

Enhancing Listening Skills in Saudi Foreign Language Contexts: A Comprehensive Analysis of the Impact of a Learning Management System

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Abstract:

The aim of this study was to investigate the effectiveness of a learning management system (LMS) in improving the listening skills of Saudi learners of English as a foreign language (EFL). Sixty-five male and female students participated in this study; they were homogenous in terms of their English language level, the English language course they studied, and the LMS they used. A questionnaire was used to gather and analyse the quantitative data. The results revealed the Saudi learners' overall positive perceptions of the LMS's contribution (particularly its provision of learning resources) to their listening proficiency. The resources included a wide range of materials, practice contexts, and listening skill exercises. The participants claimed that the LMS effectively catered to various learning preferences to support their language acquisition. However, some areas of the LMS require improvement according to data gathered in this study. Although the results showed that the LMS system is generally user-friendly, a better interface design could provide a smoother, more enjoyable user experience. Additionally, strategies to boost learners' motivation and engagement in listening practices, such as gamification and interactive exercises, could be further explored. This research contributes valuable insights to empower Saudi learners in improving their English listening skills through technology-assisted language learning. The study illuminates the LMS's potential as a valuable tool for enhancing listening skills among Saudi second language (L2) learners. Despite its strengths, refining user interfaces and fostering motivation for more effective and sustained language learning outcomes would ultimately benefit Saudi learners in achieving English language proficiency.

Key Words: Analysis, Cambridge Learning Management System, Listening Skills, Saudi Learners, Foreign Language.

ملخص

تهدف هذه الدراسة إلى التحقق من مدى فعالية نظام إدارة التعلم (LMS) في تحسين مهارات الاستماع لدى المتعلمين السعوديين في تعلم اللغة الإنجليزية كلغة أجنبية. شارك في هذه الدراسة ٦٥ طالبًا وطالبة، جميع المشاركين كانوا متجانسين من حيث مستوى اللغة الإنجليزية لديهم والمواد التي درسوها بالإضافة إلى النظام الإلكتروني الذي استخدموه. تم استخدام استبانة لجمع وتحليل البيانات الكمية. أظهرت النتائج تصورات المتعلمين السعوديين الإجمالية الإيجابية حول إسهام نظام إدارة التعلم (وبشكل خاص توفيره لموارد التعلم) في تحسين مهاراتهم في الاستماع. تضمنت هذه الموارد مجموعة واسعة من المواد وسياقات التمرين وتمارين مهارات الاستماع. أشار المتعلمين أن نظام إدارة التعلم اسهم في وسائل التعلم المتنوعة ودعم اكتسابهم للغة. ومع ذلك، هناك بعض المجالات في نظام إدارة التعلم تحتاج إلى تحسين. على الرغم من أن النظام عمومًا سهل الاستخدام، يمكن أن يوفر تصميم واجهة أفضل لتجربة المستخدمين أكثر سلاسة ومتعة. بالإضافة إلى ذلك، يمكن استكشاف استراتيجيات لزيادة الدافع والمشاركة لدى المتعلمين في تطوير مهارات الاستماع، مثل تطبيق الألعاب والتمارين التفاعلية بشكل أكبر. تقدم هذه الدراسة نتيجة قيمة لتمكين المتعلمين السعوديين في تحسين مهاراتهم في الاستماع بوساطة التعلم المدعوم بالتكنولوجيا. في الختام، تسلط الدراسة الضوء على إمكانات نظام إدارة التعلم كأداة قيمة لتعزيز مهارات الاستماع بين المتعلمين السعوديين في تعلم اللغة الإنجليزية كلغة ثانية. على الرغم من نقاط قوته، فإن تحسين واجهات المستخدم وتعزيز الدافعية لتحقيق نتائج أكثر فعالية واستدامة في تعلم اللغة في النهاية سيعود بالفائدة على المتعلمين السعوديين في تحقيق إتقان اللغة الإنجليزية فيه مهاراه الاستماع.

الكلمات الدالة: تحليل شامل، نظام كامبريدج لإدارة التعلم، مهارات الاستماع، المتعلمون السعوديون، اللغة الأجنبية.

