



Enhancing Listening Comprehension Skills of EFL Learners Through Using Web-based Learning

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Abstract

The present study aimed at enhancing listening comprehension of EFL students through a Web-based listening program. For this purpose, one experimental group (N=37) was purposefully selected. They received a Web-based program on a Web site prepared by the researchers. The program included fifty lessons and two revisions. To test the program's effectiveness, pre and post tests of listening comprehension were prepared. The results were statistically analyzed by using the t-test to compare the mean scores of the pre-post tests. Results revealed the effectiveness of the Web-based program in developing EFL students' listening comprehension skills. Accordingly, discussion and interpretation of these results were provided as well as relevant recommendations and suggestions for further research

Keywords: web-based learning, Listening Comprehension, EFL listening

Introduction

Due to COVID-19, many countries, including Egypt, have turned to using online learning to meet learners' needs. As a result, using technology played an effective role in improving productivity and communication (Al Rahmi, et, al., 2019). Therefore, recently, researchers' interest in integrating technology in EFL/ESL learning has been increased (Ulla & Perales, 2020; Lin, Warschauer & Blake, 2019). Listening plays an important role in second/foreign language learning. Listening gives the learner information that helps to build the knowledge necessary for using the language. Feyton (1991), cited in Ge (2009), and Xu (2005) point out that people take in about 45% of all information needed by listening. However, listening comprehension is one of the most challenging tasks of language learning. As Vandergrift (2004) notes, listening is probably the least explicit of the four skills; therefore, it is the most difficult and challenging skill to learn. To overcome these difficulties which face university EFL students, recent studies support the use of online instruction. Al-Jarf (2005a) reports that many research findings have shown that technology in EFL instruction has resulted in significant gains in achievement and attitudes toward learning. Furthermore, both Kremenska (2006) and Wong (2005) emphasize that Web-based instruction facilitates and improves the efficiency of language learning especially listening.

So, the current study suggests using web-based learning in the form of a web site to enhance listening comprehension of EFL learners. The study seeks to answer the following main question: To what extent is web-based learning effective in enhancing listening comprehension Skills of EFL students?

Literature review

Listening Comprehension

Richards and Schmidt (2003: P. 313) defined listening comprehension as "the process of understanding speech in a first or second language". According to Sadighi and Zare (2002), listening has been the neglected skill in foreign language acquisition, research, teaching, and assessment. Gilakjan and Sabowri (2016) indicated that listening is one of the most important skills in language instruction because when learners listen to English language, they face various listening difficulties since universities and schools focus more on writing, reading and vocabulary. In addition, studies by Hadijah & Shalawati (2016, 2017) showed that the learners' success on listening activities is affected by limited vocabulary mastery, unfamiliarity with the English words sound, speed rate of speakers in the audio or video, and also lack of strategy in learning.

Therefore, in recent years there has been an increased focus on foreign language listening ability because of its perceived importance in language learning and acquisition. As Guo and Robin (2006) indicate, language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. As Cheung (2009) states, listening comprehension lays a foundation for the future acquisition of speaking skill. Also, Dunkel (1986) cited in Cheung (2009), asserts that developing proficiency in listening comprehension is the key to achieving proficiency in

speaking. Consequently, listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively (Nunan, 1998).

Web-Based Language Learning

Craig, Goold, Coldwell, and Mustard (2008), define Web-based learning as the learning processes and interactions between students and teachers that are supported by information and communication technologies. Due to technological advancements, it has become a necessity that the pedagogical paradigm shifts from "teaching" to "learning" and from traditional "teacher-centered" to a constructivist "student-centered" teaching approach. Traditionally, the instructor's role has been to transfer knowledge to the students through lectures and handouts. In contrast, the instructor is no longer considered the only provider of information but rather a facilitator of students' learning (Kumar, Kumar, & Basu, 2002; Sreenivas, 2013). As a result, using Web-based technology in learning is encouraged because knowledge is not transmitted from the instructors to the students, but the students construct and create their own knowledge. Thus, Web-based learning belongs to the constructivist approach.

