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## The Effect of Adopting Some Medium esl-lab.com Episodes on Developing Listening Comprehension Skills of English Major University Students

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### Abstract

This study investigates the effect of adopting some esl-lab.com episodes on developing listening comprehension of the third-year English major students at Al-Azhar University- Gaza. The researcher uses one major tool which is the listening achievement test. A list of the most important listening micro skills was established, and then the researcher chooses four listening comprehension micro skills to build the test depending on the way medium esl-lab.com presents the listening exercises and the university listening course description. Then the test was delivered to a number of juries from different universities to assure its validity and suitability to the four chosen sub skills. The study sample was 48 female students studying listening and speaking course during the second semester of the academic year 2010-2011. The study sample was divided into the experimental group (24) and the control group (24) who was pretested before the implementation of medium ESL episodes. The experimental group proceed the experiment in the university lab to practice medium ESL episodes via direct internet access to esl-lab.com website, while the control group proceeds the experiment in class to practice the same medium esl-lab.com episodes via an ordinary way of teaching. The experiment lasts for eight weeks, then a post test was applied to see how much students get improved. The results were statistically analyzed. The study findings revealed that there were significant differences in listening comprehension achievement for the favor of the post test results due to online practice on medium esl-lab.com episodes. Findings also revealed that online medium esl-lab.com episodes have large effect on students' achievement. Based on the above findings the researcher presents a number of recommendations and suggestions for university system, English language department, teachers and English majors as well.

**Keywords:** Developing, listening, skill, university, students.

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## **Introduction**

Regarding English skills, there are four skills of English: Listening, speaking, reading and writing. However, many researchers concentrated on writing and reading in their studies. At the same time listening received little attention in research compared with the other skills. However, one can't neglect the important role of listening for English students, especially English major students. For listening is the most frequently used skill in English language. It is worth mentioning that nearly 90% of the class time in high school and university is spent in listening to discussions and lectures as estimated by Taylor (1964).

A number of research studies have proved that with the utilization of computer and Web technology, listening comprehension can be taught much more efficiently and effectively. For example, a research study conducted by Brett (1997) to investigate the effectiveness of computer-based multimedia applications for developing listening skills shows that multimedia enhance listening comprehension greatly. In a similar study, Klassen and Milton (1999) demonstrate that CALL can be an efficient medium whereby learners can improve their listening skills significantly. Smidt and Hegelheimer (2004), in a study of examining how Web-based video assists listening comprehension, conclude that online academic lectures supported by multimedia increase listening comprehension. The study of Kentera (2007) was found that practicing English skills through websites expands students' vocabularies with brainstorming several terms; such as driving condition, travel, car rental, and other things.

Therefore, the researcher finds out that it is of great importance to shed light on the utilization of web in language teaching and learning ,because , Web-based can be a great means for achieving independent learning and better learning results in the long run and through computer technology learners can access huge amounts of relevant information, explore and browse through different choices, expose themselves both to linguistic input and socio-cultural knowledge, and eventually make their own evaluations and suggestions regarding what works for them, what can be improved and how (Sheerin, 1997; Sturdrige, 1997). This, in turn, increases learners' engagement, willingness, motivation as well as autonomy (Rowell & Libben, 1994).

Depending on the above narration, the researcher seeks to find out the effect of adopting some medium esl-lab.com episodes on developing listening comprehension of third year students majoring in English at Al-Azhar University - Gaza.

### **About ESL**

The listening website, esl-lab.com, is an e-learning platform which was chosen to help students improve their listening comprehension skills. Using the materials online is free, and you do not have to sign up or log in to use the site. (Figure 1)



Figure 1. A screenshot of “esl-lab.com”—the listening website

The listening activities have been organized by approximate level of difficulty based on rate of speed, vocabulary, content, ambient noise, idiomatic expressions, and other factors into three categories: easy, medium and difficult (Figure 1). The Easy level was designed for false or high beginners on up who have already studied some English, and not for true beginners, while the difficult level was designed for strong achievers. However, the researcher dealt with medium ESL episodes to ensure a medium level of difficulty.

### Why ESL?

Students often complain that the English they're learning in their classrooms has little value outside in the real world . . . at least for everyday use.

In a question behind the reason of why Randall Davis created this web site he answered: *"Basically, I wanted to create something on the Web that would help enhance language learning beyond the static page (i.e., just the printed word) and would focus on listening skills.....My EFL students were constantly asking me for ways on improving their listening skills outside of the classroom, and it dawned on me that online materials for autonomous learners would be real boon to students worldwide. I want to point out that the main objective of the site isn't to test students listening skills; rather, by doing the variety of pre-listening, listening, and post-listening activities, students can discover ways to learn how to develop their communication skills. Working together with other students in groups and discussing the content of the listening activities help learners improve their overall communication skills by focusing on specific tasks.... For these reasons, I created my site, to help students learn common expressions, dialogues, and vocabulary for everyday use. Give this site a try"* Randall Davis, frequently asked questions.

