

The Effectiveness Of Utilizing ESL. Lab Listening Website On Developing Listening Comprehension Skills Among Secondary School Students

Aljazi N. Alharbi^{1*}, Dr. Latifah A. Alharbi²

¹Ministry of Education, Saudi Arabia, Om.osamh612@gmail.com

²Associate Professor of EFL Curricula and Teaching Methods, Department of Curriculum and Instruction, College of Education, Qassim University, 141496@qu.edu.sa

Citation: Aljazi N. Alharbi et al. (2024), The Effectiveness Of Utilizing ESL. Lab Listening Website On Developing Listening Comprehension Skills Among Secondary School Students, *Educational Administration: Theory and Practice*, 30 (5), 9708-9717
Doi: 10.53555/kuey.v30i5.4643

ARTICLE INFO	ABSTRACT
	This study aimed to discover the effectiveness of utilizing ESL. lab listening website on the development of listening comprehension skills among secondary school students in Oyoun Aljewa Secondary School, Al-Qassim region. Furthermore, the study aimed to find out whether there is a significant difference in the test scores of listening comprehension skills of the pre-test and post-test of the experimental group and control group. The experimental quantitative method in a quasi-experimental design was used in collecting data through the application of pre and post-tests through Cambridge English test (KET) that was given to two groups. This study measured only two sub-skills of listening comprehension, namely: listening for main ideas and listening for details. The data obtained from the study analyzed through Paired sample t-test and independent sample T-test. The results showed that there are differences between the two groups in the post test for the favor of experimental group in the listening comprehension skills. The study recommended that teachers should use this website for teaching to develop other English language skills. Keywords: ESL. Lab, Listening Comprehension Skills, Secondary School

Introduction

English is taught in Saudi education as a foreign language, and the government is doing its best to enable students to master this language. However, the outputs of English language education are not satisfying and don't reach the desired level. Khan (2011) has asserted that, despite good planning, good curricula, and well-prepared teachers, the student's achievement in the English language subject was less than expected, and that was supported by Alqahtani (2021) who has stated that despite the efforts made in teaching the English language to students, the outputs were not acceptable. The Saudi students' performance was poor, and their proficiency and achievements were considered low for a long time as have been stated by Al-Abiky (2019) and Alshammari (2022). Therefore, it is assumed that all educational institutions endeavor to raise the level of students' achievements in English language skills.

By raising the students' level of English language skills, the new generation can be equipped with the skills and knowledge necessary for future jobs and that enables the Ministry of Education to achieve some of its goals in the Kingdom's vision 2030. Among which is the development of teaching approaches and transformation to digital education in order to support the progress of teachers and students (Albiladi, 2022). In light of vision 2030, the Ministry of Education seeks to "improve the quality of education for students and redouble efforts to ensure obtaining outputs that meet the requirements of the labor market" (Saudi Vision 2030, p.36). Consequently, the development in teaching and learning practices of English should be taken into consideration (Albiladi, 2022). By developing teaching practices, it may result in development in all English language skills.

Basic English language skills are divided into outputs skills (speaking and writing) and inputs skills (listening and reading) and each of these skills have a role and importance in mastering the language. Kharatova (2022) has claimed that if students don't fully master each of the language skills, they will be unable to achieve the desired goals. They should understand that all the skills.

In order to improve the listening comprehension skills among students, it was necessary to benefit from technology and take advantages of free websites that enhance English language skills in general and listening comprehension skills in particular. Also, Technology is helpful in teaching listening because it gives students the chance to experiment with different listening techniques.

Technology acts as a mediator in this process, disseminating words and providing feedback on whether or not someone has grasped what has been communicated. Teachers have consistently endeavored to motivate students to acquire knowledge through language. This is made possible by technology, no matter where individuals are in the globe. Teachers and students can access online resources to listen to content about many topics of interest (Surayatika, 2017). One of the most significant websites is ESL. lab listening which would help students in developing their listening comprehension. Through this website, it becomes easier for students to improve their listening comprehension skills inside and outside the classrooms.

Therefore, the researcher thinks that it is a great importance to shed light on the utilization of ESL. lab listening and its effectiveness on developing listening comprehension skills among secondary school students.

• **Statement of the Problem**

Despite the significant role of listening skills in language acquisition, listening comprehension skills have not received the required amount of attention and research as there are few research papers on Saudi EFL students' listening skills. Also, in a study indicated that listening was the least proficient ability of Saudi students with a percentage of 51.6%, followed by speaking and writing. (Al-khreshah, 2020). Listening comprehension skills are considered one of the most difficult skills and still, the most ignored one by teachers and students because they often tend to prefer the other three skills (Lestary and Seriadi, 2019). Consequently, the researcher's attempts to contribute to this ignored area may lead to some academic progress.