Use of web-based learning in foreign language provides additional practice, a self-paced and non-threatening learning environment, integrates sound, pictures, motion, color, and different skills. Thus, using the Web for enhancing listening comprehension offers a learning environment which is different from the traditional one. In this way, learners can have more control on their learning, so they will be more independent and autonomous learners. Also, they can be more active when they handle online listening. As Zhang (2004) cited in Fang (2006) explains, the use of computers to deliver the multiple-choice or true/false listening comprehension quizzes was only slightly better than traditional method of using a cassette player because the computer allowed the students to see the questions on screen and gave them their results when they submitted their quizzes. So, providing instant feedback is one of the various facilities that can be given to the students by using the Internet.

Previous Studies

Web-Based Learning in EFL Education

Several studies investigated the impact of Web-based instruction on students' learning as compared to face-to-face instruction. Sulyanah, Hasanah & Untari (2021) conducted a study to measure learners' interest using web-based learning. The results showed that web based learning media is declared very feasible with a percentage of 82.6%. Lin (2009) compared the Web-based instruction to traditional classrooms. The analysis of results showed a statistically significant difference between the experimental and the control groups' post-test mean scores in favor of the experimental group. Therefore, the difference was in favor of the Web-based instruction classes. Also, Luo (2009) investigated the effect of using E-learning Web sites as a remedial teaching Aid. The researcher developed an English E-learning web site and investigated how it could benefit the English underachievers. The results showed that English underachievers could enhance their abilities with regard to vocabulary, phrases and listening by using the E-learning web site as a remedial teaching aid after school. Moreover, Erdogan (2008) examined the effectiveness of

Web-based instruction. His study aimed at investigating Web-based instruction in view of the tutors' and students' perspectives. Results showed that most of the tutors and students in web based instructional settings agree that web based instruction is effective and beneficial.

Web-Based Instruction on Listening Comprehension

Given the importance of listening in language learning and the opportunities that online learning provides, it can be argued that listening comprehension can be taught much more efficiently with the utilization of computer technology, especially the Internet. Some research studies have been carried out on the nature of teaching listening via computer technology. Modaresi and Galilzadeh (2020) investigated the effect of internet-based assessment on listening for EFL secondary students. After comparing the two groups, they concluded that the listening comprehension of the group that used the internet was more developed. Fang (2006) conducted a study which investigated the effectiveness of online listening comprehension tasks for Mandarin Chinese as second / foreign language learners. The study suggested how online educational technology might be used to develop the listening skills of adult learners of Mandarin Chinese as a second/ foreign language. Also, Mansy (2018) investigated the effect of a blended learning program on the listening comprehension skills of prep school students. The results concluded that this program was effective in developing the students' listening comprehension skills.

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 researcher argued that online instruction helped achieve learner autonomy and therefore for enhanced language learning. The results indicated that students, who were provided with pedagogically and methodologically sound web-based receptive skill activities in Turkish, found it more motivating to study the target language and thus learn better. Findings indicated that incorporation of online L/R materials into language instruction is an efficient way to increase learning outcomes.

Smidt & Hegelheimer (2004) examined how web-based video can inform ESL online instruction and help enhance listening comprehension as well as vocabulary acquisition. The results of their study suggest that online academic lectures supported by dictionary and other multimedia enhance listening comprehension, incidental vocabulary acquisition, and strategy use. The authors propose that carefully designed CALL tasks, which incorporate supporting resource materials and comprehension checks, would maximize the practicality and effectiveness of a given activity.

Frigaard (2002) examined the effectiveness of computer lab instruction on vocabulary, grammar, and listening comprehension in Spanish. Analysis of student surveys indicated that the computer lab was a beneficial tool, benefiting some students more than others. Most of the students believed that the computer lab improved their listening skills and made class more interesting and they enjoyed having regularly scheduled lab sessions.