### Statement of problem

Listening is now widely accepted as an essential skill that enables language acquisition to take place, both in mother tongue and in second or foreign language. With the help of advanced computer technology and the advent of Internet, it is now easier for both the teachers and learners to have access to spoken input of the target language, in our case, English. Many listening websites and multimedia CD-ROMs are now available for teachers to include as teaching materials and for the learners to use as self-study aids. (Rost, 2002). Therefore the researcher is going to investigate the effect of a web site on developing English listening comprehension skill for English university students .

The problem of the study can be stated in the following main question:

***What is The Effect of adopting some medium esl-lab.com episodes on developing Listening Comprehension of third year English major students at Al-Azhar University Gaza?***

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

1. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the listening comprehension achievement test between the students who were taught by using online training on esl-lab episodes in the lab (experimental group) and the students who were taught by using the ordinary way in the class (control group) in the pre- test?
2. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the listening comprehension achievement test between the students who were taught by using online training on esl-lab episodes in the lab (experimental group) and the students who were taught by using the ordinary training on esl-lab episodes in the class (control group) in the post test?
3. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the listening comprehension achievement test of the students who were taught by using online training on esl-lab episodes in the lab (the experimental group) in the pre and the post-test?
4. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the listening comprehension achievement test of the students who were taught by using the ordinary way in class (control group) in the pre and the post-test?

### **Literature Review**

Chen (2004) investigated the effectiveness of Web-based computer assisted language learning (CALL) on both students' performance and attitudes towards listening comprehension. Although there was no significant difference between the students employing the Web-based CALL and the students using the traditional method, the students responded to the Web-based CALL positively, and the lower-level students, compared to their higher-level peers, were more motivated to practice listening comprehension under the Web-based CALL environment.

Al-Jarf (2004) studied whether there were significant differences between EFL freshman students exposed to traditional in-class writing instruction depending on the textbook only, and those exposed to a combination of traditional in-class writing instruction and web-based instruction in their writing achievement. Results showed that experimental group made higher gains in writing achievement than the control group as a result of web based instruction.

Pala ( 2005) studied the effectiveness of a web-based beginner, intermediate, and advanced level self-study activity package for improving listening and reading (L/R) skills in Turkish. The results indicated that, once students, especially advanced students, are provided with pedagogically and methodologically sound web-based receptive skill activities in Turkish, they find it more motivating to study the target language and thus learn better. The study concludes with the argument that incorporation of online L/R materials into language instruction is an efficient way to increase learning outcomes.

Tsou Wang and Tzeng (2006) developed a multimedia Storytelling Website to study how web based technology can assist overcoming the obstacles of having little prior experience with integrating storytelling into language teaching, locating appropriate stories, and lacking the cultural and language abilities to handle storytelling in English. The results of the study support the significance and the education value of the multimedia Storytelling Website on EFL teaching and learning. If such a Website can be applied within elementary EFL classrooms, the quality of teaching and learning can be improved and students\_ enjoyment and success in EFL learning may increase.

Sullivan and Pratt (1996) compared students in two ESL writing environments; a networked computer-assisted classroom and a traditional oral classroom. The results of the quantitative analyses showed that writing environment had no effect on attitudes toward writing with computers or writing apprehension. However, writing quality did improve in the computer-assisted classroom. Findings support previous research showing positive effects for the use of networked computers in writing classrooms.

Son (2007) explored the use of web-based language learning (WBLL) activities in an ESL context and its effect on ESL learners' engagement in WBLL and their perceptions and attitudes toward WBLL activities. The results indicated that one-third of the students disagreed that their experience in WBLL made their language course more interesting. However, they found the web as a tool to practice language skills and WBLL as helpful for successful comprehension of language. Students weren't thrilled with the program, but overall they felt that it was effective in increasing comprehension and understanding. Student opinion on the effectiveness and likeability of WBLL produced the conclusion that "it provides an extensive range of authentic materials as well as a more learner-centered medium of instruction, which can complement classroom-based activities" (p. 34).

Chuo (2007) investigated the effects of the Web-Quest Writing Instruction (WQWI) program on Taiwanese EFL learners' writing performance, writing apprehension, and perception of web-resource integrated language learning. The results indicated that students in the WQWI class improved their writing performance significantly more than those in the traditional classroom writing class. The WQWI class also experienced significant reduction in writing apprehension; however, no significant difference in reduced apprehension could be found between the two classes. In addition, students had a favorable perception of the WQWI program, recognizing more advantages than disadvantages of language learning through web resources. Nonetheless, no significant correlation could be detected between students' perception and their improved writing performance. Neither was there a significant relationship between students' perception and their reduced writing apprehension. The findings suggested that integrating web resources into EFL writing instruction, using the Web-Quest model, was effective for enhancing students' writing performance and provided a positive learning experience.

