

THE EFFECT OF USING AUTHENTIC E-LEARNING MATERIALS ON DEVELOPING LISTENING COMPREHENSION SKILL

Taghreed Mohammad Al-Mardini

Department of Curricula & Teaching Methods,
Faculty of Education, Taibah University, Madina Munawrah,
KINGDOM OF SAUDI ARABIA.

Madina.taghreed@gmail.com

ABSTRACT

This study examined the effectiveness of applying authentic E-learning materials on developing the listening comprehension skill of female preparatory year students at Al-Ghad College. The sample for the study was 42 preparatory year students in the first semester of the academic year 2015/2016 at Al-Ghad College for Medical Sciences in Al-Madinah Al-Munawarah, Saudi Arabia. Two classes were selected. One class, the control group (N=12), was taught the listening skill traditionally (without using authentic E-learning materials); and the second class, the experimental group (N=12), was taught the listening skill using authentic E-learning materials. The two-group pre-test/post-test design was implemented in this study. The instruments used in this study were: listening comprehension test (pre-test and post-test). Regarding the data analysis, mean, percentage, and t-test scores for the independent sample were employed. The results indicated that the students' listening comprehension skill in the experimental group was developed for the three sub-skills prediction, recognizing the main idea, and listening for details after learning through authentic E-learning materials. Nevertheless, listening for summarizing skill had no statistical significant differences in achievement test between the two groups. Moreover, the study recommends that supervisors and curriculum designers provide authentic E-learning materials along with textbooks in order to enhance real-life communications.

Keywords: Authentic E-learning materials, listening comprehension, listening for the main idea, for Specific information, Summarizing, Prediction

INTRODUCTION

English is a language that has become universal, allowing people worldwide to communicate in one understandable language. Al- Azri and Al-Rashdi (2014) acknowledged that teaching English as a foreign language has gained more attention around the world. Eng, Mohamed, and Javed (2013) stressed the fact that listening is the first language mode that children acquire. It provides the basis for all aspects of language and cognitive development. In addition, it plays a lifelong role in the processes of learning and communication, which are crucial to productive participation with others. Without listening, people would not be able to acquire a first language or learn a second language. Listening is the way to understand what has been said, solve problems, argue with intellectual thoughts, or accept facts from others. The role of EFL teachers in the classroom is to facilitate language learning in meaningful ways, to meet the students' basic communication needs, and to overcome students' listening comprehension difficulties (Sreehari, 2012). Technology is a good way to smooth the learning process, as technology provides new opportunities to enhance the listening skill, address listening goals more efficiently, and improve this skill in new ways in order to motivate students to acquire them more easily (McKeachie & Svinicki, 2006). In which applying authentic E-learning materials in EFL classrooms could help to develop students'

ability to recognize native expressions, abbreviations, idioms, and phrases to understand the everyday English they hear in the news, TV series, and movies.

STATEMENT OF THE PROBLEM

Listening is the window for receiving the world's messages and acquiring language. Vandergrift (2007) stated that listening comprehension is an essential language skill. EFL learners need to understand the target language speakers and have the ability to access the variety of aural and visual L2 materials available in Internet multimedia. Abu-Ghrarah (2005) indicated that most EFL teachers in Saudi Arabia generally neglect listening comprehension during classroom practice. Moreover, students are unable to understand the informal speech of native speakers at its normal speed. According to the previously mentioned preliminary study that the researcher conducted on EFL teachers and their students in the prep year indicated that EFL students face difficulties in listening comprehension, such as getting tired and bored from long listening activities, and they start feeling anxious about committing mistakes in listening.

In response to this problem, the current study investigates the effect of using authentic E-learning materials on developing students' listening comprehension.

RESEARCH QUESTIONS AND HYPOTHESIS

1) What is the effect of using authentic E-learning materials on the listening comprehension development of female EFL prep year students?

