxiety on the post-test, the experimental group's good achievers and their corresponding peers in the control group differed significantly. Moreover, the experimental group's mean rank is lower than the control group's, and indicates the good achievers' low level of listening anxiety. And the experimental group's good achievers benefit from the dictogloss technique that encourages learners' autonomy and responsibility for monitoring their learning, the input-output cycle, peer correction, and discussion, contributing to the decrease of their listening anxiety. And Table (10) demonstrates that the impact size was quite big, with rclass equal (0.88) (Affana, 2016: 226). Additionally, the result is compared with the values from the following table to quantify the effect size:

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(10): "The Size Effect by rrb"

"Level"	"Small"	"Medium"	"Large"
rrb	"less than 0.4"	"0.4 ≤ rrb < 0.7"	"0.7 and more"

4.4 Conclusions

Some conclusions are drawn by the researcher based on the study results as follows:

1. Incorborating ted talks into the dictogloss listening class truly develops the listening comprehension ability of the students by lowering the anxiety level to prevent its interference with their listening and writing performance.

2. A dictogloss technique increases the students' skills in comprehending the listening talks in a foreign language and students' writing developed notably through the use of error analysis and peer correction as an important step in using the dictogloss technique.

3. A dictogloss and its emphasis on listening comprehension in the language class help to embody important language learning principles including collaboration, engagement, autonomy, and peer evaluation.

4. In a dictogloss listening class, process and product are equally important as and learning task promotes students' sense of personal accountability and active involvement in a favorable learning experience.

5. The implementation of the Dictogloss technique was vital for developing students' reconstruction of texts by using their own words.

6. Students feel less anxious and are more enthusiastic about improving their listening skills when TED Talks and Dictogloss are actively employed in the teaching process.

7. Dictogloss improved notably students' listening comprehension and writing summaries after reducing listening anxiety through the cooperative learning and its group work.

4.5 Suggestions

Some suggestions are made in light of the results, and they are as follows:

1. It is recommended to use Dictogloss effectively to raise students' skills in comprehending listening messages delivered by speakers, English teachers are recommended to use this technique in teaching listening.

2. Hopefully, there will be other experimental studies to examine the impacts of integrating language skills with the application of the dictogloss technique and use it with other subjects of research and different variables.

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3. Teachers should be trained to know how to prepare the material given in the Ted talk, how to use the dictogloss technique, manage the time, and emphasize the listening part as an essential part of this technique to ensure the efficiency of the teaching /learning process.

فاعلية استخدام تقنية الدكتوجلوس في الفهم السمعي لمقاطع الفيديو(تيد توك) وكتابة للملخصات وقلق الاستماع لطلاب المرحلة الثانوية الدارسين اللغة الإنجليزية لغة أجنبية

الكلمات الرئيسية: مقاطع فيديو TED Talks ، وتقنية Dictogloss ، وفهم الاستماع

أ.م.د. سناء خليفة صالح محمد

المديرية العامة لتربية محافظة الانبار

توضح هذه الدراسة كيف يمكن الجمع بين تقنية الديكتوجلوس ومحادثات تيد توك لتحسين مهارات الاستماع والكتابة لمتعلمي اللغة الأجنبية و البحث في تأثيرات استخدام تقنية الدكتوجلوس في الفهم السمعي، والتلخيص، وقلق الاستماع بين طالبات المرحلة الثانوية الدارسات اللغة الإنجليزية لغة أجنبية. شاركت ٦٠ طالبة من المدرسة الإعدادية في العراق تتراوح أعمارهن بين ١٧ و ١٨ سنة في الدراسة. و شاهدت كل من طالبات المجموعات التجريبية والضابطة مقاطع الفيديو(تيد توك). و تم استخدام تقنية الدكتوجلوس في تدريس طالبات المجموعة التجريبية كيفية كتابة الملخصات وكيفية فهم ما يسمعن ، بينما تم تدريس الطالبات في المجموعة الضابطة باستخدام النهج التقليدي. و لجمع البيانات المطلوبة ، تم إجراء الاختبارات القبلية والبعدية وكذلك استبيان قلق الاستماع. أظهرت نتائج الدراسة أن أداء طالبات المجموعة التجريبية كان أفضل من طالبات المجموعة الضابطة مع وجود الفروق الدلالة إحصائيا لصالح المجموعة التجريبية التي تعرضت لتقنية الدكتلوجلوس. وتم تقديم المقترحات التربوية لمدرسي اللغة الإنجليزية لغة أجنبية بضرورة دمج تقنية الدكتلوجلوس في صفوف تعليم اللغة الإنجليزية لزيادة فهم الطالبات السمعي للغة الأجنبية و تطوير مهاراتهن في كتابة الملخصات و تقليل قلق الاستماع.