Currently, due to technological development, there are many educational platforms and websites available on the internet that provide teaching materials such as podcasts, movies, audiobooks, and radio and TV programs which teachers can incorporate into teaching and provide learning opportunities both inside and outside the classroom for students to be exposed to listening inputs and to overcome the problems of listening comprehension and to raise the level of students in this skill. Also, the results showed that about 89% of the students never listen to the radio or TV programs to develop their listening comprehension skills (Hamouda et al., 2023).

To the best of the researcher's knowledge and despite the importance of listening comprehension skills and their role in language development, the literature lacks studies on measuring the effectiveness of using ESL. lab listening website on developing listening comprehension skills among secondary school students and discovering the gap between the educational outputs and the existing teaching practices in the skills of English language learning in general and listening comprehension skills in particular. Furthermore, there are few studies on the effectiveness of using mobile-assisted teaching and learning for developing listening comprehension skills (Hasan and Islam, 2020).

Based on experience in teaching intermediate and secondary levels in public schools, the researcher noticed the weakness of the students in the skills of listening comprehension.

Therefore, this study will be an attempt to contribute to students' development of listening comprehension skills and to enrich literature in that area.

• **Research Question**

This study will attempt to find answers to the following main question:

What is the effectiveness of utilizing ESL. lab listening website on developing listening comprehension skills among secondary school students?

The main question can be branched out into the following sub- question:

What are the required listening comprehension skills for secondary school students?

• **Purpose of the study:**

This study will attempt to achieve the following:

- 1- discovering the effectiveness of utilizing ESL. lab listening website on the development of listening comprehension skills among secondary school students.
2. finding out whether there is a significant difference in the test scores of listening comprehension skills of the pre-test and post-test of the experimental group and control group.

• **studies focus on listening comprehension skills**

The literature of this study presented studies that dealt with the skill of listening comprehension skills, and the use of electronic websites and applications and their effects on developing the listening comprehension at different educational stages.

Cigerci & Gultekin (2017) carried out qualitative and quantitative methods that aimed to demonstrate the effect of digital stories on the Turkish listening skills. The sample was two fourth grade classrooms in a

primary school in Eskisehir city during the 2014-2015. The lessons were conducted utilizing digital stories through 8 weeks' application process. Through doing this process by the teacher, the researcher observed the class. Listening comprehension test and interviews were utilized to collect data. The results revealed that there is a great difference between the post-test listening comprehension scores for the two groups (experimental and control). From the interviews and observation, it was showed that digital stories had good impacts on listening comprehension skills in favor of the experimental group.

Dewi (2018) investigated the effects of utilizing authentic materials (songs) on EFL students' performance in listening comprehension. The study was an experimental quantitative research that had a sample of 190 second-year students of Junior High School in Indonesia. The data were collected through multiple-choice pre-test and post-test that contained 20 items. The results of the two groups (experimental and control) were compared and then analyzed. The results revealed that the scores of the post-test were higher than the pre-test. Therefore, using authentic materials had positive effects on EFL students' level of listening comprehension. The study encouraged English language teachers to use authentic materials as they have a positive impact on students' achievements. Moreover, the students can utilize these materials in enhancing their progress in listening comprehension.

• **Comments on previous studies:**

The current research uses the previous researches as the base on which the discussion of the research body is made and justifies the choices of the educational level of the sample, the study setting, the intervention, and the study methodology.

As has been previewed, most of the previous studies agreed with the current research on conducting the experimental method, however, they have had different choices of educational level and study setting. Alshehri and Mohammad (2021) and Dewi (2018) agree with the current research on secondary school students as a suitable educational stage and study setting to measure the development of learning skills, whereas AL-Jarf (2021), and Massahzadeh and Pourmohammadi (2018) have preferred an institute as a study setting. Iyada (2019) and Shafwati et al. (2021) have carried out their studies at a university. Study Hypothesis There are no statistical differences at ($\alpha=0.05$) between the mean scores of the experimental group and the control group in the listening comprehension test after the treatment among secondary students.

• **Study Methodology**

The researcher will use the experimental quantitative method in a quasi-experimental design and this is due to its suitability with the objectives of the study. The design for this study will be an experimental and control group, and then compare the results between them before and after the treatment to determine the effectiveness of utilizing ESL lab listening website on developing listening comprehension skills among secondary school students.