This question is divided into the following sub-questions:

- i. What is the effect of using authentic E-learning materials on the development of listening comprehension with regard to the sub-skill of listening for the main idea?
- ii. What is the effect of using authentic E-learning materials on the development of listening comprehension with regard to the sub-skill of listening for specific information?
- iii. What is the effect of using authentic E-learning materials on the development of listening comprehension with regard the sub-skill of listening for summarizing?
- iv. What is the effect of using authentic E-learning materials on the development of listening comprehension with regard to the sub-skill of listening for prediction?

This study hypothesizes that:

1) There will be no statistically significant differences in the mean average scores of listening comprehension achievement tests between students taught listening comprehension using authentic E-learning materials (experimental group) and those taught listening comprehension traditionally, without using authentic E-learning materials (control group) in the pre-test.

2) There will be no statistically significant differences in the mean average scores of listening comprehension achievement tests between students taught listening comprehension using authentic E-learning materials (experimental group) and those taught listening comprehension traditionally, without using authentic E-learning materials (control group) in the post-test.

- i. There will be no statistically significant differences in the mean average scores of listening comprehension achievement tests between students taught listening comprehension using authentic E-learning materials (experimental group) and those taught listening comprehension traditionally, without using authentic E-learning

- materials (control group) regarding the listening for the main idea sub-skill in the post-test.
- ii. 2.2. There will be no statistically significant differences in the mean average scores of listening comprehension achievement tests between students taught listening comprehension using authentic E-learning materials (experimental group) and those taught listening comprehension traditionally, without using authentic E-learning materials (control group) regarding the listening for specific information sub-skill in the post-test.
 - iii. 2.3. There will be no statistically significant differences in the mean average scores of listening comprehension achievement tests between students taught listening comprehension using authentic E-learning materials (experimental group) and those taught listening comprehension traditionally, without using authentic E-learning materials (control group) regarding the listening for summarizing sub-skill in the post-test.
 - iv. 2.4. There will be no statistically significant differences in the mean average scores of listening comprehension achievement tests between students taught listening comprehension using authentic E-learning materials (experimental group) and those taught listening comprehension traditionally, without using authentic E-learning materials (control group) regarding the listening for prediction sub-skill in the post-test.

RESEARCH SIGNIFICANCE

This current study is significant for the following reasons:

- 1) It is expected to give EFL students more opportunities to be open to other listening comprehension resources than just in their textbooks.
- 2) It is intended to help students understand different phrases and expressions from authentic E-learning materials.
- 3) It seeks to bridge the gap in EFL classrooms between formal academic language and informal, everyday life language by providing motivating and interesting materials for the teaching of listening comprehension.
- 4) It may contribute to the work of course designers and curriculum developers by encouraging them to use outside-context E-learning materials in addition to students' textbooks to improve students' listening comprehension.

LITERATURE REVIEW

Listening Comprehension Skill

Listening is a way people connect with each other in a meaningful and yet sometimes it could be vague. Babies acquire their first words through listening to their parents. Downs (2008, p.1) defined listening as: "making an extra effort to hear something from someone; to pay attention or heed. It is different from hearing, which is the physiological process of the ear absorbing sound waves and transferring them along natural path ways to parts of the brain". He added that someone can be a good hearer but a poor listener. Moreover, listening involves five different processes: attention, understanding, interpreting, responding, and remembering. It is an active process which involves numerous behaviors. Basically, the main purpose of learning English is to communicate in the real world. Teachers need to provide learners with listening sub-skills in EFL classrooms in order to enhance their listening and turn it into a positive and active skill for instance a) Listening for main ideas which requires learner to comprehend the overall subject matter of the text and its general theme or topic. It

