

The Effectiveness of Elaboration Strategy in Developing Prospective Teachers' EFL Comprehensibility Skills

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ABSTRACT

The current study aimed at investigating the effectiveness of utilizing an elaboration strategy in fostering EFL comprehensibility skills of 60 third-year students of the English Section at the Faculty of Education, Zagazig University, who were equally divided into an experimental and a control group. The researcher adopted quasi-experimental method of the two groups. To achieve the aim of the article, the Comprehensibility Skills Test was designed and pre-administered to both groups. The elaboration strategy was adopted to develop the experimental group comprehensibility skills while; the control group received regular instruction. The results indicated that the experimental group outperformed the control group in the post-test administration due to the use of elaboration strategy. T-test was used to compare the mean scores of pre-post-administration. Therefore, it can be concluded that using the elaboration strategy has a positive effect on developing third-year students' of the English Section at the Faculty of Education, Zagazig University EFL comprehensibility skills.

Keywords: comprehensibility skills, elaboration strategy.Egypt

way process between the speaker and the listener, involving the productive skills of speaking and the receptive skills of

Introduction:

For many years, language has been used as an instrument for interpersonal connection and communication. English language learners communicate with others in order to share their thoughts, opinions, and emotions expressed through meaningfully combined words. Communication skills are vital in everyone's life. The majority of human communication occurs verbally. Being able to communicate successfully in a foreign language is a sign of a successful language learner.

Oral performance is important for EFL teachers. Teachers who are proficient in oral performance approaches foster an engaged and communicative learning environment. Alwright (1994, as cited in Rohmah, 2017) defined oral performance as a language competence that involves both teachers and students. Furthermore, Byrne (1986, as cited in Hussein, 2020) clarified that oral performance is a two-

understanding. Also, Karimy and Pishkar (2017) stated that oral performance is an important aspect of oral communication.

Additionally, Oral performance is a way of effective communication based on comprehension and sharing. Accordingly, it allows students and teachers to exchange ideas and perspectives in a constructive manner, thus, oral performance is improved through the professional learning community (Alafifi, 2020). Williams and Roberts (2011) stressed the significance of oral performance as a critical component of learning. Oral performance entails both the ability to send messages to others and the ability to receive these messages in order to comprehend what others are saying (Massonnié et al., 2022). In conclusion, oral

performance skills include both speaking and listening skills.

Learning to speak is considered the most challenging skill for many EFL learners to master since it requires linguistic and cultural competency. According to Ahmed (2020), learning to speak a foreign language needs more than just understanding its syntax and vocabulary. Learners should learn the speaking skill through interaction with one another. However, due to their limited language use in their daily lives, EFL learners struggle to speak English fluently in the classroom. According to Eggins (1997, as cited in Ahmed, 2020), problems with speaking might be caused by the teacher, the curriculum, the resources, or the students themselves.

Additionally, Khorashadyzadeh (2014) clarified that speaking skills require students to not only know how to produce specific aspects of language such as grammar, pronunciation, and vocabulary (linguistic competence) but also to understand when, why, and how to produce language (sociolinguistics competence). According to Brown (2001, as cited in Ahmed, 2020), learning to speak a foreign language takes more than just understanding its grammatical and semantic principles, as students should also understand how native speakers use the language in daily interpersonal exchanges. Furthermore, Syakur (2007, as cited in Ahmed, 2020) stated that speaking skill is divided into at least five components: comprehension, grammar, vocabulary, pronunciation, and fluency.

According to Afriyuninda and Oktaviani (2021), listening is also the most important language ability and component of communication; via listening, we may share our ideas with others. Nowadays, English is used as a communication tool, particularly during pandemics, when online activity is highest. Thus, English is one of the life skills that every learner should understand in order to gain a competitive advantage in the workplace or in a compilation made by universities. Also, listening is an activity in which learners record what they have heard. It signifies that listening is an essential skill for learners, particularly in the teaching and learning process. Furthermore, listening is the practice of paying attention to the speaker and attempting to extract

meaning from what is heard (Underwood, 1989, cited in Afriyuninda & Oktaviani 2021).

