

**The Effect of E-based Non-Curricular Activities on
Developing EFL Active Listening Skills of Preparatory
School students**

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Abstract:

The aim of the current study was to explore the effect of electronic non-curricular activities on developing EFL active listening skills of preparatory school students. The study used the quasi- study research design. Sixty third year preparatory school students enrolled in the Tareq Ibn Ziyad School, Sohag, Egypt, participated in the study that lasted for six weeks. Instruments of the study included a pre- post active listening test, and an observation sheet for attending skill prepared by the researcher. The results of the study showed that there were statistically significant differences between the performance of the study group in the active listening pre-test and their performance in the active listening post-test (favoring the post-test). Also the results revealed there were statistically significant differences between the students' pre-performance of the Attending skill observation sheet and their post-performance of the observation sheet (favoring to the post-performance). Findings of the study indicated that using electronic non-curricular activities program had positive effects on the active listening skills. In light of the findings of the study, recommendations and suggestions for further research were offered.

Key words: electronic non-curricular activities, Active listening skills.

اثر استخدام أنشطة الدراسة اللاصفية الالكترونية على تنمية مهارات مهارات الاستماع النشط لدى طلاب المرحلة الاعدادية

إعداد

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المستخلص :

تهدف الدراسة الى بيان مدى فاعلية الأنشطة اللاصفية الالكترونية على تنمية مهارات الاستماع النشط لدى طلاب المرحلة الاعدادية لدى طالبات المرحلة الاعدادية. تم استخدام المنهج شبه التجريبي في تطبيق الدراسة. وتم اختيار عينة الدراسة بطريقة عشوائية من طلاب الصف الثالث الاعدادي بمدرسة طارق ابن زياد الاعدادية بسوهاج. ويمثل جمع الطلاب مجموعة واحدة وهي المجموعة التجريبية سوف يتلقى طلاب مجموعة الدراسة البرنامج المقترح (الأنشطة اللاصفية الالكترونية). وتم استخدام بطاقة الملاحظة كأداة لمهارة الحضور والاختبار كأداة لمهارات الفهم و التذكر والاستجابة والتقييم وتم اجراء اختبار قبلي قبل تطبيق البرنامج واختبار بعدي بعد تطبيق البرنامج. وتم تحليل النتائج احصائيا لمقارنة النتائج القبلي والبعدي ومعرفة مدى فاعلية البرنامج المستخدم. ولقد بينت النتائج ان هناك فروق ذات دلالة احصائية في اداء المجموعة التجريبية في الاختبار القبلي عن اداء المجموعة التجريبية في الاختبار البعدي لمهارات الاستماع النشط وذلك لصالح الاختبار البعدي. أشارت نتائج الدراسة إلى أن استخدام برنامج الأنشطة اللاصفية الإلكترونية كان له آثار إيجابية على مهارات الاستماع النشط.

الكلمات المفتاحية: الأنشطة اللاصفية الالكترونية، مهارات الاستماع النشط

Introduction:-

To be a good communicator, you must have excellent listening abilities. It's a method by which a person tries to gather knowledge from the other to completely comprehend (Briggs, 2016). Jahromi (2016) mentions listening proficiency contains four levels: none listening, marginal listening, evaluative listening, and active listening. Each one necessitates a certain level of concentration and sensitivity on the side of the listener. Active Listening (AL) is the highest and most successful level of listening, defined by a willingness and ability to listen for the speaker's substance, intent, and feelings rather than just hearing them. According to Robertson (2005), active listeners use their eyes, brains, heart, and imagination in addition to their ears.

Hennings (1992), states that to listen is not merely to hear; it is the active production of meaning from all the signals-verbal and nonverbal- a speaker is giving. As a result, teachers should emphasize the value of being engaged while actively listening to students (Linse, 2005) and encourage them to practice their listening skills (Goh & Taib, 2006).