This study will measure only two sub-skills of listening comprehension, namely: listening for main ideas and listening for details. The researcher limited herself to those skills, after referring to the skills specified in the curriculum objectives according to English Language Curriculum for Elementary, Intermediate and Secondary Schools in the Kingdom of Saudi Arabia 2020. Mohamed et al. (2023) pointed out that listening for gist, also known as listening for global understanding is basic comprehensions like the one of skimming in reading. So, understanding the gist is listening means understanding a passage at a comprehensive level. In the study of Zahran and Owusu (2020), the researchers mentioned several important skills in listening comprehension, one of them is knowing the main ideas in the text. This skill requires the listener to understand only the most significant points of the text without details in order to reach to the overall idea that the speaker wants to convey to the listeners.

Al-Jarf (2021) mentioned that focusing on content words, figures, dates, statistics, and other details was considered one of the listening comprehension skills that can students develop through digital applications. This sub-skill is used when the students listen to something because

they want to look for a particular piece of information. This skill is referred to as scanning and the listeners here ignore all information until they reach to the specific items they are looking for (Namaziandost et al., 2019).

• **Study Population and Sample**

The population of the current study will be consisted of all third-secondary school students at Uyoun Aljewa Secondary School in Al-Qassim during the academic year 1445 H. The sample of this study will be divided into two groups: experimental and control. The two groups will be assigned intentionally.

• **Data Collection Tools**

The main tool will be the Cambridge English test (KET) that will be given to the experimental group and the control group to find out the effectiveness of utilizing ESL lab listening website on developing listening comprehension skills among secondary school students. A pre-test and post-test will be utilized to measure the students' listening comprehension before and after the intervention.

• Statistical Methods

Paired sample t-test will be utilized to detect the differences in achievement between the participants of the experimental group before and after using the target website. Also, independent sample T-test will be used to find the difference between the experimental group and the control group.

• Procedural Details

To answer research questions, study will follow these steps:

- 1- Reviewing literature and previous studies about utilizing ESL. Lab listening website and developing listening comprehension skills.
- 2- Choosing the sample from the population of the study and dividing it into two groups; experimental and control.y.

RESEARCH FINDINGS AND DISCUSSION

This chapter covers the data gathered from the experimental and control classes throughout the empirical investigation. It addresses the data and descriptions of the research findings, data analysis, test of the hypothesis, presentation of research results, and constraints on the study.

Reliability of the Listening Comprehension Skills Test

To calculate the Reliability coefficient of the instrument, the researcher used the following statistical methods:

Coefficient of ease, difficulty and discrimination:

The scores of the survey sample, which numbered (15) students, were analyzed on the Listening Comprehension Skills test, with the aim of calculating the coefficients of ease, difficulty and discrimination for the test items, and the results were as follows:

Table (1) Results of Ease, Difficulty, and Discrimination Coefficients for Listening Comprehension Skills Test Items (n = 15)

Listening Comprehension Skills Test			
Part 1			
Question No.	Ease coefficient	Coefficient of difficulty	Discrimination coefficient
1	0.60	0.40	0.40
2	0.60	0.40	0.67
3	0.63	0.37	0.47
4	0.53	0.47	0.40
5	0.63	0.37	0.60
6	0.47	0.53	0.40
7	0.57	0.43	0.60
Part 2			
Question No.	Ease coefficient	Coefficient of difficulty	Discrimination coefficient
8	0.53	0.47	0.40
9	0.63	0.37	0.73
10	0.57	0.43	0.47
11	0.47	0.53	0.67
12	0.53	0.47	0.53
13	0.47	0.53	0.67
Part 3			
Question No.	Ease coefficient	Coefficient of difficulty	Discrimination coefficient
14	0.60	0.40	0.40
15	0.60	0.40	0.67
16	0.63	0.37	0.47
17	0.53	0.47	0.40
18	0.57	0.43	0.60
19	0.63	0.37	0.60

Table 1 shows the following:

- The difficulty coefficients for the paragraphs of the Listening Comprehension Skills test ranged between (0.37 - 0.53), which are values that fall at the reasonable level of difficulty as determined by specialists in the field of measurement and evaluation, and therefore all paragraphs have been accepted to test Listening Comprehension Skills in terms of the degree of difficulty.
- The discrimination coefficients for the paragraphs of the Listening Comprehension Skills test ranged between (0.40-0.73), which are values that fall at the reasonable level of discrimination as determined by

specialists in the field of measurement and evaluation, and therefore all paragraphs were accepted to test Listening Comprehension Skills in terms of the degree of discrimination.

Results, discussion, and interpretation of the first hypothesis:

finding out whether there is a significant difference in the test scores of listening comprehension skills of the pre-test and post-test of the experimental group and control group.