Furthermore, Sah and Shah (2020) and Hamouda (2013) clarified that listening is how students can identify and understand what others are saying, which includes factors such as the speaker's accent and pronunciation, syntax, vocabulary, and recognition of meaning. Also, Listening can also be described as the skill or ability to perceive spoken words. In their definition, we distinguish between teachers' intentions to teach listening and learners' objectives to learn through listening. Moreover, Goss (1982, as cited in Sah & Shah 2020) defined listening as the process of receiving what someone is saying and analyzing it into word units before applying meaning.

Cognitive learning theorists demonstrate that learning entails the creation of mental structures and the processing of information; cognitivists consider learning as an internal mental phenomenon inferred from what students say and do. As a result, learning is most effective through doing or proceeding (Chunk, 2012). The information processing theory (IPT) is a cognitive approach to understanding how the human brain processes and changes sensory data. Information received can take a variety of methods based on attention, encoding, recognition, and storage. Although more primitive sensory parts of the brain receive external data initially, the central executive procedure determines how much information is processed. Moreover, as a learner matures, he or she has the ability to spontaneously attend to stimuli, recognize patterns, encode, and recall knowledge (Miller, 2016; Zhou & Brown, 2017). The IPT consists of three basic components: sensory memory, short-term memory or working memory, and long-term memory .

Bagheri and Fazel (2010, as cited in Elshenawy, 2024) suggested that teachers in EFL classes use memory strategies such as elaboration, mental imagery, mnemonics, organizing, and rehearsal. Elaboration aids in the encoding and retrieval of new information by connecting it to previously stored information. For example, to remember how to spell the term 'yacht,' learners might utilize elaboration to create a meaningful phrase utilizing that word. The primary purpose of elaboration is to improve

comprehension. This can be accomplished by supplying definitions to difficult lexical items, rewriting sentences that involve complicated grammatical structures, and providing more semantic elements that allow students to acquire and comprehend information in a native-like language (Alhalawachy, 2022).

Literature review

Oral performance skills

Improving communication skills is essential for achieving one's goals in virtually all aspects of life, including work. Thus, oral performance becomes vital for assisting individuals in discovering who they are, defining their relationship to their surroundings, understanding the perspectives of others, selecting important vocabulary for a conversation topic, employing significant phrases across various dialogues, paraphrasing spoken language, and answering a different range of questions (Abdikarimova et al., 2021). Additionally, Sato and McNamara (2019) defined oral performance as the ability to speak verbally in a second language. It includes not only language qualities like grammar and vocabulary but also message delivery and comprehension.

Listening and speaking are important oral performance abilities in everyday life. These abilities were utilized to transmit thoughts even before the invention of a writing system. The ability to use talents effectively and successfully determines one's level of success in various life endeavors, particularly in the current era of globalization (Ogunsiji, 2004). According to Alrowayeh (2017), oral performance is important in language learning because it facilitates the learning process, assists learners in achieving their learning objectives, increases opportunities for expanded learning, reinforces the learner-teacher relationship, and creates a positive overall experience. As a result, highly effective oral communication skills allow students to improve their academic success, expand their career alternatives, strengthen their eventual professional competence, and improve their personal effectiveness. (Crebert et al., 2011).

Moreover, Munro (2011) stated that oral performance is communication through words that are spoken. It is about

speaking and listening, which includes understanding and generating speech. It entails conveying ideas, intentions, aspirations, and emotions to others. According to Demir (2017), while speaking involves expression and listening contains comprehension, speaking and listening must be understood as complementary acts that cannot be separated. In a similar vein, Tavil (2010) found that teaching listening and speaking skills simultaneously improves oral performance competency.

According to Kayi (2006), oral performance is the process of creating and communicating meaning using verbal and nonverbal signals in a range of circumstances. Speaking is a critical component of second language acquisition and instruction. Despite its importance, teaching speaking has long been devalued in value, with English language teachers teaching it mainly as drill repetition or dialogue memorization. In general, oral performance skills are one of the major skills that should be developed in order to communicate effectively in both first and foreign language learning environments. There are several oral skill aspects to consider for effective English oral performance; vocabulary and lexical relations are identified as essential factors to highlight in developing fluency and accuracy for EFL speakers (Boonkit, 2010). As a result, strengthening oral performance abilities is especially important for EFL students. Several researchers, including Aboulhadeed (2021), Abd El-Khalek (2018), Al-Wossabi (2016), Srinivas (2019), and Chentez et al. (2019), have confirmed the importance of developing oral performance skills among EFL students at the university level.