1. Introduction

English is the most widely spoken foreign language globally, with two-thirds of the world's population communicating in English (Milad, 2022). English as a second language (ESL) learners need to acquire four skills (reading, writing, speaking, and listening) to become proficient, but most ESL curricula focus on reading and writing. Listening and speaking are usually overlooked, although 40–50% of all conversations involve listening (Aslam et al., 2021). Listening is largely disregarded in second language (L2) acquisition, teaching, learning, and research, especially in the Kingdom of Saudi Arabia (KSA; Metruk, 2019). However, advances in technology, including electronic learning, have helped ESL teachers across the world replace traditional approaches with more communicative ones, especially since the COVID-19 pandemic forced a transformation from traditional learning to e-learning. Learning management systems (LMSs) are electronic, web-based technologies designed to be used by instructors and learners, which offer different affordances to help educational institutions organise content and provide varied educational resources (Tayşı & Başaran, 2018). LMSs are gaining popularity in both first language (L1) and L2 contexts and are considered valuable tools for teaching and learning various language skills, including listening. In the KSA, L2 listening skills are now integrated into blended learning in schools and universities.

The KSA's Ministry of Education (MoE) has pushed all academic institutions to use blended learning and technologies for teaching core modules at the university level. Hence, integrating LMSs into education has enhanced language learning, provided opportunities for learners to interact through forums, posts, and

video conferences, and allowed them to access authentic input and receive instructor feedback (Tayşı & Başaran, 2018).

Although researchers have considered the use of e-learning and blended learning for improving reading and writing skills (Ali & Sofa, 2018), the current study aimed to investigate the usefulness of an LMS for Saudi learners studying ESL at the university level. To the best of the author's knowledge, little attention has been paid to improving listening skills via using LMSs, especially at the university level. The results of the study have implications for language practitioners in the educational field in both the KSA and other ESL contexts. They may encourage them to integrate LMSs into traditional teaching and learning to enhance and improve ESL learners' listening skills.

The study sought to answer the following research questions:

1. To what extent do Saudi L2 learners perceive an LMS as useful for improving their listening skills?
2. How do learners rate the effectiveness of an LMS in enhancing their listening comprehension?

1.1. Research Objectives

The overall research objective was to assess, evaluate, and analyse the impact of an LMS on listening skills; therefore, the data collection and analysis supported the following aims:

- Identify the features or aspects of an LMS that Saudi learners consider valuable for enhancing their listening comprehension.
- Examine the ease with which Saudi L2 learners navigate and interact with the LMS for listening practice.
- Measure the effectiveness of an LMS in improving listening skills among Saudi L2 learners.

2. Literature Review

2.1. The Importance of Listening Skills in Language Learning

Listening is the process of hearing speech and analysing it to identify its verbal units and derive meaning from them. It also involves understanding what others say (Sah & Shah, 2020). Listening is important in the classroom and essential for enabling ESL learners to become proficient in English. It is also a learning instrument that contributes to successful learning (Gilakjani & Sabouri, 2016). Students who lack the necessary listening and speaking skills may fail to grasp the communicative competencies required for advanced study in various fields (Cecibel et al., 2020). Listening is also considered one of the most used skills in English language learning, and it facilitates language acquisition when taught properly (Gilakjani & Sabouri, 2016). In addition, listening is vital for learners to understand the world around them and build human relations and values. Through listening, ESL learners are exposed to various forms and language elements essential for building language competence (Yildirim & Yildirim, 2016).

Listening skills are included in EFL curricula but tend to be neglected (Aslam et al., 2021; Gilakjani & Sabouri, 2016), and listening skills are difficult for teachers and students to learn (Sohler, 2018). Most teachers teach listening by focusing on activities rather than pedagogy (Abdolrezafor & Ghanbari, 2021; Reed & Jones, 2021). Teachers aim to enhance students' understanding of different language aspects, such as 'vocabulary, grammar, and phonology' (Aslam et al., 2021), to achieve L2 proficiency. For learners, listening is the most challenging skill to learn (Sohler, 2018) since learners must respond to speech and process it in real-time, and the time available for processing is relatively short (Sohler, 2018). Thus, to comprehend L2 listening content, learners must be equipped with vital language tools, such

as vocabulary, a lack of which greatly hinders proper listening (Sah & Shah, 2020). Other barriers that hinder listening progress in L2 learners are unfamiliarity with the topic, hesitation, volume, colloquial language, intonation, pace, and pauses in speech (Reed & Jones, 2021). Therefore, listening can easily become a frustrating task for EFL learners, potentially affecting their levels of anxiety and self-confidence and hindering effective listening (Reed & Jones, 2021).