Lin Winaitham and Saitakham (2008) investigated the use of websites for practicing listening skills of undergraduate students. The result indicated that nearly all of students agreed that using websites for practicing listening skills can help them improve not only their listening skills, but also other skills as well, and it can help them to create autonomous learning strategies and find their suitable learning strategies to solve some problems by themselves.

Zaid, M. (2008) investigated whether multimedia-based concept-mapping and online reading before writing affected the quality of students' compositions and their writing apprehension. Results showed no statistically significant differences overall in the writing under the three conditions. However, students were found to write longer and richer drafts in the conditions of online concept-mapping and online reading before writing, yet poorer, shorter drafts after teacher-led talk in the traditional, no treatment group. The results also revealed that both treatments had significant effects on improving the students' writing quality; however, they increased the students' writing apprehension. The study finally bore out recommendations, suggestions and implications for curricular and pedagogical applications.

Luo (2009) developed an English E-learning web site to investigate how it could benefit the English underachievers. The results show that English underachievers can enhance their abilities with regard to vocabulary, phrases and listening by using the E-learning web site as a remedial teaching aid after school. The web site was also an inspiration to the underachievers, and encouraged them to have more interest in learning English.

Al-Bataineh (2010) investigated the effect of the internet on improving university students' writing performance. The results showed that students who worked with the internet had significant gains in their writing performance compared with the control group. Additionally, the students who worked with the internet were more motivated to write than the other group. In the light of the above findings, the researcher recommended that the internet should be incorporated in the teaching of writing and other language skills.

Al-Zu'bi (2010) investigated the impact of CALL strategy (The Internet) on the King Saud University students' grammar achievement in English. The results revealed that the achievement of grammar of the students in the experimental group significantly improved.

Chen & Zhang (2011) investigated the effectiveness of Web-based computer assisted language learning (CALL) on tertiary students' listening comprehension. Both students' academic performance and attitudes were examined at the end of the Web-based CALL. Although there was no significant difference between the students employing the Web-based CALL and the students using the traditional method, the students responded to the Web-based CALL positively, and the lower-level students, compared to their higher-level peers, were more motivated to practice listening comprehension under the Web-based CALL environment.

### **Commentary on previous studies**

The current study investigated the effect of adopting medium esl-lab.com episodes on developing listening comprehension of third year students majoring in English at Al-Azhar University- Gaza. It is clear that the current study matches all of the previous

studies in the importance of using educational websites in teaching and learning. The following is a commentary of the above previous studies made by the researcher.

First of all, previous studies varied in terms of grade, level, major, and method that have been applied in the study. Secondly, results of some studies showed no differences between the experimental and the control totals for the impact of the Internet websites on learning a foreign language Chen (2000), which proven reverse results compared with the present study. Thirdly, The current study were similar with most studies in the results that have been reached and in particular the study Al-Jarf (2004), Pala (2005) and Chen & Zhang ( 2011) where all showed the presence of positive results toward the use of web sites for teaching a foreign language. Fourthly, previous studies varied in terms of methods, however the experimental method was the dominant. Finally, our review of related literature showed that few studies present the impact of the use of English language learning websites on developing listening comprehension skills, where the majority of studies in the literature investigated the impact of English websites on reading and writing which emphasizes the importance of the current study.

### **Methodology**

In this part we introduce a complete description of the methodology of the study , including the study design, the population , the sample , the pilot study, tools and statistical treatment for the study findings.

#### **Study design**

The study was designed according to the experimental approach. Two groups of the students were assigned as the participants of the study; an experimental group and a control one. The experimental group received training on medium esl-lab.com episodes through direct internet access to esl-lab.com website, while the control group received training on the same esl-lab.com episodes through an ordinary way in class.

#### **Study population**

The population of the study consisted of all third grade female students majoring in English, who enrolled into the Listening and speaking (ENGL2301) course during the second semester of the university year (2010 – 2011 ). The population of the study was (66) students.