is a crucial concept, and is a cognitive strategy that assists the listeners in locating the theme first and the details later on. One of the techniques in this strategy is skimming. The learner using this strategy locates the main idea quickly and comprehends the aural input very rapidly, which helps learners to discover the topic and understand the concept (Mewald, Gassner, & Sigott, 2007; Abo Skhela, 2010; Abdalhamid, 2012); b) Listening for specific information which allows learner to concentrate on particular information, including recalling important details. Learners have to listen carefully to understand the information in a listening exercise video. In real life, listeners often do not need to understand everything when they listen to specific information like public announcements at airports or in getting directions. Here, it may still not be necessary to understand every word to get the information required (Mewald, Gassner, & Sigott, 2007); c) Listening for summarizing which is the ability to gain a rough idea about any piece of listening text. The ability to critically evaluate text passages is an essential language skill. It is the ability to evaluate texts and rephrase them. It includes reducing listened-to or spoken pieces to a few clear sentences. The learners may use their own words, and it can be the last step learners might use. It is a vital skill which helps learners understand the materials and to be more efficient and active. Summarizing requires learners to comprehend, analyze, and synthesize ideas (Abo Skhela, 2010; Espeseth, 2012); d) Listening for prediction, or looking ahead, which allows learner to catch and understand information and words. Listeners use this cognitive strategy when they cannot recognize all the words or they do not understand the overall meaning of the sentence. Both native and non-native speakers use this strategy whenever they miss some of the information, have not listened closely enough, or when the meaning is not completely clear. Consequently, learners guess what they cannot understand via clues (contextual or linguistic) like speakers' gestures, facial expressions, verbal markers, key words, and previous knowledge. Learners also can generate ideas about the type, purpose, or scope of information in order to confirm comprehension. The learners' clarification depends on what they expect to hear. When learners predict to some extent what they are hearing, they will understand more efficiently. The skill of prediction depends on the learner's prior knowledge of the language, how much they know about the speaker, and how much they know about the speaker's intent. Learners generate meaning by applying their understanding of words from the target language. This strategy is useful, particularly for beginning listeners, who depend on their small vocabulary to build their comprehension (Koichi, 2002; Jiang, 2009; Abdalhamid, 2012).

Authentic E- Learning Materials

The idea of authenticity arose in the 1970s with the development of the communicative language teaching method as a rejection of existing methods and approaches. It concentrates on real-world communication that enables the students to acquire the skills for real interaction. Thus, authenticity has arisen to provide students with available, valuable materials without any type of change (Bin Nadji, 2013). Different writers have defined "authentic materials" in different ways. Miller (2003) defined authentic E-learning materials as spoken texts that have not been specifically prepared for language learners in an educational environment, and which are often delivered by technologies like radio, television/video, and Internet or CD-ROM. Bin Nadji (2013) defined authentic materials as materials created and designed by native speakers used not for pedagogical teaching goals, but for communicative purposes. Gebhard (2005) described four types of resources teachers could use in EFL classes: (a) authentic listening/viewing materials like films and movies, TV commercials cartoons, short stories and novels, and news; (b) authentic visual materials like slides, photographs, wordless street signs, and x-rays; (c) authentic printed materials like advertisements, history books, university catalogs, bank checks and hotel registration forms;

and (d) objects like dolls, puppets, balloons, candles, paper clips, sand, and bug collections. Belaid and Murray (2015) added that the most accessible source is the Internet.

Most scholars and teachers prefer using authentic listening materials in teaching for different purposes. Daniel (2013) stated that they can be used for: helping to avoid excessive blank and meaningless articulation in teaching English, providing direct experience to the learners, making teaching and learning processes more effective, providing different variations for teaching, offering curiosity and inspiration for the learners, creating a language-friendly atmosphere. reducing extensive explanations. clarifying the topic, and making the ideas permanent in learners' minds.

Moreover, authentic listening materials support the Natural Approach developed by Krashen, which is based on the Monitor Theory. The Natural Approach reflects language, as communication, so meaning, rather than grammar, is the focus. Thus, the concentration is not on the explicit analysis of structures by the teacher or learner. Following the concept that the process of learning a second language has to be similar to the manner children learning their mother tongue, comprehensible input is provided to learners using visual or kinesthetic aids. They understand, but are not capable of applying the target language in a way similar to the first language. Therefore, learners are not expected to produce good output immediately, and they go through a silent period; they can take their time in processing the new language and go through a stage of understanding first. Authentic listening materials are the most suitable aids especially with non-native teachers, as the Comprehension-Based Approach claims. The approach is centered on the idea that learning a foreign language is similar to first language acquisition, in which learners received many audiovisual inputs in acquiring it (María, 2012; Molina, Cañado, & Agulló, 2013).