2.2. Listening Skill Development and LMS Use in L2 Contexts

LMSs are software for delivering, tracking, and managing education (Tayşı & Başaran, 2018). Integrating technology into education in any learning context can enhance language learning, allowing learners to interact with different media content to access authentic input and receive instructor feedback (Tayşı & Başaran, 2018). LMSs allow learners to access learning content and materials and communicate with each other, resulting in better listening skills. LMSs also provide opportunities for students to listen more efficiently in the classroom since the materials, notes, and content are available and accessible on the platforms (Ramalingam et al., 2022). Web-based technology supports audio/video resources, and the varied content presented via “television/radio shows, news, documentaries, music videos, and any videos can potentially enhance learners” listening and speaking skills (Ahmad, 2016).

Some research has investigated the effectiveness of computer- and web-based learning for improving ESL listening skills among different age groups in different countries and contexts. Sejdiu (2017) conducted a study on 9–10-year-old ESL learners in Kosovo to determine whether using multimedia-based tools enhanced their listening skills. The control group showed only 2.4% improvement in listening skills compared to the

experimental group's greater than 10% improvement, which proved that multimedia tools are essential for developing better listening skills and comprehension. Jiang et al. (2021) conducted a study in a Chinese context to assess the impact of online and offline blended learning on 95 (Grade 9) students' listening performance. Using tests, interviews, and the Quizlet learning tool, participants in the treatment group showed significant improvement in listening skills compared to the control group. The study also provided evidence of increased intrinsic motivation for learning due to learners being able to access listening activities and work autonomously. The use of blended learning and online learning tools can help learners develop positive attitudes towards listening and improve their listening outcomes (Jiang et al., 2021).

Other research has studied the effects of LMSs on learning ESL listening skills. Ahmad (2016) conducted a study to measure the impact of technology-assisted learning on learners' language skills in the KSA by comparing groups taught using traditional methods with others taught using computer-assisted learning (Ahmad, 2016). The results showed that using computer-assisted learning improved the learners' listening skills. It also reduced their anxiety levels and increased their intrinsic motivation, thus overcoming the affective factors that might have hindered their language learning. Moreover, technology-based learning helps learners better understand speech's characteristics and widen their vocabulary knowledge (Ahmad, 2016). Terzioglu and Kurt (2022) conducted a similar study on Grade 10 students at a public school in Cyprus. The learners were already taught in English, and their level of English was B1, which is intermediate level according to English in the Common European Frame of Reference (CEFR). Using an Edmodo LMS, the researchers aimed to assess how its use influenced learners' speaking and listening abilities. Like

Ahmed (2016), the researchers divided learners into an experimental group taught via an LMS and a control group taught with traditional methods. The pre- and post-test results revealed significant improvements in the experimental group's listening and speaking abilities. Both studies proved the importance of integrating technology and LMSs into ESL listening teaching. Zainuddin and Perrera (2018) conducted a study on undergraduate students of English as a foreign language (EFL) to determine the impact of using the flipped classroom LMS Blend function on their self-directed learning. Some students had worked on listening activities during class time, and others after watching videos on the LMS. The study showed that they liked practising their listening skills by listening to conversations and accessing other useful resources. The study also proved that using LMS videos made in-class time more efficient and increased students' preparedness for listening tasks. Dai (2018) used comparative experiments to study listening teaching designs based on computer multimedia teaching platforms. The control group showed a 3.5% improvement in listening test scores, whereas the experimental group showed a 6.9% improvement.

Intensive exposure to language enables students to develop their language (particularly their listening) skills. Research on the relationship between LMSs and the development of listening skills has proved that the former positively impacts the latter, and that LMS learning environments can minimise anxiety and boost self-esteem. However, the success of an LMS in improving listening can be undermined by teachers' and learners' attitudes towards technology, in addition to the accessibility, availability, and reliability of the internet and technologies in some countries potentially hindering L2 listening proficiency (Tayşı & Başaran, 2018). LMS success is also related to teachers' and students' technology skills and ability to choose and use suitable content.

Considering the previously mentioned studies, the use of LMSs has not been extensively examined in educational research and e-learning in the context of the KSA. Thus, the author aimed to bridge this gap by scrutinising the usefulness of an LMS in enhancing the various listening skills of Saudi L2 learners at the university level and examining its ease of use.

2.3. Theoretical Frameworks Underpinning the Study

To further investigate the impact of using an LMS on Saudi L2 learners' listening skills, the author adopted the technology acceptance model (TAM), widely employed to evaluate learners' acceptance or adoption of technology in learning and educational fields. Different language researchers, such as Alharbi and Drew (2014) and Sánchez and Hueros (2010), have examined the TAM's usefulness and applied the model to different learning technologies or the role of LMSs in academic learning.