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(Appendix 1)
Ted Talk Listening Comprehension Test
Section A   (20 marks)

Listen carefully to the Ted Talk presented by Patricia Ryan "Don't insist on English" 2010 and circle the most appropriate option.
1. "You think I've lost my way, and somebody's going to come on the stage in a minute and guide me gently back to my seat." What does this joke mean?
a. she is too tired
b. she is too happy
c. she is too sick
d . she is too old
2. She's been working in the Gulf for ------- years.
a. 13
b. 33
c. 30
d. 31
3. When was the American test TOEFL introduced?
a. 1980
b.1996
c.1990
d. 1992
4. What is she against?

a. English causing the loss of language
b. Using it as a barrier
c. Global language
d. All the above

5. What is wrong with the method for testing English?
a. It equates intelligence to English
b. It didn't use to include testing
c. It needs translation
d. All the above

6. The Einstein example emphasizes
a. Those geniuses could be missed if they fail an English test
b. Those geniuses may not pass English tests
c. That not everyone should be judged by an English test
d. All the above

7. "The children can lead ---------- from what it is today, a dark continent, to a light continent."

a. Europe
b. America
c. Africa
d. Asia

8. Her talk today focuses on the language loss from ------------------.
a. invention
b. globalisation
c. communication
d. translation

9. She said " let us celebrate ------------- mind your language and use it to spread great ideas"
a. cruelty
b. community
c. diversity
d. possibility

10. What does 'We English teachers are the gatekeepers' imply?

a. We do not judge everyone by an English test
b. You have to satisfy us with your English
c. We reject the language death

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d. We do not check to see if your English is good enough before you can go through the gate.

Listen carefully to the Ted Talk presented by Olivier Scalabre "The next manufacturing revolution is here?" 2016 and circle the most appropriate option.

11. What is the first manufacturing revolution?
a. The steam engine
b. The mass-production model
c. first automation wave
d. the digital model

12. The Factory model hasn't changed for ------- years
a. 100
b. 50
c.20
d. 60

13. The final main point of the talk is --------.
a. Sustainable growth and wealth distribution
b. Employment for our children
c. The only way forward for manufacturing
d. A better future for manufacturing
14. More growth will be contributed to our economy by the next billion Chinese consumers than by the top five ——————- markets combined.
a. European
b. Asian
c. African
d. American

15. The court manufacturing revolution will boast productivity by------------.
a. 1/4.
b. 1/3
c. 1/2
d. 1/4
16. Last year in the US, robots helped the company------------ prepare and ship all the products.

a. Walmart
b. Newegg
c. eBay
d. Amazon

**17. The key to growth is combining manufacturing and ----------------------
innovation.**

a. Technological
b. Electric
c. Environmental
d. Astronomical

**18. The mass-production model's date is at the beginning of the ------------
century.**
a. 18th
b.19th
c. 20th
d. 21th
**19. The new manufacturing revolution will accelerate the transition of those
emerging
economies towards a model driven by ---------------consumption.**

a. Domestic
b. Global
c. External
d. Local
20. -------------- supply chain is highly adaptable.

a. Olivia's
b. Zara's
c. Zaza's
d. Sophia's

Section B   (60 marks)
1. Use your own words to summarize the main ideas presented by Patricia Ryan
   in"Don't insist on English" 2010.

2. Use your own words to summarize the main ideas presented by Olivier
   Scalabre in"The next manufacturing revolution is here?"2016.

Appendix 2

Table 1. Text summary evaluation rubric

The me	Criteria	Inadequate (1p.)	Need to improve (2p.)	Successful (3p.)
SHAPE	Paper order	The paper order is not respected.	The paper order is not respected partially.	The paper order is sufficient and placed in the center.
	Paragraph	The summary text	The summary text	The summary text

	number	consists of 7 or more paragraphs.	consists of 4-6 paragraphs.	consists of 1-3 paragraphs
	Grammar, punctuation, spelling	6 and more grammar, punctuation, and spelling mistakes have been done.	3-5 grammar, punctuation, and spelling mistakes have been done	1-2 grammar, punctuation, and spelling mistakes have been done.
CONTENT	Introduction sentence	The introduction sentence has not been done.	The introduction sentence is inadequate	The introduction sentence gives the theme of a text.
	Plot	The sequence of the topic and the events is not paid attention to.	The sequence of the topic and the events was messed up.	The sequence of the topic and the events is given in a correct way
	Details	Unnecessary details and unrelated information to the topic are written.	Unnecessary details and unrelated information to the topic are given less.	Details and unrelated information to the topic aren't given.
	Use of keywords	Keywords have not been mentioned	Some of the keywords have not been mentioned.	All keywords have been used
	Main idea	The main idea has not been issued.	The main idea has been issued partially	The main idea has been determined.
STYLE	Use of the time suffixes	Time suffixes have been used as incompatible	Some of the time suffixes have been used as incompatible	Time suffixes have been used as compatible
	Direct citation or imitation	It consists of direct citations or imitations from the main text.	It consists of fewer sentences that make direct citations or imitations from the main text.	It is written with the reader's own expression

(Appendix 3)

Foreign Language Listening Anxiety Questionnaire

The set of statements below addresses your Anxiety about listening to foreign languages. Please check one of the following boxes for each statement: strongly disagree (1), disagree (2), disagree (3), no idea (4), agree (5), or strongly agree (5). Please carefully give your first reaction to each statement and mark each one with an appropriate response.
Your level of anxiety increases as your points increase.