Active listening necessitates the listener's complete concentration, comprehension, response, and subsequent recall of what is said. Rather than passively receiving the speaker's message, the listener takes a conscious effort to hear and understand the entire message being stated. According to High and Dillard (2012), active listening should make people feel better for various reasons. First, a link has been shown between message evaluations and message outcomes, implying that when people positively perceive supportive activities, they also have a favorable shift in effect. Second, it's likely to urge disclosures to reveal negative emotions.

Furthermore, active listening can help others develop their social skills. It's a method of communication used in counseling, training, and resolving disputes, among other things. Rather than asking the listener to just state or paraphrase what they have heard, it asks them to verify what they have heard and ensure understanding on both sides by repeating what they heard. Furthermore, it's a critical ability for anyone who wants to mentor others. According to Hoppe (2006), active listening is fundamentally a state of mind that entails paying close attention to what another person has to say while reflecting, understanding, clarifying, summarizing, and sharing information.

Lasky (2000), states that active listening skills, play an important role in fostering teacher understanding and professional development in the educational field. He suggests that by using active listening skills, educators can gain useful information with which to work while also communicating a sincere interest in understanding the parents' point of view to parents. Teachers who have been trained in active listening skills are better able to help solve problems and meet the needs and goals of others while also meeting their own. In the same vein, Hartley and Bruckman (2002) suggest that providing constructive feedback relies on various skills, such as listening and providing feedback.

In a nutshell, active listening is an important communication skill for everyone in their daily lives. Because one of the main objectives of English language learning in the preparatory stage is to develop communication skills, and because effective communication is heavily dependent on effective listening, training preparatory school students on active listening skills is a primary demand for their English language learning.

The problem with listening to English is exacerbated by students' lack of opportunities to listen to English frequently, resulting in a lack of use of English in daily life and in public (Tsou, 2005). According to Liu (2005), if students do not take additional English classes outside of the official curriculum, they will only have limited experience listening to English before enrolling in a higher education institution.

According to Gilman and Huebner (2006), Non-curricular activities are nonacademic and non-mandatory activities that students participate in outside of the medical school curriculum. These non-curricular activities are carried out by students both on and off-campus. Peer tutoring, convoys, community service, volunteering services, social, cultural, religious, and sporting events are the most prominent examples. According to Al-Ansari (2016), several studies have shown that non-curricular activities and volunteering assist students in managing stress, maintaining a healthier life balance, and boosting leadership capacity, critical thinking, social self-confidence, and conflict resolution abilities. Similarly, Thompson (2013) claims that certain research has found a link between engagement in non-curricular activities and academic ability.

Tenhouse (2003) and Eccles (2003) both agree that non-curricular activities are an important aspect of education and are just as important for skill development as classroom activities. Similarly, educational materials have an unquestionable impact on the teaching-learning process because they are critical components in developing students' motivation and perceptions of a language.

As learners today interact more frequently with learning materials in digital environments than with textbooks (Chapelle, 2003), Electronic non-curricular activities are employed in teaching. There is no doubt that technology provides teachers and learners with a huge array of materials and communication options to help them improve their language teaching and learning. Technology and English language instruction are intertwined. Both teachers and students must be prepared to take on new responsibilities and use the available technology in acceptable ways to integrate multimedia technology into language courses, such as interactive videodiscs, CD-ROMs, CD-I, etc. Technology-based activities can only benefit students if they are relevant to their needs and interests. In addition to the instructor's role, technology has significantly impacted language teaching and learning. In other words, combining the instructor's job with the role of technology can result in advanced learning outcomes.

Listening is a talent that can be improved with the use of audio technology. This is what Embi and Latiff (2004) found in their study. Their research looked into the impact of adopting electronic learning in the classroom when teaching English as a second language. The study's findings demonstrated that students' listening comprehension skills increased dramatically after practicing with audio technology. While mixing input modalities in the classroom is mostly dependent on intuition, Meskill (1996) claims that a handful of scientific studies on the benefits of combining perceptual modalities support the use of text and pictures as aural skills development aids. Evidence demonstrates good impacts of visual accompaniments to the hearing process backs up this type of multimodal processing. Evidence demonstrates that co-occurring still photos, video, and mixtures of visual, auditory, and textual forms of input make it easier to process aural texts in the target language.