For this study, the author employed a quantitative questionnaire to determine Saudi users' perceptions of an LMS's usefulness and ease of use. Employing the TAM permitted the author to analyse the participants' perceptions of the effectiveness of the LMS, their attitudes towards using it, and its impact on their listening skill development.

3. Methodology

A quantitative survey method was adopted to collect the data and to evaluate the effectiveness of the LMS in developing Saudi L2 learners' listening skills, and answer the research questions. Quantitative research methods provide a systematic way of gathering and analysing numerical data to test hypotheses or the outcomes of certain study variables (Leedy & Ormrod, 2001), and "they can explain issues or phenomena through the mathematical

(mostly statistical) analysis of numerical data” (Apuke, 2017, p. 14).

For this study, the author designed a questionnaire to identify the attitudes and opinions of Saudi learners regarding the value of the LMS for enhancing their listening skills. According to Dörnyei (2007), “questionnaire statements are used to find out what people think, covering their attitudes, opinions, beliefs, interests, and values” (p. 102). The questionnaire included 37 statements designed to elicit closed-ended responses, with no space for additional comments. The author employed a five-point Likert scale to assess the participants’ agreement or disagreement with the statements. Participants were asked to select one response option for each statement, ranging from strongly agree to strongly disagree. The questionnaire was divided into two main sections. The beginning of the questionnaire identified the gender of the learners, as the study was conducted on both 15 male and 50 females Saudi learners. The first section included 17 statements to assess the effectiveness of the LMS in improving listening skills. The second section included 20 Statements to evaluate the participants’ overall assessment of using the LMS to enhance their listening skills and whether the LMS hindered or facilitated their (L2) English learning. To ensure the validity of the data, the questionnaire was translated into Arabic, and all statements were presented in both English and Arabic to avoid confusing the participants.

3.1. Participants and Sampling Method

Since the new Ministry of Education (2023) regulations in the KSA mandate the use of blended learning for all core modules in Saudi universities, male and female Saudi participants were selected as the sample for this study. The participants were first chosen based on their English language proficiency. All

participants were studying academic English as a core module at the university level, and their proficiency level, based on the Common European Framework of Reference for Languages (CEFR), was between B1 (intermediate) and B2 (upper intermediate), according to a placement test held at the beginning of the academic year. The students were studying different majors, but all were studying English, and the use of the LMS was compulsory for their listening skills assessment. Thus, the author used a 'conviviality or opportunity sample' for this study, as all participants belonged to the same Saudi university where the research was conducted (Dornyei, 2007). After the university granted ethical clearance, the data were collected from five different classes to ensure the same level of language proficiency, and the questionnaires were distributed online via Google Forms to the selected Saudi learners after obtaining their consent to participate. Thus, 65 students participated in this study, all of whom were taught English via blended learning.

3.2. Study Instruments

Since this study employed a quantitative method to obtain numerical data, the author analysed the questionnaire data using Python. This is an effective tool for analysing numerical data and gaining meaningful insights. It is also a popular tool that offers researchers in different educational fields a variety of libraries and tools to help them explore, interpret, and process data collected through surveys, experiments, or other quantitative methods (Lakshmi, 2018). Using this tool allowed the author to calculate means, medians, standard deviations, and frequencies for the participants' responses. The frequencies and mean deviations were calculated and analysed using compute variables. To ensure the validity and reliability of the analysis, the weighted means and

standard deviations for all the responses appropriate to the research question were calculated using Python descriptive statistics.

3.3. Procedures

The research process included three main systematic stages. First, the research questionnaire was drafted, and the statements were designed according to the study's main objectives. Second, after revising the questionnaire, sending it to two expert reviewers from the same institution, and receiving ethical approval, the survey was distributed to the selected participants. Finally, the data were analysed using Python to conduct statistical analyses and draw conclusions to answer the research questions and identify the main findings.

3.4. Description of the LMS

Cambridge University Press Unlock (2021) provided the LMS used in this study. The LMS provides various features, such as a library of audio resources, including dialogues, speeches, and interviews, which can be used for listening practice. It also provides interactive multiple-choice questions, fill-in-the-blank exercises, and comprehension questions to facilitate evaluating and reinforcing listening comprehension. Moreover, progress reports for each student present the overall performance for each unit and display it for teachers and students with access. Instructors can also provide feedback on listening assignments and quizzes through the LMS, and students can access their grades and feedback. In addition, a discussion forum allows learners and instructors to discuss any difficulties with the listening materials. Furthermore, the LMS used in this study provides mobile access that permits learners to access materials from any device.