Method

Design

The design for the current study was the quasi-experimental design. So, this study was conducted on one group. The group was exposed to pre and post tests of listening comprehension. The learners' performance on both tests was analyzed later by applying the proper statistic measures.

Participants

The current study was conducted on thirty seven learners (females= 31, males= 6) who were selected purposively from third year, English majors, Faculty of Education, Tanta University. To select this sample, a survey was given to more than 200 learners to get information about their ability to access Internet and sites e.g., facebook, twitter, and language resources. Only few learners needed a kind of training to be able to create accounts and log onto the site. The learners' ages ranged from 19 to 21 years. They have been studying English for 11, 12 years as English was taught starting from the fourth year primary school. Therefore, all the participants had background knowledge of English language; however, they never practiced listening in the college labs even during their academic courses. Also, they never practiced listening to English language over eleven years of studying the language. Therefore, they were eager to participate in such program in order to improve their listening comprehension skills.

Instruments

The following instruments were prepared by the researcher:

1. A Checklist to determine the most appropriate listening skills for the subjects.
2. Pre-post listening tests to measure third year learners' listening comprehension.

The Listening Skills` Checklist

In order to prepare the listening tests, the most important and appropriate listening skills had been chosen for the sample of the study. Listening skills were gathered from related literature e.g., Al-Musalli (2001), Rost (1990). Also, they were selected from the listening skills tested in TOEFL, IELTS, and TOEIC. Then, checklists of listening skills were given to jury members of TEFL professors and lecturers to choose the most appropriate. After choosing eight listening skills, another checklist was prepared to check the relevance and importance of the items to the study sample. Based on jury recommendations, the following eight listening skills were identified as the most relevant and important ones. They were divided into three levels of comprehension:

1. Literal skills:

- Listening for the main idea(s)
- Listening for details
- Listening for specific information

2. Inferential skills:

- Making inferences

- Drawing conclusions from what a speaker says
- Predicting what a speaker will say

3. Critical skills:

- Determining the speaker's purpose
- Determining the speaker's attitude

This analysis was done because there is no listening curriculum taught to English department learners at the Faculty of education, Tanta University.

The Listening Comprehension Tests

Researchers prepared two equivalent forms of the listening comprehension tests; one was used as a pre-test and the other as a post one. Each test consisted of twenty five (25) multiple choice questions relevant to fifteen (15) listening texts. They were presented according to the length of the texts: from the shortest (10 seconds) to the longest (59 seconds). The researcher used the multiple-choice questions as an imitation to the International tests e.g., TOEFL, IELTS, etc. The listening tests focused on various listening skills e.g., listening for main ideas, listening for details, listening for specific information, drawing conclusions, making inferences, making predictions, determining the speaker's purpose and attitude.

The two forms of the listening comprehension tests were submitted to seven TEFL staff members who were required to judge the appropriateness of the test items to the sample. Moreover, the jury members were asked to offer relevant feedback and comments or change any items. Their suggestions were taken into consideration when developing final test forms. Also, construct validity was done to find out if the two tests are valid. Thus, Pearson correlation coefficient was used. Every test was divided into three categories: literal skills, inferential skills, and critical skills. For the first listening test form, the correlation between scores and total scores after application of different categories was significant and positively correlated ($R = 0.53$ and $P = 0.0001$). $R =$ Pearson Correlation Coefficients. For the second listening test form, the correlation was also significant and positively correlated ($R = 0.43$ and $P = 0.0001$). As a result, both tests were highly valid.

In order to examine the reliability of the two listening tests: pre-test and post-test, the two forms were administered to a sample of thirty EFL learners in two separate sessions. Equivalent-forms method was used to know if the two tests were parallel or not. The first form reliability was 0.699 while the second form reliability was 0.749. This result showed that the two forms were almost equivalent. Randomly, the first form was chosen as the pre-test and the second as the post-test.