Context of the problem

The researcher works as a teacher of the English language. She found that the majority of preparatory school students lack active listening skills as they could not interact with listening tasks and teachers; they could not understand fast and natural native speakers, remember what they listened to, respond to the interlocutor., and evaluate what they listened to. Also, students lacked the practice to learn listening skills inside and outside the classroom to improve their poor performance.

To decide how serious the problem of active listening skills of third-year preparatory school students is, the researcher did a pilot study on a random sample of 20 third-year preparatory school students apart from the study participants. The pilot study revealed that 75% of the students lacked understanding skills, 55% of them lacked remembering skills, 65% of them lacked responding skills, and 65% of them lacked evaluating skills.

Moreover, the researcher interviewed five colleagues who work as teachers of English, discussing the active listening skills internalized in the syllabi of the preparatory stage, especially the third year. All of them agree that these syllabi lack activities to develop these skills. Three of them stated that it is because curriculum design does not pay much attention to these skills. The other two confirmed that students are not tested on these skills. To expand the discussion, the researcher held interviews with three inspectors of English who confirmed that it is the teacher's responsibility to tailor their strategies and activities to fit these skills as they work as coordinators or facilitators who should be ready to meet students' needs, especially those active listening skills.

Additionally, the researcher reviewed previous studies carried out to examine the performance of students' active listening skills. Studies of Hassan (2010), Al-Ghonaimy (2013), and Kitanova (2020) revealed that EFL/ESL students lack active listening skills. Those studies showed that despite the necessity of active listening to the students, most students at the preparatory schools are not provided with enough opportunity to be involved in educational activities that might aid them to develop their performance in active listening skills.

Statement of the Problem:

Most third-year preparatory school students lack active listening skills. They face some problems concerning understanding, remembering, responding, and evaluating skills. Students cannot recognize the words and their sounds included in their English textbook for third preparatory students. Moreover, they cannot understand those words correctly. Also, they are unable to remember what they listen to properly. Therefore, with all the above insights, the present study attempts to develop preparatory students' active listening skills through E-noncurricular activities.

Questions of the study

What is the effect of E-based non-curricular activities on developing third-year prep students' on active listening skills?

What is the effect of E-based non-curricular activities on developing third-year prep students' attending skill?

Hypotheses of the study

- There were statistically significant differences between the mean scores obtained by students in the pre-test and post-test of the active listening skills (favoring the post-test).

- There were statistically significant differences between the mean scores obtained by students in the pre-performance and post-performance of the attending skill (favoring the post-performance).

Objectives of the study

This study attempted to investigate the effect of E-non curricular activities on developing the third-year preparatory school students' active listening skills.

Significance of the study

The current study may be significant for students, teachers, and curriculum designers. For students,

- 1- It may assist them to be aware of their vital and active roles in the learning process, and they should be active, not passive learners.
- 2- It may enhance their active listening skills: understanding, responding, remembering, and evaluating.

3- It may motivate them to continuously listen to English conversations, dialogues, movies, and podcasts outside the classroom.

For teachers,

1- The study may help them identify how to change their roles from teacher-centered to student-centered roles.

2- It may draw their attention to the use of new teaching approaches that attract students, engage them in the learning process and help them develop their active listening skills.

For Curriculum designers,

1- The study may draw their attention to the benefits of using Electronic non-curricular activities in teaching active listening skills. Hence, they may add them as a teaching approach in the different educational curricula and urge teachers to teach listening skills.

Instruments

- An active listening test (prepared by the researcher).
- A rubric for marking the active listening test (prepared by the researcher).
- An observation sheet of attending skills.

Delimitations

1. The current study is delimited to:

- * Three units that are turned into three CDs based on topics outside the school curriculum
- * Four active listening skills (understanding, remembering, responding, and evaluating).
- * A group of sixty third-year female students enrolled at Tarek Ebn Ziad School in Sohag.
- * The second term of 2020-2021.