#### **Study sample**

The sample of the study consisted of (48) students distributed into two groups ; The experimental groups which consisted of (24) students and the control groups which consisted of (24) students. The groups were randomly chosen from third year English female student who enrolled into Listening and speaking ENGL2301 course during the second semester of the year (2010 – 2011 ) at Al-Azhar university- Gaza. The number of the participants is representative of the total number of students. (Table 1)

**Table 1.** The distribution of the sample according to the groups

<b>Group</b>	<b>Experimental</b>	<b>Control</b>	<b>Total</b>
<b>Total</b>	<b>24</b>	<b>24</b>	<b>48</b>

### **Listening Achievement Test**

The researcher used the listening comprehension achievement test as a major tool of her study. The aim of the test is to diagnose student's ability in listening comprehension before and after the experiment. The researcher focuses on four main sub listening skills derived from the way medium esl-lab.com episodes present their listening exercises and the university listening ENGL2301 course description. The test was delivered to a number of specialists from different universities in Gaza to ensure its validity. The instructions of the test were formulated and prepared clearly on the paper of the test. The test was pilot tested on a random sample of (20) third year female students majoring in English at Al-Azhar University – Gaza. The results were recorded and statistically analyzed in order to measure its validity and reliability .The clarity of the questions was checked, the misleading items were modified ,and the time needed for answering the questions of the test was estimated.

### **Study sub skills**

The researcher chooses only four listening comprehension sub skills (Table 2) out of the list depending on the way medium esl-lab.com episodes present their listening exercises and to the university listening course (ENGL2301) description. The justification of choosing only four skills is that those skills are impossible to be taught in one course as they need time to be addressed by the lecturer, that's why listening skill is taught in more than two courses at Al Azhar University.

**Table 2.** The test four listening comprehension sub skills

<b>No.</b>	<b>Skills</b>
1-	Finding supporting details.
2-	Retaining chunks of language of different lengths in short term memory
3-	Recognizing typical word-order patterns.
4-	Recognizing words that are linked together in streams of speech

### **Steps for constructing the test**

In order to construct the listening comprehension test, a number of steps were conducted as the following:

1. Preparing a list of listening comprehension micro-skills from review the previous related literature, books of listening and oral communication and the course description (Appendix 1).
2. Choosing four listening comprehension sub skills depending on the way esl-lab.com present its medium listening exercises and the university listening (ENGL2301) course description (See Appendix 2 for ENGL2301 course description).



3. Constructing the listening comprehension test from the exercises that cover the medium esl-lab.com episodes depending on the four chosen sub skills . The test was constructed according to the Table of Specification (Appendix 3).
4. Consulting a number of juries in order to ensure the test's validity.
5. Applying listening diagnostic test to ensure its reliability

### Questions of the test

The questions of the test were distributed to cover the four targeted micro skills through two parts for each section. The number of questions is four; each question consists of two parts A, and B as shown down in table 3. In part A, students have to answer questions related to the first and second sub listening skills, finding supporting details and retaining chunks of language of different lengths in short term memory . In part B, students have to answer questions related to the third and fourth listening sub skills, recognizing typical word-order patterns and recognizing words that are linked together in streams of speech. Due to the shortage of language labs in the university, the tests were administered in a traditional paper-based format. To avoid practice effects, the test papers were collected immediately after the pretest; also, correct answers to all the items were not reported. Hence, learners did not have chance to have access to the test items until eight weeks later.

**Table 3.** The distribution of the test's questions

Question No.	Part	Tested skill	Question Type
<b>Question One</b>	A	1-Finding supporting details. 2-Retaining chunks of language of different lengths in short term memory.	Multiple choice Multiple choice
	B	3-Recognizing typical word order patterns. 4-Recognizing words that are linked together in streams of speech.	Re-ordering Matching
<b>Question Two</b>	A	1-Finding supporting details.	Multiple choice
	B	3-Recognizing typical word order patterns. 4-Recognizing words that are linked together in streams of speech.	Re-ordering Matching
<b>Question Three</b>	A	1-Finding supporting details. 2-Retaining chunks of language of different lengths in short term memory.	Multiple choice Multiple choice
	B	3-Recognizing typical word order patterns. 4-Recognizing words that are linked together in streams of speech.	Re-ordering Matching
<b>Question</b>	A	1-Finding supporting details.	Multiple choice
	B	3-Recognizing typical word order	Re-ordering

<b>Four</b>		patterns. 4-Recognizing words that are linked together in streams of speech.	Matching
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### **Laboratory practice**

The study exercises were chosen in the light of the four listening comprehension sub skills. It is worth mentioning that the researcher adopted sixteen listening episodes that have a moderate level of difficulty taken from medium esl-lab.com website to form the study exercises. Each episodes was conducted through three stages. Stage one is the pre listening exercises, stage two is the while listening exercises and stage three is the post listening exercises as follows:

#### **Pre listening exercises :**

Students select a quiz from the sixteen medium episodes . Each listening activity provides details on the level of difficulty, topic, type of recording (conversation, news report, commercial message, etc.) of each quiz . This is followed by a Pre-Listening Exercises to help the student prepare to receive the message, that is, to simulate background knowledge about the topic so students can begin to predict possible ideas that will come out of the conversation.