To answer this question, and verify its hypothesis, the researcher used the test (T) for two independent groups Independent T-test, for two independent samples to reveal the degree of significance of the statistical differences of the average responses of the study sample members in the scores of the experimental and control groups in the post-cognitive test in Listening Comprehension Skills among Secondary School Students, and the results came as shown in the following table:

Table (2) Test (T) for the results related to the pre- and post-test for the control and experimental groups

Listening Comprehension Skills		control group N =30	experimental group N =30	T-Test	P-value
		Mean	Standard deviation		
Pre part 1	control group	1.800	1.064	2.812	0.007
	experimental group	2.967	2.008		
ETA square value (η^2)		0.120			
Pre part 2	control group	1.267	1.112	0.119	0.906
	experimental group	1.300	1.055		
Pre part 3	control group	0.733	1.202	1.758	0.084
	experimental group	1.467	1.943		
Pre listening comprehension skills	control group	3.800	2.310	2.256	0.028
	experimental group	5.733	4.085		
ETA square value (η^2)		0.081			
Post part 1	control group	2.433	1.331	2.473	0.016
	experimental group	3.567	2.128		
ETA square value (η^2)		0.095			
Post part 2	control group	1.300	1.393	3.799	0.000
	experimental group	2.767	1.591		
ETA square value (η^2)		0.199			
Post part 3	control group	1.067	1.552	5.678	0.000
	experimental group	3.933	2.288		
ETA square value (η^2)		0.357			
Post listening comprehension skills	control group	4.800	3.101	4.998	0.000
	experimental group	10.267	5.126		
ETA square value (η^2)		0.301			

The previous table shows that P-value to detect differences related to the pre-test of the control group and experimental group:

Pre-test:

1. The P-value for the first section of the pre-test was (0.007), which means that there are differences between the control group and the experimental group for the first section of the pre-test, and in favor of the experimental group, where the arithmetic mean for them was (2.967), which is greater than the control group average, which amounted to (1.800), and the ETA square value was (0.120), which means there is a significant effect.
 2. The P-value for the second section of the pre-test was (0.906), which means that there are no differences between the control group and the experimental group for the second section of the pre-test.
 3. The P-value for the third section of the pre-test was (0.084), which means that there are no differences between the control group and the experimental group for the third section of the pre-test.
- The P-value of the pre-test as a whole was (0.028), which means that there are differences between the control group and the experimental group for the first section of the pre-test, and in favor of the experimental group, where the arithmetic average for them was (5.733), which is greater than the control group, which amounted to (3.800), and the ETA square value was (0.081), which means there is a large effect.

Post-test:

1. The P-value value for the first section of the post-test was (0.016), which means that there are differences between the control group and the experimental group for the first section of the post-test, and in favor of the experimental group, where the arithmetic average for them was (3.567), which is greater than the arithmetic

average control group, which amounted to (2.433), and the ETA square value was (0.095), which means there is a significant effect.

2. The P-value for the second section of the post-test was (0.000), which means that there are differences between the control group and the experimental group for the second section of the post-test, and in favor of the experimental group, where the arithmetic mean for them was (2.767), which is greater than the arithmetic average control group, which amounted to (1.300), and the ETA square value was (0.199), which means there is a significant impact.

3. The P-value for the third section of the post-test was (0.000), which means that there are differences between the control group and the experimental group for the third section of the post-test, and in favor of the experimental group, where the arithmetic average for them was (3.933), which is greater than the arithmetic average control group, which amounted to (1.067), and the ETA square value was (0.357), which means there is a significant impact.

The P-value of the post-test as a whole was (0.000), which means that there are differences between the control group and the experimental group of the post-test as a whole, and in favor of the experimental group, where the arithmetic mean for them was (10.267), which is greater than the control group average, which amounted to (4.800), and the ETA square value was (0.301), which means there is a significant effect.