3.5. Analysis of the Questionnaire Data

As previously mentioned, the questionnaire consisted of two sections based on the objectives of this study. The first section contained 17 questions that examined the ease with which Saudi L2 learners interacted with the LMS for listening skill practice. The second section consisted of 20 questions to measure and assess the effectiveness of the LMS in improving Saudi learners' listening skills.

3.6. Data Analysis

To analyse the data collected using the questionnaire, the averages and medians for all responses were analysed and counted using compute variables, and the results were obtained using Python. Furthermore, the *t*-statistics and *p*-values were calculated and analysed using accurate descriptive statistics. However, the results were divided according to the two questionnaire sections and distributed across three tables.

Likert scale scores were used to extract the means and the deviations for the two sections of the questionnaire. Table 1 illustrates the way the five-point Likert scale was used.

Table 1. Five-point Likert scale illustration.

Likert Scale	Interval	Difference	Description
1	1.00–1.79	0.79	Strongly Disagree
2	1.80–2.59	0.79	Disagree
3	2.60–3.39	0.79	Neutral
4	3.40–4.19	0.79	Agree
5	4.20–5.00	0.80	Strongly Agree

4. Results

Table 2 presents the statistics for the 17 questions related to the first section of the questionnaire and shows the analysis of the responses of all participants regardless of their gender.

Table 2. Responses to Section 1 regarding the ease and effectiveness of the LMS in improving listening skills.

Section 1: Questions	Average	Median	t-Statistic	p-Value
1. The LMS provided various listening materials (such as audio recordings or videos) to practice listening skills.	4.22	4.0	2.42	.02
2. The LMS activities and exercises effectively enhanced my listening comprehension.	4.09	4.0	1.03	.31
3. The LMS offered opportunities to develop note-taking skills during listening exercises.	4.06	4.0	0.61	.54
4. The LMS provided immediate feedback on my listening performance.	3.88	4.0	-1.21	.23
5. The LMS allowed me to practice listening skills at my own pace and convenience.	3.97	4.0	-0.27	.79
6. The LMS motivated me to engage in regular listening practice.	3.83	4.0	-1.66	.1
7. The LMS provided interactive listening exercises that made learning engaging and enjoyable.	3.88	4.0	-1.18	.24
8. The LMS offered resources for improving specific listening subskills (e.g. listening for details, listening for main ideas).	4.05	4.0	0.43	.67
9. The LMS incorporated real-life listening scenarios to improve practical listening skills.	4.0	4.0	0.0	1.0
10. The LMS facilitated active participation and engagement in listening activities.	4.0	4.0	0.0	1.0
11. The LMS included opportunities for collaborative listening exercises with other learners.	3.97	4.0	-0.3	.77
12. The LMS effectively addressed the difficulties or challenges I encountered during listening practice.	3.95	4.0	-0.47	.64
13. The LMS helped me develop strategies for better understanding spoken language.	4.05	4.0	0.48	.63
14. The LMS allowed me to track my progress in listening skills over time.	3.92	4.0	-0.66	.51
15. The LMS provided opportunities for self-assessment and reflection on my listening abilities.	3.97	4.0	-0.28	.78
16. The LMS provided additional resources or materials for further independent listening practice.	3.82	4.0	-1.99	.05
17. The LMS had a user-friendly interface that made it easy to navigate and access listening materials.	3.74	4.0	-2.07	.04

As Table 2 shows, the data reflected Saudi learners' responses regarding the ease and the effectiveness of the LMS in enhancing listening skills. To analyse the data, the author

examined different aspects of the responses regarding, for example, the variety of materials, feedback mechanisms, and user interfaces. The metrics were based on the average and median scores, *t*-statistics, and *p*-values for each question.