#### **While listening exercises**

Students were presented with a number of multiple-choice questions, with three or four possible responses. The questions were designed to check the learner's understanding of supporting details, chunks of language, word-order patterns, and words in streams of speech.

#### **Post listening exercises**

Listening tends to be a passive language skill, and thus, students need opportunities to apply the language skills in spontaneous conversation after listening to the conversation. This section provides topics of discussion that encouraged learners to share their ideas, experiences, and opinions by using the vocabulary, grammar, and theme with others. Furthermore, these exercises include online investigation tasks where students use the Internet to collect, compare, and report on information they find. Thus, rather than just memorizing information from the activity through simple drill-and-practice exercises, the student is now given opportunities to create totally new language based on what they have learned.

#### **Study time plan**

The experiment proceeded from April to June of 2010-2011 for an eight weeks practice on medium esl-lab.com episodes. Students received training on medium esl-lab.com episodes for an eight weeks practice in lab. In every week they trained on two listening episodes that lasted for sixty minutes for each.

During the eight weeks ,both the experimental and control groups received training through two kinds of treatments: the experimental group received training on medium esl-lab.com episodes via direct internet access to esl-lab.com website, while the control group received training on the same medium sl-lab.com episodes via an ordinary way in class.

Before starting the experiment, the pretest was administered to both the experimental and control groups. Students were told that an 8-week practice would follow the pre-test. Also, they were acknowledged that their performance on the pre-posttest would not affect their university listening course degree.

### Statistical Analysis

To answer the study questions and hypothesis, the following statistical methods were used:

1. **Spearman correlation:** to determine the internal consistency validity of the questionnaire items and the evaluation criteria of the test.
2. **Alpha cronbach technique:** to measure the reliability of the questionnaire items.
3. **Split-half technique:** to test the reliability of the questionnaire items.
5. **T. Test independent samples:** to control the interferential variables and to measure the statistical differences in means between the two groups due to the study variables.
6. **T. Test paired sample :** to figure out any statistical differences within the experimental group respondents regarding their literacy perceptions and writing quality before and after the treatment.
7. **Effect size level by using T value, Eta square, and Cohen's d:** to check the effect volume (extent) of the evident significant differences between the two groups and within the experimental group.

### Study Results

#### Answer of the First Question

The first question is stated as follows:

Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the listening comprehension achievement test between the students who were taught by using esl-lab episodes in the lab (experimental group) and the students who were taught by using the ordinary way in the class (control group) in the pre-test?

To answer this question the researcher used T. test independent sample . Table 4 show that there are no statistical significant differences between control and experimental group in all sub skills and the total degree of each skill.

**Table 4.** T. Test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain in the pre test

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
First skill	experimental	24	11.208	2.502	0.295	0.770	not sig.
	control	24	11.417	2.394			
Second skill	experimental	24	2.208	1.103	0.393	0.696	not sig.
	control	24	2.083	1.100			
Third skill	experimental	24	5.833	1.685	0.250	0.804	not sig.
	control	24	5.958	1.781			
Fourth skill	experimental	24	10.708	1.899	0.076	0.940	not sig.
	control	24	10.750	1.917			
sum after	experimental	24	29.958	5.568	0.154	0.878	not sig.
	control	24	30.208	5.687			

“t” table value at (46) d f. at (0.05) sig. level equal 2.00

“t” table value at (46) d f. at (0.01) sig. level equal 2.66

### Answer of the Second Question

The second question is stated as follows:

Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the listening comprehension achievement test between the students who were taught by using esl-lab episodes in the lab (experimental group) and the students who were taught by using the ordinary way in the class (control group) in the post test?

To answer the second question, the researcher used Paired Sample T-test to see the means differences between the students' achievement scores in the administration of the post listening comprehension achievement test between the experimental and control groups. Results are shown in the table 5. The data analysis from the table shows that there are statistically significant differences in the listening comprehension achievement scores between the experimental and control groups in the posttest concerning all the sub-skills. Differences were recorded in favor of the experimental group . This indicates that adopting medium esl-lab.com episodes in lab for developing listening comprehension achievement among third year female students majoring in English at Al-Azhar university- Gaza have valuable effect concerning the four sub-skill of listening comprehension.