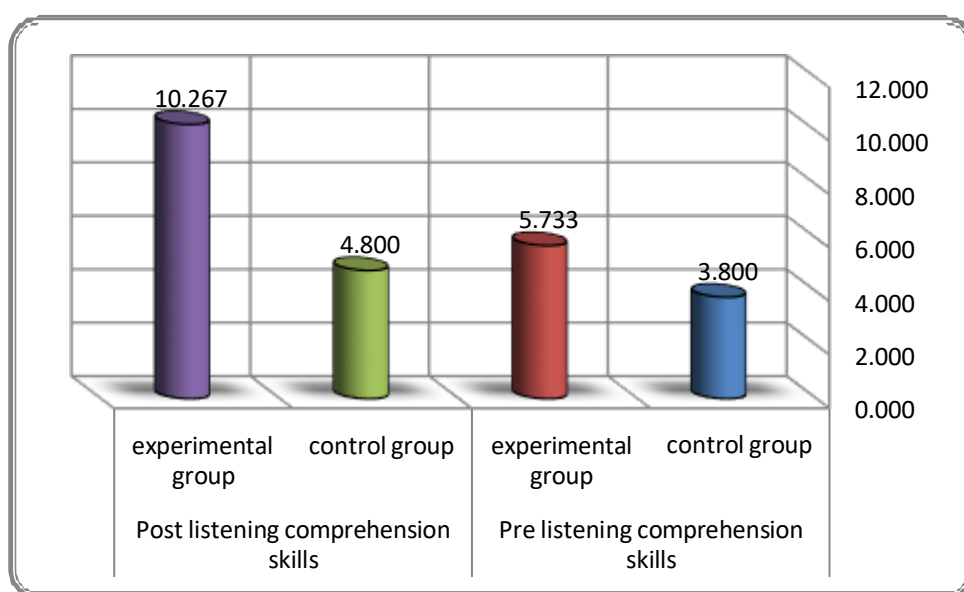


Figure2: Overall results between both groups in pre and posttests.

Results, discussion, and interpretation of the second hypothesis:

discovering the effectiveness of utilizing ESL lab listening website on the development of listening comprehension skills among secondary school students.

To answer this question, and verify its hypothesis, the researcher used the test (Paired Samples Statistics) for two related groups to detect the degree of significance of the statistical differences of the average responses of the study sample members in the scores of the pre-test and the post-test in the auditory comprehension skills of secondary school students, and the results were as shown in the following table:

Table No (3) Paired Samples test for results related to pre- and post-test

Listening Comprehension Skills		PreN=60	PostN =60	T-Test	P-value
		Mean	Standard deviation		
part 1	Pre	2.383	1.698	-2.620	0.011
	Post	3.000	1.850		
part 2	Pre	1.283	1.075	-3.244	0.002
	Post	2.033	1.657		
part 3	Pre	1.100	1.644	-4.364	0.000
	Post	2.500	2.418		
listening comprehension skills	Pre	4.767	3.431	-4.516	0.000
	Post	7.533	5.024		

The previous table shows:

1. The P-value for detecting the differences related to the pre- and post-test for the first section is (0.011), which is a value less than (0.05), meaning that there are statistically significant differences between the pre- and post-test, in favor of the post-test students, where the range reached (3.000), which is greater than the meaning for pre-test students, which amounted to (2.383).

2. The P-value for detecting the differences related to the pre- and post-test for the second section is (0.002), which is a value less than (0.05), meaning that there are statistically significant differences between the pre- and post-test, in favor of the post-test students, where the Mean reached (2.033), which is greater than the Mean for pre-test students, which amounted to (1.283).

3. The P-value for detecting the differences related to the pre- and post-test for the third section is (0.000), which is a value less than (0.05), meaning that there are statistically significant differences between the pre- and post-test, in favor of the post-test students, where the Mean reached (2.500), which is greater than the Mean for pre-test students, which amounted to (1.100).

The P-value for detecting the differences related to the pre- and post-test as a whole is (0.000), which is a value less than (0.05), meaning that there are statistically significant differences between the pre- and post-test, in favor of the post-test students, where it reached (7.533), which is greater than the Mean for pre-test students, which amounted to (4.767).

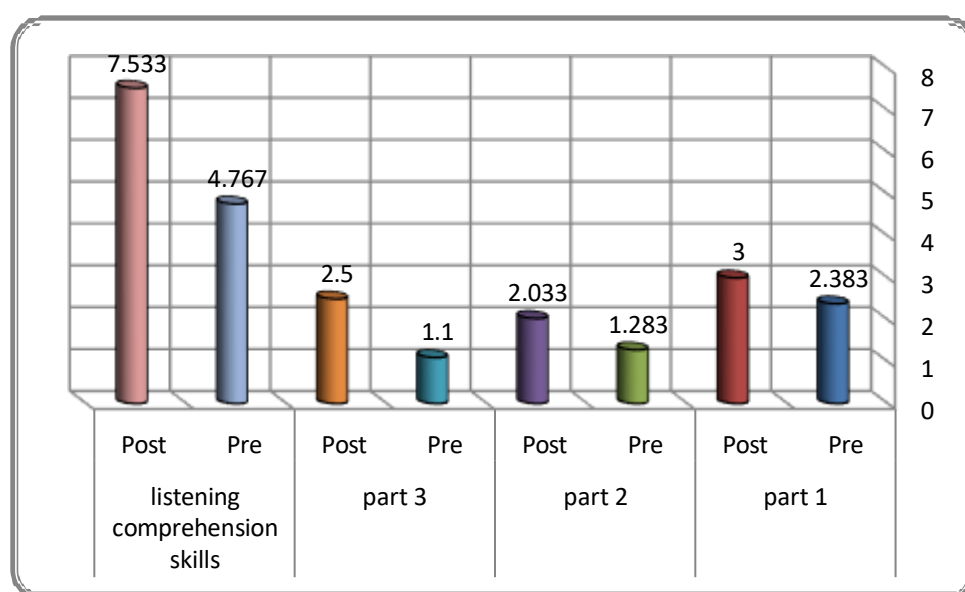


Figure 3: The results of each parts of pre and posttests.