The 17 questions in the first section were classified according to five essential aspects of the LMS to evaluate its effectiveness. The first aspect concerned the variety of listening materials based on Q1, Q2, and Q3. This aspect had the highest scores, with average scores of 4.22, 4.09, and 4.06 and significant *p*-values of .02, .51, and .54, respectively. This suggests that the LMS was particularly effective in offering diverse listening skill resources to help the learners practise. The second aspect related to the user-friendliness of the interface based on Q17. This aspect had the lowest score, with an average score of 3.74 but a significant *p*-value of .04. This indicates that the participants generally found the interface acceptable. The third aspect concerned motivation and engagement based on Q6 and Q7, and for this aspect, the LMS scored lower than for the variety of activities but still close to the significance level, with average scores of 3.83 and 3.88 and *p*-values of .1 and .24, respectively. The fourth aspect related to the provision of immediate feedback, based on Q4, Q12, and Q15, is to assess whether the students received appropriate feedback when using the LMS. This aspect had average scores of 3.88, 3.92, and 3.97 for immediate feedback, but with non-significant *p*-values of .23, .64., and .78, respectively. The last aspect to be assessed in this section was self-paced learning (i.e. learners' ability to practice listening at their convenience and in their own spaces) based on Q5 and Q16. The average score was 3.97 for both questions, and the *p*-values were 0.79 and 0.05, respectively, suggesting that the pace of learning was generally satisfactory.

Table 3 relates to the second part of the questionnaire, which consisted of 20 questions and elicited answers from both male and female participants to capture the Saudi learners' overall assessment of the LMS for improving listening skills. Participants were asked to rate statements related to the impact of the LMS on their listening skills, confidence, and learning strategies.

Table 3. Responses to Section 2 regarding the overall assessment of the LMS.

Section 2: Questions	Average	Median	t-Statistic	p-Value
1. I believe using the LMS has improved my listening skills.	3.95	4.0	-0.43	.67
2. The LMS has provided a structured approach to improving my listening skills.	3.89	4.0	-0.96	.34
3. The LMS has made the learning process more enjoyable and engaging for me.	3.85	4.0	-1.28	.21
4. The LMS effectively addressed my specific listening weaknesses and challenges.	3.95	4.0	-0.5	.62
5. The LMS has enhanced my ability to follow complex or lengthy spoken instructions.	3.94	4.0	-0.59	.56
6. The LMS has made the learning process more enjoyable and engaging for me.	3.94	4.0	-0.57	.57
7. The LMS has encouraged me to listen actively and pay attention to details in spoken language.	3.91	4.0	-0.83	.41
8. The LMS has equipped me with transferrable listening skills that I can apply in various contexts.	3.97	4.0	-0.29	.77
9. The LMS has improved my ability to understand different genres of spoken content (e.g. news, interviews, and lectures).	3.88	4.0	-1.02	.31
10. The LMS has provided opportunities for authentic listening practice with native speakers.	3.78	4.0	-1.75	.08
11. The LMS has facilitated the development of my vocabulary and language knowledge through listening activities.	3.91	4.0	-0.8	.43
12. The LMS has helped me develop critical thinking skills by analysing and interpreting spoken information.	3.95	4.0	-0.44	.66

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مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

13. The LMS has improved my ability to identify and understand implied meanings in spoken language.	3.98	4.0	-0.15	.88
14. The LMS has improved my listening speed and my ability to keep up with fast-paced conversations.	4.05	4.0	0.48	.63
15. The LMS has enhanced my listening skills for specific purposes (e.g. academic, professional, and social).	4.02	4.0	0.14	.89
16. The LMS has helped me become a more attentive listener in both formal and informal contexts.	3.94	4.0	-0.57	.57
17. The LMS has improved my listening speed and my ability to keep up with fast-paced conversations.	3.82	4.0	-1.69	.31
18. The LMS has increased my confidence in understanding spoken language.	3.92	4.0	-0.71	.48
19. The LMS has helped me develop better listening strategies for life situations.	3.98	4.0	-0.15	.88
20. The LMS has positively impacted my ability to comprehend different accents and speech styles.	3.97	4.0	-0.3	.77

The average scores varied between 3.82 and 4.05 (all close to 4), and the median was consistently four across all questions, indicating Saudi learners' generally positive perceptions of the LMS for improving their listening skills. However, the questions were divided according to six major criteria to conduct an in-depth analysis of the Section 2 responses. The responses to the questions that evaluated satisfaction with the LMS (Q1, Q4, and Q12) indicated high satisfaction with using the LMS for listening skills but also suggested room for improvement, as shown by the average scores close to 4 and the average p -value of 0.66. Responses to the questions regarding the degree of engagement and enjoyment (Q3 and Q6) had slightly lower average scores compared to users' overall satisfaction with the improvement of listening skills, with averages of 3.85 and 3.94 and p -values of 0.21 and 0.57, respectively. Moreover, the data addressing the LMS's weaknesses (Q5 and Q10) revealed lower average scores of 3.78 and 3.94, p -