The procedures:

The researcher followed these procedures for the purpose of collecting data for the study:

- Selecting the subjects from third year preparatory school, Tarek ibn Ziyad preparatory School, Sohag, Egypt.
- Reviewing related literature.
- Designing a frame of the training program.
- Establishing the suitability and validity of the frame.
- Establishing the suitability and validity of the training program by a jury.

Definition of Terms

Electronic non curricular activities

Gilman and Huebner (2006) define non-curricular activities as "the nonacademic and non-mandatory electronic activities undertaken by students and fall outside the domain of the school curriculum"(p.35).

Zakhir (2020) sees non-curricular activities as "the activities that provide students a suitable environment to develop their interpersonal language through social contexts and improve their English skills by acting and interacting in different didactic situations that mimic their social contexts"(p.2).

The operational definition:

Electronic non-curricular activities are outside school curriculum activities that are performed electronically and online inside or outside the classroom to improve the students' active listening skills (attending, understanding, remembering, responding, and evaluating).

Active Listening:

According to Hoppe (2018), active listening is "a person's willingness and ability to hear and understand. Active listening is a mindset that entails paying full and attentive attention to the other person, avoiding hasty judgment, pondering and understanding, clarifying information, summarizing, and sharing. Leaders can become more effective listeners and increase their capacity to lead by learning and committing to the skills and behaviors of active listening"(p.76).

Suresh and Maithri (2021) define active listening as a "deliberate endeavor to comprehend the stated information for a specific purpose. It is a necessary talent for everyone and is used throughout one's life, for example, a teacher's lecture, news on TV or radio, public announcements, instructions, and so on. In each of these

circumstances, the information is carefully listened to fully comprehend the content and extract precise features from the audio data supplied" (p.).

The operational definition:

Active listening is a communication approach that demands the listener to fully concentrate on what is being said, understand it, respond, remember it, and evaluate it.

Materials and Method

The research design.

The present study adopted the quasi-study group design. The study group was trained and instructed using electronic non-curricular activities to improve active listening skills. A variety of activities, strategies, presentation methods were introduced.

Variables of the study

A - The independent variable: electronic non-curricular activities

B - The dependent variables: active listening skills

The participants

The students chosen for the present study were sixty third year preparatory school students as a study group, enrolled at Tarek Ibn Ziad preparatory school, Sohag, Egypt during the second semester of the academic year 2020/2021. The group was taught using electronic non-curricular activities

The instruments

The active listening pre-post test.

Objectives of the test

The test was used as a pre and post-test. As a pre-test, it was used to identify the students' level in active listening before beginning the experiment, and thus the progress achieved by them could be attributed to the educational content they have been exposed to. As a post-test, it was used to investigate the effect of using the instructed using electronic non-curricular activities to improve active listening skills of that group.

Test Construction

The test includes:

A-12 understanding questions

B- 6 remembering questions

C- 6 responding questions

D- 6 evaluating questions

Instructions of the Test

The test instructions were written in English. They were brief, easy to understand and free from any possible ambiguities. They contain information about the purpose of the test, time allowed to complete the test and how to record the answers. An answer sheet was provided.

Test Duration

During the pilot study, it was recorded that 120 minutes would be adequate time for students to read the tasks and answer the test. No one needed non time to finish the test. This time was recorded according to this way:

The time taken by each student divided by the number of all students. The average time was 120 minutes

Test Validity

To make certain of the test validity, a jury of five TEFL specialists read the test to judge its items in terms of the following points:

- a) Appropriateness of the test items to students' linguistic level.
- b) Clarity and linguistic correctness of the test items.
- c) Suitability of the test items to measure the specified skills.