Presenting real-life, authentic E-learning materials in language classes and curricula have met with some arguments and adversarial views. Some scholars and researchers have encouraged the application of authentic materials in foreign language classrooms, while others are strongly cautious (Zhafarghandi, Barekat, & Homaei, 2014). Al-Azri and Al-Rashdi (2014) believed that the use of authentic materials could aid in bridging the gap between academic language, which is used in the classroom, and the language used by native speakers in real-life situations in the real world. Mehdi, Mansoor, and Azizollah (2014) added that learners could practice watching E-materials outside the classroom, and they stress the teacher's role in guiding learners towards independent learning and making learners take charge of their learning process as well.

In light of the above, visual scenes help learners to understand the main idea of any given materials, as all the background sounds, music, and movements attract the learners' excitement. Learners will see different reactions and behaviors, and they can enrich their vocabulary. Moreover, it is suitable for all learners with different learning styles, like visual and auditory, which applies to most learners.

In contradiction, the use of authentic materials in teaching has been a subject to discussion since the 1970s. Many researchers studied the impact of authentic materials on learners. Using authentic materials particularly in teaching language in classrooms has been effective over the last decades (Al-Azr, & Al-Rashdi, 2014). Rost and Wilson (2013) declared that authentic materials contain repetition and redundancy, and have non-correct standered forms and colloquialisms. In addition, Chao (2013) stated that conversations are generally longer and have some misunderstandings, false starts, and communication breakdowns. They make some students confused, as they can be fast and difficult to understand. Tamo (2009) added that exposing learners to different accents could cause some confusion. The vocabulary items in the materials may not be relevant to learners' textbooks or needs, and learners could

culturally bias them. Su (2007) stated that using authentic materials in the classrooms needed more time for preparing the audio/video library, and for finding the suitable materials to different learners' levels. Otherwise, learners with low level of proficiency will feel anxious and uncomfortable to interact with unfamiliar listening materials. Referring to the above, the researcher suggests that some learners cannot understand individual words in some videos. In addition, some teachers are not good at using technology or in selecting the appropriate materials with suitable activities for the learners' levels and interests.

Authentic E-learning Materials and Teaching Listening Comprehension Skill

In this century, with the rapid growth and accessibility of technology anytime and anywhere, language teachers should think about adding different learning aids; for instance, multimedia projectors, computers, and audio-visual equipment. This helps language teachers introduce the topic or perform different tasks in a stress-free and dynamic way. A study conducted by Al Mamun (2014) indicated that audio-visual materials motivate the learners and help them to reduce their anxiety. They make the atmosphere in the classroom more interactive as they bring the real world in the classroom. They also gave learners a hint about the topics, ideas for discussion, and brainstorming about the topics, in which they were encouraged to speak. In addition, authentic materials make listening practice more useful and effective. Learners can know the correct pronunciation of native speakers from the audio-visual materials with different body or facial expressions and varied styles of utterance. Moreover, they helped the teachers in designing different activities related to the audio-visual materials. By designing pre-task questions like inferring and guessing, or taking notes while watching or after watching the videos, teachers could involve the learners in different post-listening activities like question-answering, reflection writing, and summarizing. Tuncay carried out a study in (2014) which stated that authentic materials are an effective language-teaching tool to develop EFL learners' receptive and formative skills. Khodareza and Delvand (2016) explored a positive effect of exposure the learners to authentic visual materials in improving their listening comprehension skill. The results also indicated that exposure to authentic visual materials could lead to a deeper and stronger processing of input.

RESEARCH METHODOLOGY

Design.