Instructional procedures and data collection

The researchers prepared and designed the listening program which included five units divided into fifteen lessons. Then, a programmer designed the Web using the Moodle program because it provides a learning management system. The Moodle is an interactive program that creates Web sites to be uploaded on the Internet. It allows learners to have usernames and passwords, to answer questions interactively, post audio files, videos and images, reply to their classmates, access from home, get instant feedback, and take online surveys. The most important advantage for the

researcher was that the Moodle allows monitoring the learners' progress. The home page of the site includes the site name, an introduction to the site and the listening skill, relevant resources, and links to contact the instructor and other learners. After clicking to log in, they see a Welcome page which leads them to the log in page.



Figure (1) the home page of the site www.tantalisting.com

To log in, they have to write their usernames and passwords. After logging, they can see if they have new messages, other online participants, and date and time. Then, they can click on the course name to get directed to the lessons of the program. Each lesson is divided into four main stages: pre-listening, during listening, post-listening, and follow-up. In the pre-listening stage, learners view the objectives of the lesson by clicking on "objectives". They can return back to the lessons page to move to the next step which includes a video about the vocabulary of the lesson. Learners then can move to the pre-listening forum in which they are asked to surf the net to search for more information about the topic or to seek answers of some questions related to the topic. The main aim of this step is to give them information

about the topic before listening to the text. Here, they can share their search findings and opinions.

Learners then can move to the listening text by clicking on "listening" button. They click on "play" to start listening to the audio. After listening to the text, they return back to the questions page to check their comprehension. The questions include multiple-choice questions, matching, summarizing main ideas and details. After submitting their answers for all the questions and getting instant feedback, they move to the post-listening stage in which they listen again and summarize the text in their own words. Then, they submit their summary to the instructor online. The next step is to write self-reports about the steps they followed to understand the text. Here, they write the learning strategies they used while listening and learning online. After writing self-reports, they move to assignments. Here, they listen to other texts related to the topic of the lesson. Then, they check their comprehension by answering questions and receiving feedback. Finally, learners move to the follow-up stage. Here, they could surf the Internet to search for more information. Also, they can share their findings, opinions, suggestions, and experiences about the same topic.

In sum, the Web-based listening program included five units which comprised fifteen lessons and two revisions. Each session lasted for two hours, for seven weeks. The listening materials were authentic and spoken by native speakers e.g., technology, family, movies, health and fitness, leisure time, etc. The lessons included four basic stages: pre-listening, during listening, post-listening, and follow-up. The researchers presented an introductory session for the learners in order to be familiar with the listening site. Then, each lesson took one session; however, some activities were handled as home assignments. The program lasted for seven weeks. The program was offered in the virtual lab at the Faculty of Education, Tanta University. The lab included twenty computer sets, Internet connection, and a projector. Furthermore, there was a lab technician for technical assistance.

Through this program, the researcher followed those steps:

1. Preparing the listening materials, quizzes, assignments, follow-up activities and the programmer uploaded them on the site.
2. Giving the learners an introductory session about the program, its aims, the site and how to use it.
3. The sessions started with an introduction to the topic, and then learners logged into the site and read the objectives of the lesson, searched the Internet for more information to answer the pre-listening questions in the pre-listening forum, listened to the on-line text, answered the on-line quiz, listened to the post-listening text, answer the post-listening quiz, and wrote the self-report. The assignments and follow-up could be finished later at home.
4. Through these activities, learners were allowed to post replies, send messages, and chat online. They were also encouraged to use relevant links to get help from their classmates.
5. Throughout the program, the researchers helped the learners whether in class or at home by being online or in class to answer student's

- questions and to help them overcome problems with the site. Here, the instructor was only a facilitator, assistant, consultant, moderator, participant, and guide.
6. Reports about the progress of each student were prepared and sent to them by e-mails or in print.

Two types of evaluation were used: Formative and summative. Throughout the program, the formative assessment was used in the form of activities and questions while and after listening to each text. That is to know if the learners comprehended the online listening materials or not, and to assess their progress through giving different kinds of on-line activities and giving instant feedback. On the other hand, the summative assessment was used in the form of the post-test at the end of the program to measure the success of the program.