**Table 5.** T. Test independent sample results of differences between experimental and control group for all of the sub domain and total degree of the domain in the post test

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
First skill	experimental	24	13.542	1.503	2.935	0.005	sig. at 0.01
	control	24	11.667	2.745			
Second skill	experimental	24	3.292	0.690	2.606	0.012	sig. at 0.05
	control	24	2.583	1.139			
Third skill	experimental	24	7.500	1.142	3.321	0.002	sig. at 0.01
	control	24	6.125	1.676			
Fourth skill	experimental	24	11.917	0.408	2.758	0.008	sig. at 0.01
	control	24	10.833	1.880			
sum after	experimental	24	36.250	2.878	3.875	0.000	sig. at 0.01

“t” table value at (46) d f. at (0.05) sig. level equal 2.00

“t” table value at (46) d f. at (0.01) sig. level equal 2.66

### Effect size

To show the effect of medium esl-lab.com episodes on the experimental group achievement in the listening comprehension skills, the researcher used " $\eta^2$ " and "d" size effect (See Table 6) .

**Table 6.** Criterion of effect size

Scale	Effect size		
$\eta^2$	<b>Small</b>	<b>Medium</b>	<b>Large</b>
	0.01	0.06	0.14

**Table 7.** "t" value, eta square " $\eta^2$ ", and "d" for each sub skill and the total degree between the experimental and control groups of the pre-post test

Skill	t value	$\eta^2$	D	Effect volume
1	2.935	0.158	0.865	large
2	2.606	0.129	0.768	large
3	3.321	0.193	0.979	large
4	2.758	0.142	0.813	large
Total	3.875	0.246	1.143	large

To calculate the size effect the researcher used " $\eta^2$ " and "d" size effect :According to  $\eta^2$  and "d" size effect in table 7 it is clear that the effect size of medium esl-lab.com episodes on students' achievement is large. This means that medium esl-lab.com episodes have large effect. The results also show the large effect of medium esl-lab.com episodes on the micro-skills of listening comprehension.

### **Answer of the third question**

The third question is stated as follows:

Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the listening comprehension achievement test of the students who were taught by using esl-lab episodes in the lab (the experimental group) in the pre and the posttest?

The researcher used Paired Sample T-test to see the means differences between the students' achievement scores in the administration of the pre-post listening comprehension achievement test on the experimental group .

Results showed that there are statistically significant differences in the pre-post listening comprehension achievement scores of the experimental group concerning the four sub-skills. Differences were recorded in favor of the post-test . This indicates that the medium esl-lab.com episodes for developing listening comprehension achievement among third year female students majoring in English at Al-Azhar university- Gaza have valuable effect concerning the four sub-skills of listening comprehension. Results are shown in the table 8 below.

**Table 8.** T. test paired sample results of differences between pre and posttest for experimental group for all of the sub domains and total degree of the domain

skill	Applied	N	Mean	Std. Deviation	T	Sig. value	Sig. level
1	Pre	24	11.208	2.502	6.316	0.000	sig. at 0.01
	Post	24	13.542	1.503			
2	Pre	24	2.208	1.103	6.027	0.000	sig. at 0.01
	Post	24	3.292	0.690			
3	Pre	24	5.833	1.685	5.362	0.000	sig. at 0.01
	Post	24	7.500	1.142			
4	Pre	24	10.708	1.899	3.175	0.004	sig. at 0.01
	Post	24	11.917	0.408			
Total degree of the test	Pre	24	29.958	5.568	7.696	0.000	sig. at 0.01
	Post	24	36.250	2.878			

“t” table value at (23) d f. at (0.05) sig. level equal 2.07

“t” table value at (23) d f. at (0.01) sig. level equal 2.81

**Effect size**

To show the effect of medium esl-lab.com episodes on the experimental group achievement in the listening comprehension skills, the researcher used " $\eta^2$ " and "d" size effect (See Table 9).

**Table 9.** Criterion of Effect Size

Scale	Effect size		
$\eta^2$	Small	Medium	Large
	0.01	0.06	0.14

**Table 10.** "T" value, eta square " $\eta^2$ ", and "d" for each sub skill and the total degree in the pre-posttest of the experimental group

skill	t value	$\eta^2$	D	Effect volume
1	6.316	0.634	2.634	large
2	6.027	0.612	2.513	large
3	5.362	0.556	2.236	large
4	3.175	0.305	1.324	large
total	7.696	0.720	3.209	large

To calculate the size effect the researcher used " $\eta^2$ " and "d" size effect :According to  $\eta^2$  and "d" size effect in table (4.7) it is clear that the effect size of medium esl-lab.com episodes on students' achievement in each sub domain and in the total domain is large. This means that medium esl-lab.com episodes have large effect. The highest size effect was recorded for finding supporting details, and the lowest size effect was recorded for recognizing words that are linked together in streams of speech.

### Answer of the fourth Question

The fourth question is stated as follows:

Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the listening comprehension achievement test of the students who were taught by using the ordinary way in the class (control group) in the pre and the post-test?

The researcher used Paired Sample T-test to see the means differences between the students' achievement scores in the administration of the pre-post listening comprehension achievement test on the control group. Results are shown in the table (4.8).