According to Abdulhamid (2021), speaking is a hard skill because it involves grammar, vocabulary, pronunciation, fluency, and comprehension. Also, he identified Comprehension as one of the components of speaking. Furthermore, Masroh, Nappu, and Ruf (2019) argued that comprehension is the mind, and one exercise to improve one's comprehension is testing. Speaking is considered a hard skill because it contains skills such as grammar, vocabulary, pronunciation, accent, and comprehension. The student will struggle to understand anything unless the speaker is discussing something the learner is observing or

if the language being studied is closely related to another language the learner is familiar with (Azeem, Bashir, & Dogar 2011).

Comprehensibility skills

In technical and scientific discussions, Abdulmumini (2023) argued that comprehension is used interchangeably with understanding. In such contexts, the word is frequently used in combination with other words, such as comprehension skills or the comprehension process, even among individuals who would never use expressions like understanding skills or the understanding process. Tompkins (2011) defined comprehension as a creative, multifaceted process that is dependent on four language skills: phonology (speech sound), syntax (word arrangement in given sentences), semantics (meaning of words and phrases in a language), and pragmatics (how context influences meaning).

According to Jun (2006), in a communicative classroom, the comprehensibility of the oral language input have two approaches. First, listen to extract specific information. This type of listening comprehension aims to train learners to understand what is being said so it can develop the skills of students' listening comprehension. For example, learners listen carefully to a dialogue, then check their comprehension by answering questions. Second, reading to extract specific education is considered important to train students in these skills since they may well have to comprehend reading in just such a situation in real life.

Comprehension in speaking refers to the speaker's knowledge of the information given through what they say. A speaker's understanding of the subject matter is critical in order to prevent presenting incorrect information to their listeners. Meanwhile, speakers' nonverbal and vocal reactions can be used to determine comprehension (Cohen et al. 2005). Comprehension skills are required to understand written and spoken language (Burgoyne, Kelly, Whiteley, & Spooner, 2009). Comprehension becomes an essential component when speaking. This assesses the comprehension of communication. Comprehension is the study of how well students learn a language. Moreover, Rahayn (2018) stated that comprehension is the power of

understanding an exercise aimed at improving or testing one's understanding of a language in written or spoken form. In sum, comprehension can be defined as the ability to understand spoken English.

Additionally, students struggle with comprehension. Their lack of vocabulary caused sentences to be understood incorrectly. Some of them did not comprehend the content of spoken sentences because they just retained words or sentences without understanding their purpose or meaning (Munawarah et al. 2018). As a result, the majority of these students had low results on summative assessments because they failed to understand the topic.

Elaboration strategy

It is vital to identify the brain parts in charge of processing all information during learning a language. Huitt (2003, as cited in Ramos, 2021) discovered the information Processing method investigates the structure and function of mental processing in certain settings. When it comes to language learning, there are two critical processes responsible for receiving stimuli: sensation and perception (Field, 2003 as cited in Ramos, 2021). During the first step, new information is identified through listening. As a result of this sensory stage, our system is able to capture them and transmit them to main memory. The second stage, short-term memory, is in charge of interpreting information acquired through the sense of listening. This operation decodes and transmits the meaning of the input that learners experienced.

Encoding methods refer to learners' planned attempts to encode information into long-term memory in ways that are relevant to them. This encoding stage has some learning strategies. Firstly, organization is an encoding strategy that involves the clustering of related items of content into categories that demonstrate relationships (Mayer, 2008 as cited in Eggenn et al., 2011); secondly, schema activation is a strategy that involves activating relevant prior knowledge so that new information can be connected to it (Mayer & Wittrock, 2006); thirdly, elaboration is the process of increasing the number of connections among items of existing knowledge (Terry, 2006 as cited in Eggenn et al., 2011); and fourthly, imagery is the process of creating

mental images (Schwartz & Heiser, 2006). Learners who actively utilize encoding methods are mentally active, making judgments about how to make the knowledge they're studying as relevant as possible.

Nation (2001, as cited in Brewer, 2008) identified elaboration as another method for making texts more accessible to learners. Briefly, elaboration aims to improve text coherence by explanation, repetition, and clear connections (Kim & Snow, 2009, as cited in Sandom, 2016). Elaboration is described as any improvement of information that clarifies or describes the relationship between information to be learned and related information, such as a learner's prior knowledge and experience or information delivered consecutively (Hamilton, 1997, as cited in Glynn et al., 2004).