The following table shows the agreement percentage of Jury members on the test items

Table (1)

Agreement Percentage of Jury Members on the Test Items (No. 5)

Questions										
Q. No	1	2	3	4	٥	٦	٧	٨	٩	١٠
No.of who agree	٥	٥	٤	٤	٥	٥	٤	٤	٤	٤

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Questions										
Percentage	100%	100%	80%	80%	100%	100%	80%	80%	80%	80%
Q. No	11	12	13	14	15	16	17	18	19	20
No. of who agree	4	4	4	4	0	4	4	4	4	0
Percentage	80%	80%	80%	80%	100%	80%	80%	80%	80%	100%
Q. No	21	22	23	24	25	26	27	28	29	30
No. of who agree	4	0	4	4	0	4	4	4	0	0
Percentage	80%	100%	80%	80%	100%	80%	80%	80%	100%	100%

According to the above table, the percentage of the jury members' agreement on the test items was between 80% and 100%. Thus, it is an acceptable percentage.

For more validity, correlation coefficient between each item and the total mark of the skill, correlation coefficient between each item and the total mark of the test.

Test Reliability

In order to measure the reliability of the test, it was administered to a randomly selected sample of 30 third year preparatory school students at Tarek ibn Ziad preparatory school, Sohag, Egypt. The pilot study was conducted 15 days before implementing the study group. Reliability of the test determined by using Cronbach's Alpha was found to be (0.84), which is considered an acceptable level of reliability.

**Table (2)
Reliability of the active listening test**

Dimension	Cronbach's Alpha	Dimension	Cronbach's Alpha
Hearing.	0.84	Sharing	0.88
Categorization of sounds.	0.85	Analyzing	0.75
Word recognition	0.90	Discussing	0.80

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Dimension	Cronbach's Alpha	Dimension	Cronbach's Alpha
Comprehension	0.82	Criticizing	0.72
Predicting	0.83	Yes/ No questions	0.89
Guessing	0.84	True/False	0.89
Scanning	0.76	Wh-questions	0.87
Discovering the speaker points of view	0.82	Multiple choice	0.88
Dealing with the information	0.86		
Recognizing	0.79		
Summarizing	0.78		
Repeating	0.80		
Paraphrasing	0.81		
Clarifying	0.75		
Paraphrasing	0.71		
Total Test	0.84		

As shown in the above table, the reliability coefficient for the skills of the active listening and the total active listening test is high. Thus, the test is considered reliable for the purpose of the present study.

The Pre- Post Attending Observation Sheet

Objectives of observation sheet

The attending observation sheet was used as a pre-post observation sheet. As a pre- observation sheet, it was used to identify the students' performance in attending skill as one of active listening skills before beginning the experiment, and thus the progress achieved by them could be attributed to the educational content they have been exposed to. As a post- observation sheet, it was used to investigate the effect of

using the instructed using electronic non-curricular activities to improve active listening skills of that group.

Construction of the Attending Observation Sheet

Elements of the observation sheet were based on the attending skill which was one of active listening skills the study aimed to develop. The attending skill was branched into sub-skills which were:

- An open posture
- Head nods
- Smiles
- Appropriate eye contact
- Leaning forward the listener

Score of the Observation Sheet

Each performance was recorded by three levels (3-2-1). The Mark 3 was given to the high performance, mark 2 was given to the medium performance, and mark 1 was given to the poor performance. Thus, the total mark of the observation sheet was 51.

Instructions of the observation sheet

The observation sheet instructions were written in English. They were brief, easy to understand and free from any possible ambiguities. They contain information about the purpose of observation sheet, time allowed to complete the sheet and how to record the answers.

Steps of the program design:

In order to design the suggested program, the researcher went through the following steps:

- Reviewing literature related to Electronic non-curricular activities in teaching active listening skills
- Investigating EFL methodology books, surfing the internet, and consulting TEFL specialists.
- Building up a frame of the suggested program comprising general aims of the unit, behavioral objectives of lessons, content areas, activities, and methods of evaluation.
- Building up a training program comprising a teacher's guide book and a student's book.

-Submitting the training program to a set of TEFL specialists for ensuring its validity and suitability. The jury was asked to judge the training program for:

- Suitability of the program aims to the study sample.
- Relatedness of the program content to its aims.
- Suitability of the program's content, activities, methods of teaching and evaluation techniques for students' linguistic level.
- Suitability of the activities, methods of teaching and evaluation techniques for the aims of the suggested program as a whole and the specific objectives of lessons.