**Table 11.** T. test paired sample results of differences between pre and post-test of the control group for all of the sub skills and total degree of the test

skill	applied	N	Mean	Std. Deviation	T	Sig. value	Sig. level
1	pre	24	11.417	2.394	0.377	0.709	not sig.
	post	24	11.667	2.745			
2	pre	24	2.083	1.100	1.629	0.117	not sig.
	post	24	2.583	1.139			
3	pre	24	5.958	1.781	0.342	0.736	not sig.
	post	24	6.125	1.676			
4	pre	24	10.750	1.917	0.146	0.885	not sig.
	post	24	10.833	1.880			
Total degree of the test	pre	24	30.208	5.687	0.628	0.536	not sig.
	post	24	31.208	5.687			

“t” table value at (23) d f. at (0.05) sig. level equal 2.07

“t” table value at (23) d f. at (0.01) sig. level equal 2.81

The data analysis in the above table shows that there are no statistically significant differences in the pre-post listening comprehension achievement scores of the control group concerning the four sub-skill. This indicates that the medium esl-lab.com episodes for developing listening comprehension achievement among the control group who receive training through an ordinary way in class have no significant valuable effect concerning the four sub-skill of listening comprehension.

### Discussion

This part presents the summary, discussion of the study results, findings, and recommendations

### Summary

The current study aimed at examining the effect of medium esl-lab.com episodes on listening comprehension achievement. The major study question was what is the effect of adopting some medium esl-lab.com episodes on developing listening comprehension



of third year female students majoring in English at Al-Azhar University-Gaza?. To answer the study major question the researcher formed two groups experimental and control. Each group consisted of twenty four third year female student majoring in English at Al-Azhar University-Gaza . The experimental group received training on medium esl-lab.com episodes in the university lab through direct internet access to [esl-lab.com](http://esl-lab.com) website, while the control group received training on medium esl-lab.com episodes through an ordinary way in class.

The researcher used the pre-post listening comprehension achievement test as a major tool for her study. The test was designed according to the four listening comprehension micro skills. The researcher intended to find out the effect of adopting some medium esl-lab.com episodes on developing the four listening comprehension sub skills: finding supporting details, retaining chunks of language of different lengths in short term memory, recognizing typical word-order patterns and recognizing words that are linked together in streams of speech. Both the experimental group and the control group were pre tested before the training on medium esl-lab.com episodes to stand on their achievement in the four listening comprehension sub skills before starting the experiment, results were recorded and statistically analyzed to be compared with their post test results.

### **Findings**

The study findings revealed that there were significant differences in listening comprehension achievement for the favor of the post test results due to online practice on medium esl-lab.com episodes. The researcher also used the Effect Size Techniques to measure the effect of medium esl-lab.com episodes on students' achievement in English listening comprehension achievement test for both kinds of treatments. Results show that online training on medium esl-lab.com episodes via direct internet access to ESL website for the experimental group has a large effect on students' performance in the listening comprehension achievement test compared to the control group who received training on medium esl-lab.com episodes via an ordinary way in class. Moreover results show that the effect size of online medium esl-lab.com episodes on the results of the experimental group posttest is large compared to their results in the pretest.

According to the statistical results, it can be concluded that there is a positive effect of training on online medium esl-lab.com episodes compared to the other ordinary way of teaching.

### **Recommendations**

In the light of the study results, the researcher offers some recommendations to develop listening comprehension skill. The researcher's recommendations are given to:

#### **University System**

1. The university system should emphasize the importance of integrating technology in language learning classes and should provide English students with the needed facilities for a better foreign language practice.
2. The university system should hold meetings, seminars and workshops through which they train teachers or lecturers on how to implement a successful listening

lesson through using the internet in teaching listening skills and other skills as well .

3. The university system at Al-Azhar university is recommended to provide the university with enough material and instruments to facilitate the use of online websites for foreign language learning such as decreasing the number of students in each class, decreasing the load of teaching among lecturers, and increasing the number of computers and availability of net laboratories.

4. The university system should be in contact with different universities inside and outside in order to be updated by the latest books and materials.

### **English language department**

1. English language department should reward students who use English language sites on the internet in order to motivate the rest of the students and creates a spirit of competition and progress.

2. English language department should increase the hours of listening classes in their design of English university plan.

3. English language department should conduct extra-curricular listening courses that help students to enhance their listening ability.

4. To provide schools with CDs cassettes include different stories, additionally, many series of stories and enable the learners to borrow them that may increase their ability to listen to more stories.

### **Teachers**

1. Teachers of listening should encourage English students to increase their listening practice for a further scope outside the university lecturers by guiding them to have additional practice at home in the most important websites that aims at improving listening skill.