Data analysis and Results

Quantitative data analysis

The statistical analysis involved analyzing learners' scores on the pre- and post- tests by applying the paired samples *t*-test in order to identify the effectiveness of the Web-based program on enhancing their listening comprehension. Also, the *t*-test was used to identify the effectiveness of the program on individual listening comprehension skills.

Results for the Students` Performance on the Pre- Post Tests

The paired samples *t*-test was administered to compare the mean scores of the experimental group on the pre- and post- listening comprehension tests. Relevant data are provided in table (1).

Table 1. The *t*-Values of the Pre-Post Tests

| test | N | M | SD | df | t | Sig. |
|-------------|----|-------|------|----|-------|-------|
| <i>pre</i> | 37 | 14.65 | 3.61 | 36 | 6.263 | 0.001 |
| <i>post</i> | 37 | 18.16 | 3.89 | | | |

As table (1) shows the *t*-test values were significant for the listening comprehension. It shows that the mean scores were 14.65 and 18.16, the sd were 3.61 and 3.89 for the pre and post tests respectively; (df = 36, t = 6.263, p <0.01). Thus, the first hypothesis is rejected since there is a significant difference between the students' mean scores. Then, the Eta-squared equation was calculated to measure the effect size of the experiment to find out the percentage of that effect. The result shows that the program has a low effect on enhancing listening comprehension skills. As for the effect of the program on individual listening skills, the paired samples *t*-test was used for each skill before and after the program. The listening comprehension program included eight skills; similarly, the listening pre- and post- tests. The following table shows the results for each listening skill.

Table 2. The *t*-Values for the Listening Comprehension Skills

| Listening Skills | N | Pre (M) | Post (M) | Pre (SD) | Post (SD) | df | t | Sig. | Sig. |
|-------------------------------------------|----|---------|----------|----------|-----------|----|-------|-------|-----------------|
| <i>Listening for main ideas</i> | 37 | 2.73 | 3.03 | .804 | .986 | 36 | 1.509 | 0.140 | Non significant |
| <i>Listening for details</i> | 37 | 1.81 | 2.97 | .763 | 1.221 | 36 | 5.260 | 0.001 | Significant |
| <i>Listening for specific information</i> | 37 | 2.43 | 2.95 | .848 | .867 | 36 | 3.251 | 0.003 | Significant |
| <i>Drawing conclusions</i> | 37 | 1.86 | 3.03 | .787 | .897 | 36 | 6.321 | 0.001 | Significant |
| <i>Making inferences</i> | 37 | 1.73 | 1.86 | .918 | 0.018 | 36 | 0.758 | 0.453 | Non significant |
| <i>Making predictions</i> | 37 | 1.14 | 1.46 | .536 | .650 | 36 | 2.640 | 0.012 | significant |
| <i>Determining attitude</i> | 37 | 1.38 | 1.19 | .594 | .701 | 36 | 1.363 | 0.181 | Non significant |
| <i>Determining purpose</i> | 37 | 1.57 | 1.68 | .502 | .530 | 36 | 0.892 | 0.378 | Non significant |

As table (2) shows the *t*-test values were significant for the following skills: listening for details ($t= 5.260, p < .05$), listening for specific information ($t= 3.251, p < .05$), drawing conclusions ($t= 6.321, p < .05$), and making predictions ($t= 2.640, p < .05$). Also, it shows that the *t*-values were not significant for the following skills: listening for main ideas ($t= 1.509, p > .05$), making inferences ($t= .758, p > .05$), determining attitude ($t= 1.363, p > .05$), and purpose ($t= .892, p > .05$).