Discussion and Finding of the research:

Discussion:

The present study aims to identify the effectiveness of the ESL. lab website in developing the listening comprehension skills of secondary school students in Al-Qassim region.

To answer the basic question of study, the researcher divided third-secondary students into control and experimental groups. The experimental group has been taught the listening comprehension skills through the use of the target website, but the control group has been taught in the normal way.

In both groups, a pre- test was conducted to ascertain the level of students before the study was carried out. After the implementation of the study for each of the two groups, a post- test was conducted to ascertain the effectiveness of the use of the target website. Finally, the results were analyzed and compared with the scores in the post and pre-tests of both groups.

Results:

The results of the study showed that there are differences between the two groups in the post test for the favor of experimental group in the listening comprehension skills, which is due to the role of the target website in the development of students' listening comprehension skills. It can conclude that there has been an improvement in the listening comprehension skills of third-grade secondary students in 1445 after utilizing ESL. lab website. Based on these findings: it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. In other words, there are differences in students' scores between the two groups in the post-test in favor of the experimental group using ESL. Lab.

A. Summary of the study:

The study questions were determined as follows:

- 1- What is the effectiveness of utilizing ESL- lab listening website on developing listening comprehension skills among secondary school students?
- 2- What are the required listening comprehension skills for secondary school students?

The study aimed to the following:

- 1- discovering the effectiveness of utilizing ESL. lab listening website on the development of listening comprehension skills among secondary school students.
 2. finding out whether there is a significant difference in the test scores of listening comprehension skills of the pre-test and post-test of the experimental group and control group.
- The researcher used the experimental quantitative method in a quasi-experimental design to answer on the questions of the stud. The population of the current study was consisted of all third-secondary school students at Uyoun Aljewa Secondary School in Al-Qassim during the academic year 1445 H. The main tool was the Cambridge English test (KET) that was given to the experimental group and the control group to find out the effectiveness of utilizing ESL. Paired sample t-test was utilized to find out the differences in achievement between the participants of the experimental group before and after using the target website. Moreover, independent sample T-test was utilized to find out the difference between the two groups.

The study's findings demonstrated that there were changes between the two groups' post-test scores in the experimental group's listening comprehension abilities. These discrepancies can be attributed to the target website's contribution to students' growth in this area. After using the ESL lab online, it can be concluded that third-grade secondary students' listening comprehension skills have improved.

B. Recommendations:

In the light of the study, the researcher recommends the following:

- 1- Curriculum planners should add many activities and exercises that enhance the listening skills of the English language curriculum course for the secondary stage.
- 2- English language teachers should use free applications and websites for teaching English inn order to develop English language skills.
- 3- English teachers should focus on listening comprehension skills because they are essential in acquiring the English language.
- 4- English language teachers have to measure their students' levels of listening comprehension skills and then provide them with activities and enrichments appropriate for each level.
- 5- Curriculum supervisors should hold training courses for teachers on all types of listening comprehension skills so that the teachers have sufficient knowledge of all listening comprehension for each grade and focus on them, as some teachers give listening exercises without realizing the skills presented in every exercises.

C. Suggestions for future research:

Based on the results and recommendations of the study, the researcher proposes the following:

- 1- Adding appropriate listening comprehension applications and website for each stage^٧ to the course books as code within lessons.
- 2- Training English language teachers on how to use the website correctly and how to choose the suitable level of exercises for each stage.
- 3- Investigating the challenges that face secondary school students in listening comprehension skills and working to solve them.
- 4- How appropriate is it to use websites and applications that support listening comprehension skills among secondary school students, and what are the obstacles of using these applications?
- 5- Developing listening comprehension skills among primary and middle school students due to their direct impact on the rest of the English language skills.
- 6- Using artificial intelligence applications to develop listening comprehension skills at different stages in Saudi schools.

References

1. Adnan, N. H., & Sayadi, S. S. (2022). ESL Students' Readiness for Self-directed Learning inImproving English Writing Skills. *Arab World English Journal*, 12(4), 503-520.