2. Teachers of listening need to have more focus on teaching listening to university students and take into account the vital role that listening plays in learning a foreign language.

3. Teachers of listening should shift their interest from the traditional method in teaching listening into new modern techniques, such as teaching students through online English language websites at the university lab that creates a new learning environment.

4. Teachers of listening should provide students with interesting listening materials that trigger their motivation and lead them towards better participation.

### **English majors**

1. They must believe in the importance of developing listening comprehension skill.
2. They should seek wider opportunities of training to practice listening outside the university classes.
3. They should practice listening skills through the internet websites which provides online and direct internet access to listening materials .
4. They should seek opportunities to be in contact with English language majors from different universities to practice English language skills in general and listening skill in particular.
5. They should activate themselves by having additional practice rather than being passive students who don't believe that practice makes perfect.
6. They should seek opportunities to be in contact with native speakers of English.
7. They should be aware of the dangerous effect of sticking only to the textbook materials for the purpose of passing their exams in their university English courses.

### **Recommendations for Further Studies**

1. Researchers should conduct similar studies on other classes at other levels and other language skills and aspects so that the generalizations could become more valid and widely applicable.
2. Researchers should conduct other studies related to other skills of listening comprehension.
3. Researchers should conduct other studies related to usage of English language learning websites on the development of listening comprehension skill.
4. Researchers should conduct other studies related to the usage of the internet on developing all language learning skills.

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## APPENDIXES

### Appendix (1)

#### Listening comprehension Sub-skills

No	Listening comprehension Sub-skills
1.	Finding the main idea.
2.	Discriminating between emotions.
3.	Predicting what students are going to listen to.
4.	Recognizing cohesive devices.
5.	Discriminating among the distinctive sounds of English.
6.	Recognizing the topic.
7.	Finding supporting details.
8.	Using features of stress, intonation and prominence to help identify important information
9.	Recognizing words when they are linked together in streams of speech.
10.	Retaining chunks of language of different lengths in short term memory.
11.	Detecting sentence constituents, such as subject, verb, object, prepositions, and the like.
12.	Recognizing typical word-order patterns.
13.	Evaluating themes.
14.	Recognizing that a particular meaning may be expressed in different grammatical forms.
15.	Recognizing when syllables or words are dropped.
16.	Making inferences.
17.	Recognizing stress and rhythm patterns.
18.	Recognizing reduced forms of words.
19.	Recognizing syllable patterns.
20.	Recognizing words with weak or central vowels.
21.	Identifying the speaker.
22.	Distinguishing word boundaries.
23.	Finding the stressed syllable.
24.	Listening for word endings.
25.	Guessing the meaning of the new words from context
26.	Recognizing tone of patterns and intonational contours.
27.	Understanding the connotation of certain words.
28.	Distinguishing between facts and opinions.
29.	Using language clues to understand the meaning.
30.	Distinguishing between literal and implied meanings.

## **Appendix (2)**

### **University listening course description**

#### **OBJECTIVES**

Upon completion of this course, the student will be able to:

#### **1. Effective Listening Skills**

1. Explain the role listening plays in communication situations.
2. Explain the significance of active listening.
3. Explain the listening process.
4. Identify the different types of listening skills and the situations in which they are employed.
5. Identify methods for improving listening skills.
6. Begin a systematic program of listening self-improvement.

#### **2. Developing Presentation Skills**

1. Compare and contrast the four methods of delivery.
2. Recognize the appropriate delivery methods for particular speaking situations.
3. Explain the importance of rehearsing a speech for the maximum effect.
4. Illustrate effective verbal and nonverbal delivery skills.

#### **3. The Foundations of Public Speaking**

1. Identify the historical roots of public speaking as a skill or art.
2. Identify and define the basic elements of the communication process (source-encoder, channel, message, receiver-decoder, context, feedback, interference).
3. Compare and contrast various models of communication (linear, interaction, transactional).
4. Compare and contrast various models of communication (linear, interaction, transactional).
5. Explain the relationship between skill in public speaking and personal success.

### Appendix 3

**Table of specification**

Question No.	The four listening comprehension sub skills				Test items and percentage	
	Skill (1)	Skill(2)	Skill(3)	Skill(4)	Items and marks	Percent
Q1	5 items 12%	4 items 10.2%	1 item 2.4%	5 items 13%	15 items 15 marks	37.5%
Q2	5 items 12%	-----	1 item 2.4%	5 items 13%	11 items 11 marks	27.5%
Q3	5 items 12%	4 items 10.2%	1 item 2.4%	4 items 10%	14 items 14 marks	35%
Percent	36.2%	20.3%	7.2%	36.2%	40 items, 40 marks	100%