values of 0.56 and .0.08, and higher negative t-statistics, which suggests that the LMS could be improved regarding specific listening weaknesses and the authenticity of listening exercises. Q8 assessed the ability of the LMS to improve transferrable listening skills. It showed a high average of 3.97 and a high *p*-value of 0.77, indicating that learners found the LMS helpful in applying those skills in different contexts. Nevertheless, when evaluating confidence and speed of spoken English and using critical thinking skills (Q18 and Q17), the responses showed lower average scores (less than 4) and *p*-values of 0.31 and 0.48, respectively, indicating that users did not find the LMS helpful in improving their listening speed. Additionally, Q11 and Q12 reflected the ability of the LMS to improve critical thinking and vocabulary, with average scores of 3.91 and 3.94 (close to 4) and *p*-values of 0.43 to 0.66, respectively, indicating that the LMS performed adequately in these areas but could be further developed to meet learners' needs. In summary, the average scores for the responses regarding the effectiveness of the LMS in improving listening skills based on Tables 2 and 3 were between 3.82 and 4.22 (equal to 4 according to the Likert scale). They revealed that most learners chose the 'agree' option for the LMS's usefulness for improving their listing skills according to the five-point Likert scale illustrated in Table 1.

5. Findings and Discussion

Based on the most prominent results, Saudi learners' use of the LMS their listening skills and tended to have generally positive attitudes towards using the LMS. Regarding the first research question, which examined how easily Saudi L2 learners navigated and interacted with the LMS for listening skill practice, the data indicated that the major strengths of the LMS were its provision of a variety of learning resources and materials, the different contexts in which learners could practice, and the different accents and

listening skills that students found useful for their language development.

Thus, the ratings for the learning resources and the different listening materials were mostly between ‘strongly agree’ and ‘agree’, suggesting that the LMS is well-equipped to meet various learning preferences and can effectively support learners’ language acquisition by offering rich resources. These results align with Terzioğlu and Kurt’s (2022) findings, emphasising that learning activities based on rich online resources are attractive and motivate learners to use them. Also, Angelina (2021) and Yesilbag & Korkmaz (2021) argued that using the various internet tools incorporated into LMSs potentially enhances students’ listening and speaking comprehension skills and supports their self-assurance by facilitating their engagement with rich, authentic feedback. The outcome of the Saudi study results provides insights into the input hypothesis proposed by Krashen (1985), Whether being exposed to a language slightly more advanced than students’ current level of proficiency can enhance their comprehension skills, facilitate their language learning, and increase their L2 proficiency.

However, according to the data, although the LMS provides rich learning resources, there is room for improvement regarding the LMS interface since students’ responses ranged between ‘agree’ and ‘neutral’, highlighting that it could be more intuitive, engaging, or user-friendly. Moreover, regarding the other aspects, such as motivation and enjoyment, the student’s responses varied across ‘strongly agree’, ‘agree’, and ‘neutral’, with very few ‘strongly disagree’ responses, suggesting that the LMS does not highly motivate and engage students in regular listening practice and there is potential for improvement.

It is worth mentioning that studies on L2 acquisition and learning in many contexts, such as Gardner’s (1988) socio-

educational model (1988) and Dörnyei's (2009) studies on motivation, L2 learning, and self-development, have emphasised that increased motivation can lead to more consistent and effective language skill development.

Responses regarding the other aspects of the LMS covered by the first part of the questionnaire, such as immediate feedback and self-learning, produced another significant finding. The provision of immediate feedback had acceptable ratings between 'agree' and 'disagree'. However, the significant value was not exceptionally high compared to those for the other features, indicating that while the LMS provided feedback, its effectiveness was questionable. This also applies to the self-paced learning aspects. Based on the data, the LMS allowed students to practise listening at their own pace. There were a reasonable number of 'agree' and 'strongly agree' responses, but also some 'disagree', 'neutral', and 'strongly disagree' responses, which suggests that the pace of learning in the LMS was generally acceptable but not outstanding.

In summary, although the LMS effectively provides a variety of listening materials, the user interface design, motivational aspects, and feedback mechanisms require further development.