The content of the program

The suggested program is comprised of two major sections:

A. Teacher's Guide Book:

It included a detailed description of what the teacher had to do in each teaching session. The teacher's guide book consisted of three units divided into lessons that matched student's guide book. The three units and the lessons are:

Unit 1: An Introductory Orientation

Lesson 1: Active listening skills

Unit 2: Developing Understanding Skill through Electronic non-curricular Activities Suggested Program.

Lesson 1: Hearing - Categorization of sounds - word recognition

Lesson 2: Comprehension - Prediction

Lesson 3: Guessing - Scanning - Discovering the speaker - points of view - Dealing with the information

Unit 3: Developing Remembering Skill through Electronic non-curricular Activities Suggested Program.

Lesson 1: Recognizing - Summarizing

Lesson 2: Repeating - Paraphrasing - Clarifying information

Unit 4: Developing Responding Skill through Electronic non-curricular Activities Suggested Program.

Lesson 1: Sharing - Analyzing

Lesson 2: Discussing - Criticize

Unit 5: Developing Evaluating Skill through Electronic non-curricular Activities Suggested Program.

Lesson 1: Yes / No questions - True or false questions

Lesson 2: Wh- questions - Multiple choice

For each unit, the researcher, specified a number of objectives based on general aims of the program, and behavioral objectives of each lesson.

B. Student's Book:

It included the content and objectives presented to the sample of the study. For selecting the topics included in the program, the researcher reviewed literature related to Electronic non-curricular Activities to teach active listening skills.

Teaching activities:

Activities of the program were chosen to match and suit its aims. They depended on online websites, whole class discussion, viewing videos, viewing pictures, note-taking, group work, pair work, and individual work.

Evaluation techniques

The training program was carried out through various teaching techniques which needed various evaluation techniques. Examples of these techniques are:

- Self and peer-editing
- Teacher editing
- Formative evaluation items (during and after each lesson) to provide continuous feedback to both the teacher and students to assess students' performance for the ultimate goal of reinforcing points of strength and dealing with limitations.
- Summative evaluation (at the end of each unit) to assess the extent to which the objectives have been achieved and to assess students' mastery of the intended learning outcomes.

Implementation of the instruments

- **Pre- implementation of the instruments:**
- **A- The pre-post active listening test:**

Table No. (3)
Means, standard deviations, t-value of the study group in the pre-performance on active listening test

Test	Pre-performance		df	t-value
	m e a n	S D		
Understanding Skill	1.30	0.55	39	0 . 9 8
Remembering	1.49	0.40	39	1 . 2 8
Responding	1.28	0.37	39	0 . 8 2
Evaluating	1.40	0.43	39	1 . 2 0
Total score	5.47	0.91	39	1 . 6 2

Tabulated 't' = 2.02 at (0.05) level

Table No. (3) shows that the calculated t-values in all the sub-skills and the total score of the test were lower than its tabulated value. This means that the pre-performance of the students on active listening test before implementing the training program was low.

B-The pre-post attending observation sheet:

Table No. (4)
Means, standard deviations, t-value of the study group in the pre-performance in attending observation sheet

Attending observation sheet		Pre-performance		df	t-value
		m e a n	S D		
Body Language	An open posture	20.57	8.53	39	0 . 8 6
	Head nods	21.60	9.10	39	1 . 0 8
	Eyes	24.42	7.30	39	1 . 8 2
Learn forward the listener	Body position	26.40	6.33	39	1 . 1 0
	Hand gestures	18.60	8.20	39	2 . 0 4
Total score		111.59	12.81	39	1 . 9 0

Table No. (4) shows that the calculated t-values in all the dimensions and the total score of the observation sheet were lower than its tabulated value. This means that the pre-performance of the students on attending observation sheet before implementing the training program was low.

Post-implementation of the instruments:

A-The pre-post critical active listening test:

The pre-post active listening test was administered after the implementation of the suggested program in order to examine whether the training program had any significant effect on the students' active listening skills. Students' answers were scored and data were collected, recorded, and statistically analyzed to record any development in the students' active listening performance owing to the training program.