The research method applied to this study is the quasi-experimental method. The sample is divided into an experimental group and a control group. The experimental group is exposed to the teaching of listening comprehension skills through the use of authentic E-learning materials. The control group is exposed to the teaching of listening comprehension traditionally, without using authentic E-learning materials.

Sample

The sample for the study consisted of 42 female Saudi preparatory year learners studying at Al-Ghad College for Medical Sciences in Al-Madinah Al-Munawwarah. The experimental group (N=21) taught using authentic E-learning materials, and the control group (N=21) taught listening comprehension traditionally. The ages of the participants ranged from 18 to 22 years old with an average age of (19), and the study took place during the first semester of 2015.

Instruments

To achieve the purposes of the study, the researcher used a pre- and post-listening comprehension achievement test to collect data in relevance. The pre-listening comprehension achievement test was used to recognize the two groups' (experimental and

control) levels of proficiency before the study. The post-listening test was used with the two groups (experimental and control) to compare the results of the pre-test with the post-test. The test was prepared according to the criteria of table of specification. The sub-skills under examination were: listening for the main idea, specific information, summarizing, and listening for prediction.

The Content Validity and Reliability

In this study, content validity was obtained by submitting the test with its objectives to a group of English language professors and supervisors.

To measure the reliability of the listening test from the collected data in this pilot study, SPSS version 20 was used for the analysis, and the Cronbach's Alpha coefficient method was applied. The reliability of the listening test was 0.803, which indicated an acceptable level of reliability.

RESULTS AND FINDINGS

The Result of the Pre-achievement Test

The first hypothesis was examined to check if the two groups in the study were homogeneous. The independent sample t. test was conducted to find the means and standard deviations between the two groups prior to the research experiment. The results illustrated in Table 1 show that the mean score of the control group is M= 12.0952, and the obtained mean score of the experimental group in pre–listening test is M =11.9524.

Table 1. The result of the Independent Samples T. Test of the pre-test

	Group	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Pretest	Control	21	12.0952	2.54764	.55594
	Experimental	21	11.9524	2.51945	.54979

To answer the research main question, “What is the effect of using authentic E-learning materials on the development of listening comprehension of female EFL prep year students?” an independent sample t. test was used, and the results shown in Table 2 which discusses the results of the first main hypothesis which stated that "there were no statistically significant differences in the mean average scores of listening comprehension achievement test between the experimental and control groups in the pre-test".

Table 2. Descriptive statistics of both groups in the pre-listening achievement test

		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Pre-test	Equal variances assumed	.390	.536	.183	40	.856
	Equal variances not assumed			.183	39.995	.856

Resulting that the two groups were homogenous and equivalent prior to applying research experiment. Therefore, the first hypothesis was rejected.

The Results of the Post-Achievement Test

To answer the second main hypothesis, which stated that "There were no statistically significant differences in the mean average scores of listening comprehensions achievement test between the experimental and control groups in the post-test", an independent sample t.

test was calculated to find the means and standard deviations between the two groups prior to applying the research experiment. The results illustrated in Table 3 show that the mean score of the control group is $M=13.7619$, and the obtained mean score of the experimental group in the post-listening test is $M=16.2381$

Table 3. Descriptive Statistics of both Groups in the Post-Listening Achievement Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Post-test	Equal variances assumed	8.728	.005	-3.126-	40	.003

Table 4. The Result of the Independent Samples T. Test of the Post-test

	group	N	Mean	Std. deviation	Std.Error Mean
Post-test	Control	21	13.7619	3.17655	.69318
	Experimental	21	16.2381	1.75798	.38362

As a result, the response to the second main research hypothesis, which was "there were no statistically significant differences in the mean average scores of listening comprehensions achievement test between the experimental and control groups in the post-test was significant. The significant differences were in favor of the experimental group at the 0.004 level of significance ($T= -3.126-$, $P\leq .003$). Therefore, the second main research hypothesis was rejected. Consequently, it can be concluded that authentic E-learning materials were beneficial in terms of developing the listening skill ability of the students.