Chapelle (2003, as cited in Abd El-Fattah, 2021) revealed that input elaboration is utilized to assist learners in accessing the meaning of the text by including grammatical phrases and clauses such as defining appositives, relative clauses, and restatements. Unlike simplification, which involves removing forms that learners should be exposed to in the input, elaboration adds to the input in a way that should help to clarify meaning while retaining the structural and lexical complexity that provides learners with input for acquisition. There are three forms of elaboration: lexical, structural, and a combination of the two. There is additional lexical expansion of the explicit and implicit kinds (Abd El-Fattah, 2021). Elaboration aims to improve text comprehension by introducing redundancy or making the text's thematic structure clear.

Elaboration strategies, such as interpreting, summarizing, establishing analogies, and taking effective notes, assist learners in storing new knowledge in long-term memory. It occurs by establishing internal connections between concepts to be learned. At the same time, these strategies assist students in integrating new and current knowledge (Pintrich, Smith, Garcia, & McKeachie, 1991, as cited in Tay, 2013). In general, elaboration strategies help to connect current knowledge in our long-term memory with new information that is deemed important to retain (Tay, 2013).

Other language cognition models also take into account some features of the information-processing model. Some of these models attempt to explain, for example, how students understand language in spoken or written form. So, the Language Comprehension Model presented by Anderson (1995) will be used as a reference while attempting to explain how incoming information is comprehended. This approach focuses not only on what information is stored in the brain but also on how learners attempt to generate understandable input that may subsequently be used as output. Comprehending language entails not just understanding spoken and written conversation but also delivering an understandable message to the receptor.

The Comprehension Model identifies three stages: perception, parsing, and usage (Anderson, 1995). During the perception phase, listeners distinguish language sound categories, pauses, and acoustic emphases in the speech they hear and temporarily store these in working memory (Vandergrift, 2011). During the parsing stage, utterances are segmented based on grammatical patterns or clues to meaning and then recombined to provide a meaningful representation of the original input (Ramos, 2021). In the last stage, listeners go beyond the previously analyzed linguistic knowledge to link it with their schematic knowledge from long-term memory, making it more meaningful and responding to what they are asked to answer (Vandergrift, 2011).

Context of the problem

Based on the literature, the researcher's experience as an EFL teacher, The problem of the current study is manifested in EFL third-year English section students' weakness in comprehensibility skills. This problem can be stated in the inability of those students to understand and retain the language if the input is excessively challenging or much above their current level, which can cause them to become frustrated and lose motivation (Krashen, 1982). De la Garza and Harris (2017) conducted a study on the effect increasing unknown words in a text would have in learner comprehension. Their study included 147 participants with a pre and post translation test to determine comprehension

of the text. Findings showed that as long as the number of unknown words in a text were kept under five, translation accuracy significantly increased. Also he found that when the amount of unknown words in a passage increased beyond five, translation accuracy significantly decreased and that the further beyond four unknown words (5 or more) included in the text, the further comprehension accuracy decreased.

Despite the importance of EFL comprehensibility skills for third-year English section students, many studies revealed that there is a problem in acquiring these skills because these skills are not given the enough concern. (Fabianto & Hartono, 2015; Linh, 2022; Maya & Aungston, 2017; Patrick, 2021; Thach, 2022).

Statement of the Problem

The problem of the study was crystallized in the fact that the third-year prospective teachers at the Faculty of Education, Zagazig University had unsatisfactory EFL comprehension skills. Addressing such a problem, the current study investigated the effect of an Elaboration strategy on developing prospective teachers' EFL comprehensibility skills. In this sense, it was an attempt to answer the following main question:

What is the effect of using an elaboration strategy on developing EFL prospective teachers' comprehensibility skills at the Faculty of Education, Zagazig University?

The following sub-questions can be derived from the aforementioned one:

- 1- What are the necessary comprehensibility skills required for EFL prospective teachers at the Faculty of Education, Zagazig University?
- 2- To what extent do EFL prospective teachers possess these skills ?
- 3- What are the features of an elaboration strategy to develop teachers' EFL comprehensibility skills ?
- 4- What is the effectiveness of an elaboration strategy in developing EFL prospective teachers' EFL comprehensibility skills ?

Hypotheses of the study

The current study attempted to verify the following hypotheses:

1. There would be a statistically significant difference between the mean scores of the experimental and the control group students in the post administration of the EFL comprehensibility skills test, in favour of the experimental group.