B-The pre-post attending observation sheet:

The pre-post attending observation sheet was administered after the implementation of the program in order to examine whether it had any significant effect on the students' performance of attending skill. Students' answers were scored and data were collected, recorded, and statistically analyzed to record any development in the students' performance of attending skill owing to the training program.

Findings

The treatment of the study lasted for six weeks. At the end of the treatment, the active listening test and the attending observation sheet were administered to the study group. Results of the students were analyzed and compared using the Statistical Package for Social Sciences (SPSS) to calculate the t-test value that explains the differences between mean scores of the study participants in the post administration of the active listening test and the attending observation sheet

The first hypothesis of the study

The first hypothesis predicted that the study group would achieve higher performance in post performance on the active listening test. Analysis showed that the study group in post performance achieved significantly higher than the pre performance on the overall active listening test and the sub-skills.

**Table No. (5)
Means, standard deviations, t-value of the study group in the post-performance in active listening test**

Test	Post-performance		df	t-value
	Mean	S D		
Understanding Skill	7.40	2.40	39	4.68
Remembering Skill	6.70	2.90	39	4.38
Responding Skill	3.28	1.27	39	3.08
Evaluating Skill	8.40	1.93	39	5.22
Total score	25.78	1.13	39	12.60

Tabulated 't' = 2.02 at (0.05) level

Table No (5) shows that there were statistically significant differences at (0.05) level between the mean scores of the study group in the pre-performance of the test and the post-performance favoring the post-performance in overall active listening test and all sub-skills. The students' scores showed high development in active listening test where the calculated t-value was greater than its tabulated value.

**Table No. (6)
Means, standard deviations, t-value and significance of differences of the study group in the pre and post performance in active listening test**

Test	Pre-test		Post-test		df	t-value	Effect size
	mean	S D	mean	S D			
Understanding Skill	1.30	0.55	7.40	2.40	39	10.22	3.27
Remembering Skill	1.49	0.40	6.70	2.90	39	9.80	3.13
Responding Skill	1.28	0.37	3.28	1.27	39	9.96	3.18
Evaluating Skill	1.40	0.43	8.40	1.93	39	10.30	3.29
Total score	5.47	0.91	25.78	1.13	39	11.78	3.77

Tabulated 't' =2.02 at 0.05 level

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Table No (6) shows that the mean scores of the study group in the post performance of all active listening test and the whole skills were higher than that obtained in the pre one. All t-values were significant which affirms the effectiveness of the study program in developing active listening skills of the study group.

The Second hypothesis of the study.

The second hypothesis predicted that the study group would achieve higher performance in post performance in the attending observation sheet. Analysis showed that the study group in post performance achieved significantly higher than the pre performance on the overall dimensions of the observation sheet..

**Table No. (7)
Means, standard deviations, t-value of the study group in the post-performance in attending observation sheet**

Attending observation sheet		Post-performance		df	t-value
		mean	S D		
Body language	An open posture	38.41	6.43	39	3.78
	Head nods	36.60	7.40	39	2.98
	Eyes	32.32	8.10	39	3.02
Lean forward the listener	Body position	40.20	5.23	39	4.15
	Hand gestures	31.30	8.80	39	5.44
Total score		178.83	3.81	39	4.92

Tabulated 't' = 2.02 at (0.05) level

Table No (7) shows that there were statistically significant differences at (0.05) level between the mean scores of the study group in the pre-performance of the attending observation sheet and the post-performance favoring the post-performance in overall the attending observation sheet and all dimensions. The students' scores showed high development in the attending observation sheet where the calculated t-value was greater than its tabulated value.