To calculate the size effect, Cohen's d was determined by calculating the mean difference between the two groups, and then dividing the result by the *pooled* standard deviation.

$$\text{Cohen's } d = (M_2 - M_1) / SD_{\text{pooled}}$$

$$\text{Where: } SD_{\text{pooled}} = \sqrt{((SD_1^2 + SD_2^2) / 2)}$$

The result of measuring the effect size of authentic materials by computing Cohen's $d = (16.2381 - 13.7619) / 2.567193 = 0.964555$ indicates that using authentic materials has a large effect in improving listening comprehension of experimental group.

Subsequently, the first main question included measuring the four sub-skills (listening for main idea, summarizing listening for details, and listening for prediction). As a result, the researcher divided the first question into the following sub-questions:

The Results of the research First Sub-Question

To answer the first sub-question, which asked "What is the effect of using authentic E-learning materials on the development of listening comprehension regarding to listening for the main idea sub-skill?" and to test research sub-hypotheses: "There were no statistically significant differences in the mean average scores of listening comprehension achievement test between students who will be taught listening comprehension using authentic E-learning materials (experimental group) and those who were taught listening comprehension traditionally, without using authentic E-learning materials (control group) regarding to listening for the main idea sub-skill in the post-test", an independent sample t. test was used to calculate the mean scores of the two groups after the research experiment was

administered. The results illustrated in Table 5 show that the mean score of the control group is $M=3.9048$ and the mean score attained by the experimental group is $M = 4.4762$. Therefore, regarding the first sub-hypothesis which was mentioned above, the result was statically significant. The significant differences were in favor of the experimental group at the .005 level of significance ($T= 1.874, P\leq .005$). Therefore, the first-sub hypothesis was rejected. Consequently, it can be concluded that authentic E-learning materials were successful in developing students' listening for the main idea.

Table 5. Descriptive Statistics of both Groups in the Post- Listening Achievement Test

Sub-skill	Group	N	mean	Std. deviation	t	Sig
Listening for Main idea	Experimental	21	4.4762	.74960	1.874	.005**
	Control	21	3.9048	1.17918		

The researcher calculated the effect size to identify how significant was the effect of the independent variable of authentic E-learning materials with the independent variable in recognizing the main idea. The researcher measured the effect size to recognize the difference between two means divided by the standard deviation of the two conditions. It is this division by the standard deviation that allows comparing effect sizes across experiments (Thalheimer & Cook, 2002). To calculate the size effect, Cohen's d was determined by calculating the mean difference between the two groups, and then dividing the result by the *pooled* standard deviation.

The result of measuring the effect size of authentic materials by computing Cohen's $d = (4.4762 - 3.9048)/0.98802 = 0.578329$ indicates that using authentic materials has a medium effect size on improving the main idea of the experimental group. This medium effect size may have occurred regarding the challenge the learners encountered in using authentic materials for both watching and generalizing the main idea as well as choosing or recognizing one main idea by their own.

The Results of the research Second Sub-question

To answer the second research sub-question, which stated "What is the effect of using authentic E-learning materials on the development of listening comprehension regarding to listening for specific information sub-skill?", and to test research sub-hypothesis: "there were no statistically significant differences in the mean average scores of listening comprehension achievement test between students who were taught listening comprehension using authentic E-learning materials (experimental group) and those who were taught listening comprehension traditionally, without using authentic E-learning materials (control group) regarding to listening for specific information sub-skill in the post-test". The independent sample t. test was used to calculate the mean scores of the two groups after the research experiment was administered.