Discussion

As for developing listening comprehension skills, the students showed a significant increase for four individual skills. The mean difference between the eight listening comprehension skills in the pre- and post- tests: listening for main ideas (pre-test: 2.7, and post-test 3.03), listening for details (pre-test: 1.8, and post-test 2.9), listening for specific information (pre-test: 2.4, and post-test 2.9), drawing conclusions (pre-test: 1.8, and post-test 3.03), making inferences (pre-test: 1.7, and post-test 1.8), making predictions (pre-test: 1.2, and post-test 1.5), determining purpose (pre-test: 1.6, and post-test 1.7), and determining attitude (pre-test: 1.4, and post-test 1.2). Based on these mean scores, a significant difference was found in favor of the following skills: listening for details, listening for specific information, making predictions, and drawing conclusions.

Various reasons might explain these significant differences: authenticity, learner autonomy, exploration, scaffolding, accessibility, motivation, non-linearity, renewability, individual differences, and interactivity. One reason might be because the listening materials were authentic and related to the students' real lives. Those authentic materials included world news, TV and radio programs, lectures, movie trailers, and announcements at airports. The materials were different in accents, speeds, and tones. In this program, five main topics were used: past experiences and stories, my family, leisure time, health and fitness, and technology. Those five main topics were divided into fifteen related lessons. Additionally, the students used to listen to many different listening materials related to the same topic in one lesson e.g., home assignment.

Therefore, authentic listening materials might be a reason for the students' progress because they allow students to experience the language used as the primary vehicle of everyday communication among native speakers. Many researchers conducted studies about the authentic materials. They supported the use of authentic materials and showed the benefits students get from being exposed to real language. For instance, Kim (2001) found that listening to authentic input was effective in developing students' listening performance. Another study by Thanajaro (2000) showed that the use of authentic materials in ESL classes increased students' confidence and motivation to listen to the target language.

Another reason for that difference was that the program helped the students to be more autonomous learners since they could learn at anytime at their own pace. Thus, they were responsible for their own learning and they could control it (Benson, 2006). According to Fernandez (2000), students became more proficient in English when they learned online.

Exploration was another reason for that significant difference. Learners were able to surf the Internet to search for information needed for pre- and post-listening stages. The Web allowed non-linear organization of material through hyperlinks. Also, the site involved links to additional or supplementary resources e.g., online dictionaries such as McMillan, the free dictionary, and Cambridge, resources of authentic materials such as esl-lab.com, and radio stations such as BBC radio.

One more reason was accessibility which gave students opportunities to access the online listening materials at their own pace. They could log onto the listening site at any time and from any location. So, they were provided with greater flexibility and greater control. Accessibility was seen by researchers as the main benefit of online learning such as Lips (2010).

Scaffolding or instant feedback gave learners more opportunities to recognize their mistakes. The program included self-grading quizzes which allowed students to access feedback to evaluate their learning. In the listening site, they used to get a score and a sign after clicking on "submit" button to know if the answer was correct or not. Also, the instructor was able to monitor the learners' progress more easily as the site was programmed to send reports on how learners were doing on each task; thereby, the instructor was able to give feedback and support. Whenever they

needed help, all what they had to do was clicking "help" button to contact with the instructor directly, or chat on facebook and twitter.

Motivation was another reason for the significant difference. The learners' responsibility and control over their own learning motivated them to learn. In addition, motivation increased because of the availability and presence of other students and the instructor. The learners shared goals, interests, and knowledge. The Web-based activities that supported this were threaded discussions before and after each listening text, synchronous discussions and online chats e.g., yahoo messenger, facebook, and twitter. Also, students were asked to reflect, question, problem-solve, discuss, answer on every listening topic in the follow-up stage. They were able to express their opinions after listening, to summarize every text, and to share their feelings and ideas on forums. Learners could also contact the instructor or other participants through e-mails, chatrooms, online survey, and comments on the site.

One more reason was the non-linearity that the program provided. Learners were free to choose their learning paths to help them control their learning (aggarwal and Bento, 2002). Updating the content was another important part as it was updated so that users automatically see the new material the next time they access the site whether in class or at home (Warschauer, Shetzer, and Meloni, 2000). Besides, there was an integration of audio files, videos, texts, animations, etc. So, the program could meet the learners' learning styles and individual differences (Lips, 2010).