2. There would be a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the overall EFL comprehensibility skills test and its sub skills in favour of the post administration.

3. The elaboration strategy has a positive effect on developing EFL comprehensibility skills.

Delimitation of the study

This study is delimited to:

1- A group of EFL prospective teachers at the Faculty of Education, Zagazig University.

2- The variables of the study which include:

- The suggested elaboration strategy.
- Some comprehensibility skills, required for the participants, as judged by EFL jury members.

3- This article was conducted in 2024

According to the third-year English section students, they have difficulties in comprehension skills, so the researcher used the elaboration strategy to develop their comprehensibility skills .

Procedures of the study

In order to find suitable answers for the above mentioned questions, the following procedures were adopted:

1-Reviewing the pertinent literature and previous studies related to the variables of the study.

2- Choosing the participants of the study and dividing them into an experimental and control group.

3-Designing the instruments of the study and submitting them to EFL jury members to validate them as follows:

- A) An EFL prospective teachers' comprehensibility skills list.
- B) EFL prospective teachers' comprehensibility skills pre-post tests.
- C) EFL prospective teachers' comprehensibility skills rubric.

- 4- Submitting the pre-test to the experimental and control groups.
- 5-Designing the suggested teaching material based on elaboration strategy.
- 6-Teaching the suggested material to the experimental group.
- 7- The control group received regular instruction.
- 8- Post- testing both groups to investigate the effect of the suggested strategy.
- 9-Stating the results and treating them statistically..
- 10-Introducing the summary, conclusion, recommendations and suggestions for further research.

Aim of the study:

The article aimed at investigating the effectiveness of Elaboration Strategy in developing prospective teachers' EFL comprehensibility skills

Method of the study:

The researcher adopted quasi experimental method of the two groups (an experimental and a control group)

Significance of the study:

This article would hopefully be beneficial to:

- EFL students:

This article would hopefully improve their EFL comprehensibility skills

- EFL instructors:

This article would hopefully help them improve their students EFL comprehensibility skills

- EFL researchers

This article would hopefully open up new avenues for more research

Definition of terms

Comprehensibility skill

Spoken language comprehension is the process by which a complex aural signal is transformed into meaning. It is a time-sensitive exercise in which a listener must attribute an immediate interpretation to a succession of acoustic phenomena (Memisevic et al., 2024). Also, language comprehension is a multifaceted ability that goes beyond

understanding individual words and their various combinations. Rather, it relies on higher-order cognitive skills such as making inferences, theory of mind, and comprehension monitoring (Kim, 2016).

Operationally, comprehension ability refers to the ability of the third-year English section students to identify the main idea of the utterance, identify the speaker's purpose, or guess the meaning of unfamiliar words in spoken form.

Elaboration strategy

According to Levin (1988, as cited in Elshenawy, 2024), elaboration is the process of encoding original content in a distinct but similar manner. There are two types of elaboration: verbal and nonverbal. Additionally, Kalyuga (2009) defined elaboration as the process of expanding on new information based on what one already knows. This can often help you learn and remember things more efficiently.

Operationally, the elaboration strategy refers to utilizing summarizing, taking effective notes, connecting concepts, giving examples, drawing comparisons, or establishing analogies to reinforce comprehensibility skills for EFL third-year prospective teachers at the Faculty of Education, Zagazig University.

Instruments and materials of the study

In order to fulfill the purposes of the study, the following instruments were designed:

1. A checklist was designed and introduced to EFL jury members to determine the most important comprehensibility skills needed for the students.
2. A comprehensibility skills Test was also designed and submitted to the jury members to determine its validity and reliability.
3. A Comprehensibility Skills Rubric
4. The suggested material based on elaboration strategy to enhance prospective teachers' EFL comprehensibility skills.

Results of the Study

In order to test the study hypotheses, the Statistical Package for Social Sciences (SPSS Ver. 26) was used to calculate the differences between the mean scores of the

control and experimental groups on the pre-and post-administrations of the study instruments. The value of eta squared (η^2) was also estimated to identify the effect size of the independent variable of the study (elaboration strategy) on the dependent variable (comprehensibility skills). The analyses were performed as follows:

The first hypothesis verifying

The first hypothesis of the research states that there is a statistically significant difference between the mean score of the experimental group students and those of the control group ones on the post-test of comprehensibility skills in favor of the experimental group. To verify this hypothesis, a t-test for the independent sample was used. The following table shows this.