Table No. (8)

Means, standard deviations, t-value and significance of differences of the study group in the pre and post-performance in the attending observation sheet

Test		Pre-performance		Post-performance		df	t-value	Effect Size
		Mean	S D	Mean	S D			
Body language	An open posture	20.57	8.53	38.41	6.43	3 9	1 8 . 1 7	5 . 8 1
	Head nods	21.60	9.10	36.60	7.40	3 9	1 9 . 0 3	6 . 0 9
	Eyes	24.42	7.30	32.32	8.10	3 9	2 6 . 1 8	8 . 3 8
Lean forward the listener	Body position	26.40	6.33	40.20	5.23	3 9	2 0 . 6 4	6 . 6 1
	Hand gestures	18.60	8.20	31.30	8.80	3 9	1 5 . 8 0	5 . 0 6
Total score		111.59	12.81	178.83	3.81	3 9	2 3 . 8 0	7 . 6 2

Tabulated 't' =2.02 at 0.05 level

Table No (8) shows that the mean scores of the study group in the post performance of all attending observation sheet and the whole dimension were higher than that obtained in the pre one. All t-values were significant which affirms the effectiveness of the study program in developing active listening skills of the study group.

Discussion of Findings

The findings displayed above show that students' active listening skills were developed after implementing the suggested program of the study. This significant development asserts the effectiveness of the treatment in developing the students' performance active listening skills.

- Electronic non-curricular might assist students to develop their responding skill. Movies and videos of the native speakers which were presented to the students contributed to the improvement of the students' accuracy in speaking because they thought of the required structures while they were speaking.

- Electronic non-curricular assisted students to develop their remembering skill. Increasing students' knowledge of ready-made lexical phrases via their exposure to real samples of speaking facilitated the stage of remembrance.
- Electronic non-curricular might help students develop their evaluating skill. In the pre-activity teaching and awareness raising activity helped students to focus on the important words they would listen to.

Electronic non-curricular might aid students to develop their attending sub-skills. Watching movies and videos of the native speakers presenting to the students enabled them to react like the actors and actresses.

Conclusions, Recommendations and Further Research

This chapter presents a summary of the research. It discusses in brief the research problem and the findings of the study. Conclusions, recommendations and future research are also presented.

Summary

One of the key goals of learning English is having the ability to use the target language to interact and communicate with others. Zuheer (2008) emphasized that learning a language is learning how to socially, culturally, and academically communicate in suitable methods consistent with target language users' customs and norms. Achieving success in learning a foreign language greatly depends on student's ability to converse in that language. Thus, listening is considered as the main skill to be developed since it is essential for showing the language proficiency. Some EFL students have lacked in listening skill.

The Findings

The following findings were reached:

1. There were statistically significant differences between the mean scores obtained by subjects of the study group in the pre performance and post performance of active listening test (favoring the post performance).
2. There were statistically significant differences between the mean scores obtained by subjects of the study group in the pre performance and post performance of attending observation sheet (favoring the post performance).

The limitations

The researcher encountered some difficulties throughout the research, for example;

- Some students did not have personal computers or laptops.
- Scarcity of studies related to Electronic non-curricular activities in teaching English language skills.
- Scarcity of studies related to Electronic non-curricular activities in teaching active listening.
- Results cannot be generalized.

Recommendations:

In light of the current study findings, the following recommendations are cited.

1. Using Electronic non-curricular activities have to be a conspicuous part of the EFL listening teaching and learning at different learning stages.
2. Students should be given listening activities that aim at encouraging them to listen and speak without speaking apprehension.
3. Teachers should exploit training opportunities to increase their knowledge and expertise in teaching listening via Electronic non-curricular activities.
4. Listening sub-skills should be scored according to the rubrics and which list the fundamental criteria for evaluating these skills and students should be informed these criteria.

Suggestions for further research

In light of the current study findings, the researcher suggests the following further studies:

- 1) The current study could be replicated using other subjects from preparatory school students.
- 2) The current study could be replicated using other subjects from different stages of education.
- 3) Future research is required to investigate the effectiveness of using Electronic non-curricular activities in developing students' speaking skills.

- 4) Future research is required to investigate the effectiveness of using Electronic non-curricular activities in developing students' reading skills.
- 5) Future research is required to investigate the effectiveness of using Electronic non-curricular activities in developing students' writing skills.
- 6) Future research is required to investigate the effectiveness of using Electronic non-curricular activities in developing students' motivation and attitudes towards learning English language.

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