Table 6. Descriptive Statistics of both Groups in the Post- Listening Achievement Test

Sub-skill	Group	N	mean	Std. deviation	t	Sig
Listening for Specific information	Experimental	21	4.0476	.74001	2.992	.005**
	Control	21	3.2857	.90238		

The results illustrated in Table 6 show that the mean score of the control group was $M=3.2857$ and the mean score attained by the experimental group was ($M = 4.0476$). As a result, the response to the second sub-hypothesis was significant. The statistical significant differences were in favor of the experimental group at the .005 level ($T= 2.992, P\leq .005$). Therefore, the above-mentioned research sub-hypothesis was rejected. Consequently, it can be concluded that authentic E-learning materials were useful in terms of discovering the specific information on the listening skill of the students. The results of measuring the effect size of authentic materials by computing Cohen's $d = (4.0476 - 3.2857)/0.825198 = 0.923293$ indicate that using authentic materials has a large size effect in improving listening for specific information sub-skill of the experimental group. The results may be attributed to the simplicity of students' concentration on details. Learners answered the questions immediately when they thought beyond the limits of the classroom atmosphere.

The Results of the research Third Sub-Question

To answer the third research question, which asked "What is the effect of using authentic E-learning materials on the development of listening comprehension regarding to listening for summarizing sub-skill?", and the research sub-hypothesis, which stated "there were no statistically significant differences in the mean average scores of listening comprehension achievement test between students who were taught listening comprehension using authentic E-learning materials (experimental group) and those who were taught listening comprehension traditionally, without using authentic E-learning materials (control group) regarding to listening for summarizing sub-skill in the post-test". The independent sample t. test was used to calculate the mean scores of the two groups after the research experiment was administered.

Table 7. Descriptive Statistics of Both Groups in the Post-Listening Achievement Test

<i>Sub-skill</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>	<i>t</i>	<i>Sig</i>
Listening for Summarizing	Experimental	21	3.4286	.74642	1.202	.236
	Control	21	3.1429	.79282		

The results illustrated in Table 7 show that the mean score of the control group was $M= 3.1429$ and the mean score attained by the experimental group was $M = 3.4286$. As a result, the response to the third sub-hypothesis, which was that there will be no statistically significant differences in the mean average scores of listening comprehension achievement test between students who will be taught listening comprehension using authentic E-learning materials (experimental group) and those who were taught listening comprehension traditionally, without using authentic E-learning materials (control group) regarding the listening for summarizing sub-skill in the post-test, was not significant. Therefore, the above mentioned sub-hypothesis was accepted. There were no statistical significant differences in achievement between the two groups.

The Results of the Research Fourth Sub-Question

To answer the fourth research sub-question, which asked "What is the effect of using authentic E-learning materials on the development of listening comprehension regarding to listening for prediction sub-skill?" and to test research sub-hypothesis which stated "there were no statistically significant differences in the mean average scores of listening comprehension achievement test between students who were taught listening comprehension using authentic E-learning materials (experimental group) and those who were taught

listening comprehension traditionally, without using authentic E-learning materials (control group) regarding to listening for prediction sub-skill in the post-test". The independent sample t. test was used to calculate the mean scores of the two groups after the research program was administered.

Table 8. Descriptive Statistics of Both Groups in the Post-Listening Achievement Test

<i>Sub-skill</i>	<i>Group</i>	<i>N</i>	<i>mean</i>	<i>Std. deviation</i>	<i>t</i>	<i>Sig</i>
Listening for Prediction	Experimental	21	4.3333	.65828	3.650	.001**
	Control	21	3.4286	.92582		

The results illustrated in Table 8 show that the mean score of the control group was $M=3.2857$ and the mean score attained by the experimental group was $M = 4.0476$. As a result, the response to the above-mentioned research sub-hypothesis was significant. The significant differences were in favor of the experimental group at the .001 level of significance ($T= 2.992, P\leq .001$). Therefore, the fourth research sub-hypothesis was rejected. Consequently, it can be concluded that authentic E-learning materials were beneficial in terms of developing the prediction listening sub-skill of the students.

The results of measuring the effect size of authentic materials by computing Cohen's $d = (4.3333 - 3.4286)/0.803267 = 1.126276$ indicate that using authentic materials has a very large effect on improving the prediction sub-skill of the experimental group. The findings may be attributed to the simplicity of the skill, as the learners liked the guessing game with words, and they were interested in acquiring new words in a scene and writing or matching the new words with their meanings.