Table.1

T-test Results of the Experimental and Control Groups Post of comprehensibility skills

Main skills	Control group N=30		Expermental group N=30		T.Value	df	sig	Effect size
	mean	SD	mean	SD				
Comprehension skill	8	3.49	11.4	2.59	2.31	58	0.00	0.08

The results in the table state that the mean scores of the experimental group students are higher than those of the control group in EFL comprehension skills, where the t-value is (2.31) for comprehension skills, which is significant at the (0.00) level. Therefore, this hypothesis was confirmed. These differences can be attributed to utilizing an elaboration strategy in teaching EFL comprehension skills.

The Second Hypothesis:

The second hypothesis indicates that there is a statistically significant difference between the mean scores of the experimental group in the pre-post-administrations of the comprehension skills test in favor of the post-administration. To verify this hypothesis, the researcher used the paired sample t-test to compare the mean scores of the experimental group who used an elaboration strategy in the pre-post test. The following table includes the results.

Table(2)

T. test Result of the Experimental Group Students Pre-and Post-Test of comprehension Skills

Main skills	Pre-administration		Post-administration		T.Value	df	sig
	mean	SD	mean	SD			
Comprehension skill	8.2	2.88	11.4	2.59	5.17	29	0.00

The table above states that the mean scores of the experimental group students are higher than those of the control group in comprehension skills, where the t-value is (5.17) for comprehension skills, which is significant at the (0.00) level. Therefore, this hypothesis was confirmed. These differences can be attributed to utilizing an elaboration strategy in enhancing comprehension skills.

The Third Hypothesis:

The third hypothesis indicates that an elaboration strategy would have a positive influence on developing the EFL comprehension skills. To verify this hypothesis, the researcher calculated the effect size by using the paired sample t-test to compare the scores of the experimental group in the EFL comprehension skills in the pre and post- test.

Table.3

T-test Result of the Experimental Group Students Pre-and Post-Test of comprehension Skills

Main skills	Pre-administration		Post-administration		T.Value	df	sig	Effect size
	mean	SD	mean	SD				
Comprehension skill	8.2	2.88	11.4	2.59	5.17	29	0.00	0.94

The effect size was calculated using Cohen's formula. Since the value for all skills is greater than (0.94), it was clear that the elaboration strategy has a large size effect on the comprehension skill. The following figure shows this.

Figure 1

Comparison of the Mean Score of the Experimental Group in the Pre-Post-Test of comprehension skill

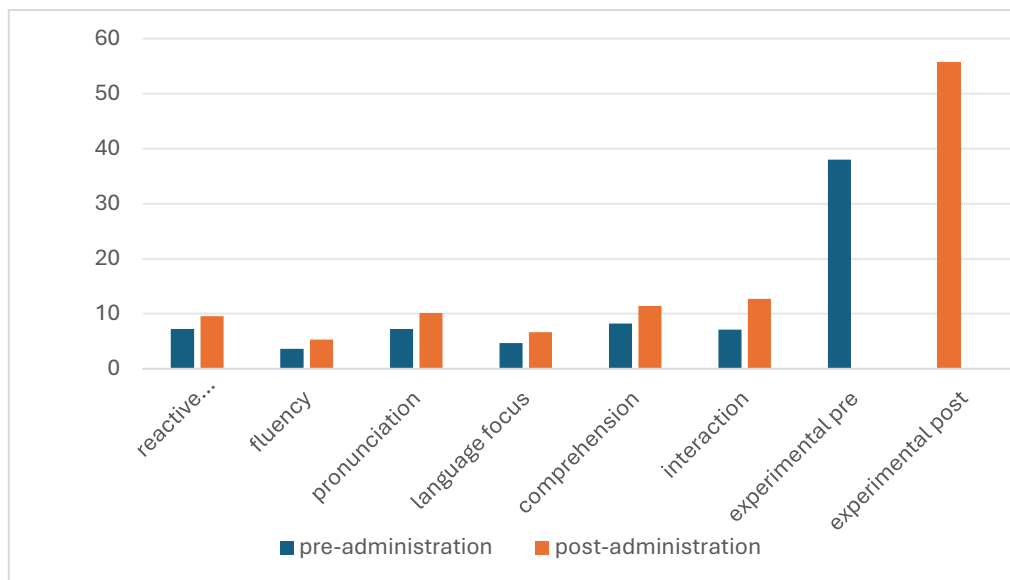


Figure (1) shows that the students comprehensibility skills on the post-test increased after the elaboration strategy implementation. These differences can be attributed to the elaboration strategy