Besides, the interactive nature that the program provided was also a reason for that significance. Interactivity was considered one of the most important factors in the design and development of effective Web-based training (Nicholson, 2005). Interactivity included subcategories e.g., built-in interactivity, learner to content, learner to instructor, and learner to learner. Built-in interactivity included fixed frame design e.g., menu design; search engines such as Google search; software downloading; online registration, grade status tracking; and assignment completion tracking. Navigating throughout the site was an important part which gave students opportunities to get to the content. Moreover, the site provided a visual map of the course content and a guide to the students to show them the components of the site. They were just acquired to click on "about" button to see what the site includes. Furthermore, the site facilitated interpersonal communication by allowing users to communicate each other asynchronously and/or synchronously. According to some studies, learner to instructor interactivity might refer to the inclusion of well-developed questions which guide students' basic knowledge and recall of material to the application and synthesis of material. The questions in the program were prepared to support the learning objectives. The materials were interactive and included practice and self-assessment. They offered color images, streaming audio and video all at the click of a mouse. These activities included multiple choice questions, matching, open ended questions, fill in the space.

These types of interactivity gave the program high quality so that it helped to improve the students' listening comprehension (Su, Bonk, Magjuka, Liu, Lee, 2005). Based on what was mentioned above, online learning helped students to be more proficient, to make few errors, and to communicate easily (Al-Jarf, 2004a).

Specifically, concerning listening comprehension, Pala (2005) and Fang (2006) reported that online activities enhanced success rates for listening skills.

Conclusion

In related literature, listening was the most important skill; however, the most ignored one. Because of that lack of research, learners faced listening comprehension difficulties. After detecting University learners' listening problems through a pilot study, the researcher suggested a program to overcome these problems. Therefore, the current study attempted to enhance University learners' listening comprehension through a Web-based program. Pre- and post- tests were administered to find if the program has an effect on their listening comprehension or not. The results showed that the Web-based program was effective in enhancing listening comprehension among EFL students.

Furthermore, the interactive nature of the Web site gave the students an opportunity to monitor their own progress and to improve their listening ability. Therefore, students became more responsible for their learning and the teacher was turned to a facilitator, a guide, a motivator, a consultant, and an advisor who doesn't interfere in the learning process.

Recommendations

Based on current study findings have several implications to teaching EFL. These include teaching language skills, teacher education, online teaching, strategy instruction, and syllabus development.

As for teaching other language skills, the Web-based program can be used to improve learners' speaking and writing skills. The listening skill can be used as a prompt to teach both speaking and writing. Throughout the program, students used writing skills continuously in order to answer, summarize, and share opinions. Not only other skills, but also listening comprehension needs more research as it was ignored in related literature.

As for teacher education in the Web environment, the teacher should act as a moderator, a facilitator, and a guide; however, learners should get more responsibility in the learning process. Both teachers and learners should develop their computer and Internet skills to be able to use such educational sites.

As for online teaching, EFL/ESL teachers should find out ways to embed the Web-based activities into their instruction. They should know the importance of giving learners interactive activities based on using sound, video, text, the ability of sharing students' opinions and experiences in the site's forums. To encourage and motivate learners, teachers should provide instant feedback to be able to know their own progress throughout the whole program. That will increase their interest and give them excitement to focus on the activities to finally answer and submit to get feedback.

Suggestions for Further Research

Based on the findings of the current study, the following areas of research might be investigated and explored by other researchers:

1. This study can be replicated using a larger sample in order to provide deeper insight into the online listening strategies used by EFL learners.
2. More research is needed to enhance specific listening skills through the Web-based program especially those that were not developed or showed no significant difference in the current study e.g., determining speakers' attitude and making inferences, etc.
3. Further research is needed to investigate in what way the learners' attitudes toward online learning affect their language achievement and strategy use.

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