- <https://dx.doi.org/10.24093/awej/vol12no4.33>
2. Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension. *English Language Teaching*, 9(9), 166-178. Doi: 10.5539/elt.V9n9p166
 3. Ahmadpour, S., & Asadollahfam, H. (2018). A study of the effect of extensive and intensive listening on the tense use among EFL learners in Iran. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 6(2), 141-161.
 4. Ajideh, P. (2003). Schema theory-based pre-reading tasks: A neglected essential in the ESL reading class. *The reading matrix*, 3(1).
 5. Al Fatih, M. N. (2022). *THE USE OF ESL-LAB RESOURCES TO TEACH ENGLISH LISTENING SKILLS.(A STUDY AT THE EIGHT GRADE OF MTS N 02 KENDAL IN THE ACADEMIC YEAR 2021/2022)* (Doctoral dissertation, STATE ISLAMIC UNIVERSITY).
 6. Al Fatih, M. N. (2022). *THE USE OF ESL-LAB RESOURCES TO TEACH ENGLISH LISTENING SKILLS.(A STUDY AT THE EIGHT GRADE OF MTS N 02 KENDAL IN THE ACADEMIC YEAR 2021/2022)* (Doctoral dissertation, STATE ISLAMIC UNIVERSITY).
 7. Al-Abiky, W. (2019). Bridging the Gaps: EFL Teacher Preparation Programs: A study in Saudi Arabian Context. *Journal of Educational and Psychological Sciences*, 3(32), 184 - 168. <https://doi.org/10.26389/ajsrp.w281019>
 8. Albiladi, W (2019). Web-based teaching and learning of English learning: A review of two learning platform.
 9. Albiladi, W. S. (2022). English teaching and learning in Saudi Arabia: Emerging practices and strategies for achieving the educational objectives of the Saudi vision 2030. *Journal of Language Teaching and Research*, 13(4), 781-789. <https://doi.org/10.17507/jltr.1304.11>
 10. Al-Jarf, R. (2021). Mobile audiobooks, listening comprehension and EFL college students. *Listening Comprehension and EFL College Students*, 9(4), 410–423. <https://doi.org/10.29121/granthaalayah.v9.i4.2021.3868>
 11. Al-Jarf, R. (2021). Mobile audiobooks, listening comprehension and EFL college students. *Listening Comprehension and EFL College Students*, 9(4), 410–423. <https://doi.org/10.29121/granthaalayah.v9.i4.2021.3868>
 12. Al-khresheh, H. M. (2020). The impact of cultural background on listening comprehension of Saudi EFL students. *Arab World English Journal (AWEJ)*, 11, (3), 349- 371. <https://doi.org/10.24093/awej/vol11no3.22>
 13. Al-khresheh, M. H. (2020). The Impact of Cultural Background on Listening Comprehension of Saudi EFL Students. *Arab World English Journal*, 11(3), 349-371. <https://doi.org/10.24093/awej/vol11no3.22>
 14. Alqahtani, A. N. (2021). The lack of qualified EFL teachers in Saudi schools: A qualitative interview study. *English Language Teaching*, 14(11), 24. <https://doi.org/10.5539/elt.v14n11p24>
 15. Alqahtani, E. T. (2014). Effectiveness of using youtube on enhancing EFL students' listening comprehension skills. *Saudi Arabia*.
 16. Alseadan, M.S. (2021). Improving Listening Skills of Saudi EFL Learners. *International Journal of Social Science and Human Research*.
 17. Alshammari, H. A. (2022). Investigating the Low English Proficiency of Saudi EFL Learners.
 18. Alshehri, A. A. & Mohammad, A. A. (2021).). The Impact of Learning Platforms on Fostering Listening Comprehension among Saudi High School Students. *Faculty of Education Journal of Education*, 2(85) <https://doi.org/10.21608/EDUSOHAG.2021.164345>
 19. Alshehri, A. A. & Mohammad, A. A. (2021).). The Impact of Learning Platforms on Fostering Listening Comprehension among Saudi High School Students. *Faculty of Education Journal of Education*, 2(85) <https://doi.org/10.21608/EDUSOHAG.2021.164345>
 20. *Arab World English Journal (AWEJ)*, 13 (1), 129-144 <https://dx.doi.org/10.24093/awej/vol13no1.9>.
 21. Atasheneh, N. & Izadi, A. & (2012). The role of teachers in reducing/increasing listening comprehension test anxiety: A case of Iranian EFL learners. *English Language Teaching*. <https://doi.org/10.5539/ELT.V5N3P178>
 22. Ayyat, A., & Al-Aufi, A. (2021). Enhancing the listening and speaking skills using interactive online tools in the heis context. *International Journal of Linguistics, Literature and Translation*, 4(2), 146-153.
 23. Ayyat, A., & Al-Aufi, A. (2021). Enhancing the Listening and Speaking Skills Using Interactive Online Tools in the heis Context. *International Journal of Linguistics, Literature and Translation*, 4(2), 146-153. DOI: 10.32996/ijllt
 24. Azeez, P. Z., & Al Bajalani, F. R. (2018). Effects of Mobile Assisted Language Learning on Developing Kurdish EFL Students: Listening Sub Skills at Koya University. *Koya University Journal of Humanities and Social Sciences*, 1(1), 85-95.
 25. Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014). Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class. *Journal of Educational and Instructional Studies in the World*, 4(4), 1-6.