N.	Items	strongly disagree	disagree	No idea	agree	strongly agree
1	I get stuck with one or two unfamiliar word					
2	I get nervous if listening test passages are read just once.					
3	It is difficult to understand people with English pronunciation that is different from mine.					
4	I worry that I might not be able to understand when people talk too fast.					
5	I am nervous when I'm not familiar with the topic.					
6	It is not easy to make guesses about the parts I missed.					
7	I worry that I might have missed important information while I was distracted.					
8	I am worried when I cannot see the lips or facial expressions of the person.					
9	I get nervous and confused when I don't understand every word in listening test situations.					
10	It is difficult to differentiate words.					
11	I feel uncomfortable listening without a chance to read the transcript of the speech.					
12	I have difficulty in understanding oral instructions.					
13	It is difficult to concentrate on and hear a speaker I do not know well.					
14	I don't feel confident in my listening skills					
15	I often get so confused that I cannot remember what I have heard.					
16	I fear I might have inadequate					

	knowledge about the topic.					
17	My thoughts become jumbled and confused in listening for important information					
18	I get worried when I have little time to think about what I have heard.					
19	I often end up translating word by word without understanding what I'm listening to.					
20	I would rather not listen to people talking in English.					
21	I get worried when I cannot listen at the pace I'm comfortable with.					
22	I tend to think that other people understand the content well enough.					
23	I get upset when I'm not sure whether I have understood well.					
24	I am worried I might not understand when the person lowers their voice while speaking in English.					
25	I have fear of listening to public speeches in English.					
26	I am nervous when listening to English over the phone or when imagining myself listening over the phone.					
27	I feel tense when listening to, or imagining myself listening to, a lecture.					
28	I have difficulty when the environment around me is noisy.					
28	Listening to new information makes me uneasy.					
30	I get annoyed when I come across new words.					
31	English stress and intonation patterns are not familiar to me.					
32	It often happens that I do not understand what English speakers say.					
33	The thought that I may be missing keywords frightens me.					

_____

(Appendix 4)
A Sample of Dictogloss Lesson Plan

School: Al- Anbar Secondary School for Girls
Grade: 5th
Subject: English
Text Type: Spoken Text (Ted Talk)
Skill: listening comprehension and writing summaries
Time Allocations: 50-60 Minutes
A General Objective:
At the end of the lesson, students will have practiced the four skills and note–taking.
Basic objectives:
to improve students' capacity to listen to ted talk attentively, take notes, and apply those notes to respond to a variety of test-type questions as well as to improve students' summary writing skills.
Lead in
• Ask students to debate the Ted Talk's "title" and make predictions about its content
• Ask pupils to make a list of important words or phrases.
• check key vocabulary

Procedure	Aim	Working mode	Time
Preparation * I pre-teach some related vocabularies by using a variety of techniques such as group brainstorming, question and answer sessions, open class discussion, and predicting text content.	Generate interest in the lesson and lower students' listening anxiety by activating students' Schemata about the topic.	T- S	10
Dictation 1 * I organize the class into groups of 4. * I inform the students that they will be listening to a short talk at normal speed. They will hear the talk twice. The first time they hear it they should not write anything but they pay attention to the overall meaning of the Ted talk to get an overall feel for the talk.	Students are in the input stage, they hear the texts and engaged with the main theme and vocabulary.	T- S	4
Dictation 2 *I tell the students they are going to hear the	Students hear the talk		

Ted talk again and write down familiar words and phrases as they hear them.	again and write information that they need for reconstructing texts in the next stage.	T- S	4
Reconstruction * Students from each group make use of their notes and work cooperatively to reconstruct their own first text and answer Ted Talk comprehension questions based on the content given in Ted Talk and write a summary of the key ideas given in Ted talk.	---------------	SS - SS	15
Analysis &Correction * I ask students from different groups to write their own texts on the board. *I ask students to make self/ peer assessments. *I check punctuation and capitalization.	Students analyse their own texts and correct them.	S-T-S	15

Confirmation
5. Teacher opens a question and answer session to identify the main difficulties faced by students.
6. Teacher gives positive feedback and reinforcement for the student's success.
Post-Activities
1. Teacher checks the learners' output.
2. Teacher makes a reflection on the material learned.

(Appendix 5)
A Sample of Summary writing in the Experimental Group

The video clip talks about a woman comes from England to the Gulf to work as an English teacher in Kuwait for 30 years. She talks about the loss of languages and the global language (English). Nowadays, persons should learn English and pass the TOEFL test to find a good job and study abroad in Western universities.

By making a comparison between the Golden age and the present age, Arbic was the most important and the traslation was from Greek and Latin into Arabic. Moreover, She gives many examples about famous person like Einstein who didn't pass the English exam and the African boy who invents a solar light because there is no electricity in his village.

At the end, the woman advises us to celebrate the diversity and we can use language to convey great ideas and the light must be inside ourselves.

A Sample of Summary writing in the Control Group

The woman talks about English learning. She come from England to the Gulf. The loss of language is agreat danger. Mang lanynage will be die. English is the most important langauge in the world.