The second research question asked how Saudi learners assessed the LMS's effectiveness in enhancing their listening comprehension, as shown in Table 2. According to the data, the degree of satisfaction was generally high. However, Saudi learners claimed that certain features of the LMS could be further developed to enhance users' experiences and learning outcomes on the platform. Regarding the aspects of engagement and enjoyment, although the LMS delivered content effectively, the Saudi learners indicated that extra features could make the learning experience more enjoyable since most of their responses were between 'agree' and 'neutral' and close to 4. Enhancing different interactive

features or multiple media content could be considered crucial for language learning. This view is supported by Tayşı and Başaran's (2018) study showing that positive attitudes towards learning through online platforms and digital tools do not solely rely on classroom engagement.

One of the interesting findings was that the Saudi learners believed the LMS did not address their listening skills adequately or provide tailored exercises to improve their skills with personalised feedback. The first section of the questionnaire revealed that the LMS gave instant feedback, but it was not personalised and gave few suggestions for improving their skills. These aspects could be improved if the LMS integrated real-world scenarios to help learners overcome these challenges. This contradicts the findings of Terzioğlu & Kurt (2020), who found that learners who used Edmodo to practise listening and speaking skills felt encouraged by the instant feedback they received from the LMS. However, they attributed this degree of success in communicating to interaction with their colleagues online and in class. This is relevant to Saudi learners who spend more independent time on the LMS than receiving feedback in class.

The last features to be discussed relate to the questions on the LMS's ability to improve transferable skills, confidence, listening speed, and the use of critical thinking and vocabulary. The LMS seemed to contribute to users' development of transferable skills, although this relationship was not statistically significant due to the small number of questions on this feature. Thus, further data collection and analysis would strengthen the evidence regarding the benefits of the LMS for users in terms of applying skills beyond the different learning contexts for listening. However, the Saudi learners emphasised that they built confidence in their listening skills by using different resources and materials, which aligns with the findings of Zainuddin and Perrera (2018) and

Ahmad (2016). Although learners perceived that the LMS performed adequately in these areas, it should be improved to enhance critical thinking skills and vocabulary acquisition, contributing to more comprehensive and practical language learning experiences. Few answers indicated total agreement, and some showed disagreement, but the results were not significant enough to generalise because most learners agreed.

In summary, users were generally highly satisfied with the LMS, but the results suggest a need for targeted enhancements in some areas. Although the LMS effectively delivers content, users indicated a desire for a more engaging and enjoyable learning experience, recommending interactive elements and gamification to address this need.

To conclude, the LMS offers diverse listening materials, which strongly support L2 learning. However, the user interface could be improved to create a more intuitive and enjoyable student experience. Additionally, incorporating strategies to boost motivation and engagement could lead to more effective and sustained language learning outcomes. These findings provide valuable insights into areas in which the LMS could be enriched to support students' language learning.

5.1. Limitations of the Study

Since this study provides significant findings regarding the use of the LMS in enhancing Saudi L2 learners' listening skills, the findings may not be generalised to different ESL learning contexts. In addition, the study's findings were based on responses from a specific, relatively small sample. A larger and more diverse sample and a broader study time frame could provide a more representative perspective on users' opinions and experiences.

6. Conclusion

This study examined the role of an LMS in enhancing Saudi (L2) learners' listening skills. The findings highlight a generally positive attitude among Saudi learners regarding the use of the LMS for improving their listening proficiency.

A prominent strength of the LMS was its capacity to offer diverse learning resources, which included a wide range of learning materials, practice contexts, accents, and effective listening skill exercises. The favourable feedback regarding these resources suggests that the LMS is well suited to accommodate various learning preferences and effectively assist learners in their language learning.

However, the study also identified areas that require improvement. Although the LMS is generally user-friendly, it could be enhanced in terms of interface design to create a smoother and more enjoyable user experience. Additionally, learners' motivation and engagement in regular listening practice could be further improved by incorporating interactive exercises.

This finding supports the broader discourse on L2 learning and motivation, emphasising the importance for L2 learners' engagement and exposure to diverse resources. Motivation plays a crucial role in language acquisition, and this research underscores the need for continuous efforts to design LMS platforms that offer rich content, inspire learners, and enhance their motivation.

Overall, this study illuminates the potential of an LMS as a valuable tool for enhancing listening skills among Saudi L2 learners. However, although it underscores positive aspects, it also highlights the significance of continually refining user interfaces and fostering motivation to ensure more effective and sustained language learning outcomes. These insights contribute to ongoing attempts to enhance Saudi learners' language learning.

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Dr. Nesreen Saud Alahmadi**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

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