Discussion and Interpretation of the Results

The purpose of the current study was to investigate the effect of an elaboration strategy on developing EFL third-year English section students' comprehension skills. Results indicated that the elaboration strategy was beneficial for the treatment group students who were taught through the strategy that was designed and introduced to

them. All the differences were statistically significant at the (0.00) level between the mean scores of the study group on the pre-and post-test in the comprehension skill, favoring the post-test scores. Moreover, the strategy yielded a huge and substantial effect size on the participants' comprehension skills.

The elaboration strategy focuses on changing the students' mentality by equipping them with activities that can be applied in a comfortable environment so as to make processing instructional presentations by teaching them

how to be engaged in appropriate cognitive processing during learning. The elaboration strategy also supported the students and helped them overcome the barrier of acquiring language fluency and distinguishing between the necessary and unnecessary information. In addition, the results clarify the importance of merging the learning strategies in the English class. In addition, the analysis of the obtained findings helps the researcher grasp the apparent improvements in the experimental group performance. Thus, the results can be discussed in light of the hypothesis of the study and the related studies.

Before implementing the proposed elaboration strategy, students could not communicate smoothly. They found it difficult to exchange the roles in the conversations. In responding to some given situations. Such answers indicate that they did not fully understand the situation. Through using the elaboration strategy, students gradually began to understand the core situations. They were given some problems to solve, and they were asked then, "what would you do to the same child?". They began to understand the core questions. Attempting to activate the students' schemata was key to helping them obtain full understanding of more complicated situations.

The development of comprehensibility sub-skills in oral language is greatly impacted by many elaboration strategy activities, including summarizing, paraphrasing, asking and answering questions, establishing personal connections, and providing examples. For example, summarizing and paraphrasing encourage students to interpret and reorganize information in their own words, which helps them concentrate on recognizing the main idea and specific details of an utterance. Deeper comprehension of the message's objective is fostered by questioning exercises that encourage students to consider the speaker's purpose and implicit meaning. Providing examples and establishing personal connections encourage contextual thinking, which helps students infer the meaning of unknown terms from context. In addition to encouraging active engagement with spoken language, these different elaboration activities help students better understand and assimilate meaning, which enhances their oral comprehension abilities overall.

Conclusion

The present study investigated the implementation of an elaboration strategy to develop EFL comprehension skills among a sample of third-year English section students at the Faculty of Education, Zagazig University. The findings of the study guided the researcher to determine the effectiveness of the elaboration strategy provided for developing EFL comprehension skills. Consequently, the significant differences that were found between the experimental in the pre-and post-test in favor of the post-test can be attributed to the implementation of the elaboration strategy program, which has proved to be effective. Based on the above results, it can be stated that the third-year English section students' EFL comprehension skills were improved as a result of the implementation of the elaboration strategy.

Recommendations of the study

In the light of the results and conclusion of the current study, the following recommendations are proposed:

1. EFL teachers should encourage their students to apply and utilize the elaboration strategy in their EFL classes.
2. EFL teachers are recommended to adopt elaboration strategy in teaching English language skills to EFL students at different stages.
3. The present study may draw the attention of the EFL curriculum planners and designers to the importance of incorporating elaboration strategies in the EFL curricula.
4. Teachers should be provided with tools for assessing EFL comprehension skill
5. Drawing the EFL teachers' attention towards the importance of elaboration strategy in developing EFL comprehension skills.
6. Curriculum designers should make a concerted effort to incorporate various teaching techniques so as to meet students' different proficiency levels.

Suggestions for Further Research

Based upon the findings of the present study, the researcher suggests the following areas for future research:

1. Using elaboration strategy to developing EFL speaking skills with different educational stages .
2. A suggested program based on elaboration strategy program to enhance students' EFL reading skills.
3. A program based on elaboration strategy for developing students' EFL writing skills.
4. **Utilizing elaboration strategy for developing grammatical competence.**
5. **The effectiveness of elaboration strategy in increasing writing engagement.**

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