DISCUSSION AND CONCLUSION

The results of the data analysis are reflected in the literature review, the results from related studies, and the researcher's observations while implementing the study.

The study hypothesized that there were no statistically significant differences in the post-test in the mean average scores of listening comprehensions achievement test between students who were taught listening comprehension using authentic E-learning materials (experimental group) and those who were taught listening comprehension traditionally, without using authentic E-learning materials (control group). After administering the experiment, the collected data were analyzed statistically using SPSS. The results indicated that the second hypothesis was rejected, as there were statistical significant differences between the average mean scores of the two group in the post-test, at a 0.01 level of significance. The statistical differences were in favor of the experimental group. E-learning listening materials enriched the listening ability of the experimental group members and showed that E-learning listening materials were effective and had a large effect size values.

The interpretation of the results based on the researcher observation, reading and review of literature may be attributed to the following reasons: (1) The interests and suitability of the materials to the learners' levels, (2) Learners watched and applied the sub-skills immediately with some feedback regarding the learner's understanding of the content, (3) These materials were good in changing the traditional atmosphere of the class, (4) Authentic E-learning materials helped learners to understand real language in a real-life situation. Therefore, they were considered as valuable materials that prepare learners for future communication, (5) They supported learning the content in a deeper and memorable way, (6) The majority of the learners felt free to express their understanding and could predict the meanings of new words in a free atmosphere; the learners could brainstorm their ideas without fear of being

criticized, (7) The applied materials helped learners to develop their understanding besides recognizing the important details in the videos, (8) The teacher played the video and worked as a guide in the class, and the learners tried to do it correctly, (9) They built self-learning in which the learners could complete the educational process at home anytime, (10) They made the educational process more effective and fun.

The results of the current study were in line with the results of previous theoretical and empirical studies which referred to authentic E-learning materials as a valuable tool in learning listening comprehension skill, such as Monteiro (2010), who stressed the use of authentic listening materials in the classroom, as they can help learners develop their abilities, as they felt engaged during the lessons. This has also been found in the results of this study, as students were more focused on obtaining the information required.

Woottipong (2014) discussed that using video materials to develop listening comprehension appeared to be effective for learners, and that they were interesting to them. Linking these findings with the results of this study, it can be agreed that the students showed positive results and it appeared clearer in their answers and engagement in class. Regarding to the summarizing skill, there were no significant differences between control and experimental groups in the post-test which may due to the limited impact of authentic E-learning listening materials in developing summarizing skill in which it is a complex skill that's need more time to practice it. Moreover, there is no sufficient studies related to this skill. Generally, considering the above-mentioned studies, it can be concluded that students appeared to be very interested in the use of authentic video materials inside the classroom to improve their listening comprehension skill. Therefore, the researcher believes in correlation with the previous studies beside the founding results, authentic video materials have a positive effect on developing listening skill, and they are also useful materials for the teachers as well.

Saudi EFL learners may face more difficulties in acquiring listening comprehension skill when there is no strong emphasis or motivation to learn the target language in a natural way. Language developers and teachers should take the responsibility of exposing learners to real-life language by offering authentic E-learning materials that are suitable for the learners' levels, ages, language proficiency, cultural differences, and individual abilities. The researcher suggests applying authentic E-learning materials according to the results obtained from the post-test, which showed the effectiveness of these materials in enhancing listening sub-skills, and they could also be used to learn different language skills for different learning language levels inside or outside the classroom.

RECOMMENDATIONS

Based on the result of the study, the researcher recommends the following:

- 1- Applying authentic E-learning materials in EFL classrooms to reduce listening problems like anxiety and loss of concentration
- 2- This study recommends that supervisors and curriculum designers provide authentic E-learning materials along with textbooks in order to enhance real-life communications.
- 3- The study recommends the use of authentic E-learning materials in schools/universities for developing other learning language skills like speaking, vocabulary, or grammar.

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