26. Azzahra, s. S. (2022). *The influence of using ello application to ard students'listening skill at the second semester of eleventh-grade of man 1 bandar lampung in academic year 2021/2022* (doctoral dissertation, uin raden intan lampung).
27. Bakhsh, H. S., & Gilakjani, A. P. (2021). Investigating the effect of podcasting on Iranian intermediate EFL learners' listening comprehension skill. *LEARN Journal: Language Education and Acquisition Research Network*, 14(2), 247-281.
28. Bao, X. (2016). A study on schema theory-based listening teaching mode for English majors. *International Journal of English Linguistics*, 6(4), 207-212.
29. Bao, X. (2017). A study on listening strategies instructed by teachers and strategies used by students. *International Journal of English Linguistics*, 7(2), 186-195.
30. Barella, Y., & Linarsih, A. (2020). Extensive listening practice in EFL classroom with variety of news websites. *Pedagogy: Journal of English Language Teaching*, 8(1), 43-50.
31. Beshina, H. H. (2020). *An Investigation into the Causes of Poor Listening Comprehension among Libyan EFL Undergraduate Students* [Master dissertation, University of Zawia]. [Http://www.dspace.zu.edu.ly/handle/1/1034](http://www.dspace.zu.edu.ly/handle/1/1034)
32. Bilokcuoğlu, H. (2014). A Schematic Approach To Teaching Listening Comprehension 76. *LAÜ Sosyal Bilimler Dergisi*, 5(1), 76-87.
33. Cárdenas-Claros, M. S., Campos-Ibaceta, A., & Vera-Saavedra, J. (2021). Listeners' patterns of interaction with help options: Towards empirically-based pedagogy. *Language Learning & Technology*, 25(2), 111–134. [Http://hdl.handle.net/10125/73436](http://hdl.handle.net/10125/73436)
34. Cigerci, F. M., & Gultekin, M. (2017). Use of digital stories to develop listening comprehension skills. *Issues in Educational Research*, 27(2), 252-268. [Https://www.researchgate.net/publication/316253378](https://www.researchgate.net/publication/316253378)
35. Cigerci, F. M., & Gultekin, M. (2017). Use of digital stories to develop listening comprehensionskills. *Issues in Educational Research*, 27(2), 252-268. [Https://www.researchgate.net/publication/316253378](https://www.researchgate.net/publication/316253378)
36. Coskun, A. (2010). The effect of metacognitive strategy training on the listening performance of beginner students. *Novitas-ROYAL (Research on Youth and language)*, 4(1).
37. Coskun, H., & Uzunyol-Köprü, M. (2021). An Overview of Listening Skills of Secondary School Students: Barriers and Suggestions. *Educational Policy Analysis and Strategic Research*, 16(4), 49-72.
38. Del Portillo, J. L., & Bernal-Ballen, A. (2022, July). Video and audio platforms for improving listening skills in Spanish' s students of EFL: A preliminary and descriptive study. In *ELT Forum: Journal of English Language Teaching* (Vol. 11, No. 2, pp. 73-87).
39. Deregözü, A. (2021). The Use of Listening Comprehension Strategies in Distance Language Education. *Canadian Center of Science and Education*.14(10). Doi: 10.5539/elt. V14n10p62.
40. Dewi, R. C. (2018). Utilizing authentic materials on students' listening comprehension: Does it have any influence? *Advances in Language and Literary Studies*, 9(1), 70. [Https://doi.org/10.7575/aiac.all.v.9n.1p.70](https://doi.org/10.7575/aiac.all.v.9n.1p.70)
41. Dewi, R. C. (2018). Utilizing authentic materials on students' listening comprehension: Does it have any influence? *Advances in Language and Literary Studies*, 9(1), 70. [Https://doi.org/10.7575/aiac.all.v.9n.1p.70](https://doi.org/10.7575/aiac.all.v.9n.1p.70)
42. Diaz Correa, G., & Ramírez Galindo, D. M. (2021). Augmented Reality For Listening Comprehension: An Innovative Strategy for Articulating