

Received on (12-06-2021) Accepted on (07-07-2021)

The Effectiveness of Educational Environment Based on Smart Learning in Developing English Language Listening Skill among IUG Female Learners

Main Researcher

Ahmad I. El-Sourani

Second Researcher

Prof. Awad S. Keshta

Second Researcher

Dr. Magdy S. Aqel

¹ University Name & City

Islamic University of Gaza

* Corresponding author:

e-mail address:

a.sourani1991@gmail.com<https://doi.org/10.33976/IUGJEPS.29.6/2021/25>

Abstract

This study aimed to investigate the effectiveness of educational environment based on smart learning in developing English Language listening skill among IUG female learners. To achieve this aim, the researcher adopted the experimental approach. The study was applied on a representative sample of (30) female students of journalism and media second-level at the Islamic University of Gaza, and that is in the second semester of the academic year (2020-2021). In order to collect data, the researcher used one main tool, a pre- and post-listening test, and then he verified the validity and reliability of the test. The findings of the study revealed that There were significant statistically difference at level (0.05) between the average scores of female students in journalism and media at the Islamic University in the pre and post applications to test skill of listening in English language and in favor of the post application. Based upon the previous findings, the study recommended the necessity of implementing smart learning in teaching and learning English listening skill to bring about better outcomes in female students' achievement. Also, the researcher suggested that further research should be conducted concerning the effectiveness of educational environment based on smart learning in teaching different English language skills.

Keywords: Educational Environment, Smart Learning, Listening Skill.

فاعلية بيئة تعليمية قائمة على التعلم الذكي في تنمية مهارة الاستماع للغة الانجليزية لدى طالبات الجامعة الإسلامية بغزة

الملخص

هدفت هذه الدراسة إلى التعرف على فاعلية بيئة تعليمية قائمة على التعلم الذكي في تنمية مهارة الاستماع للغة الانجليزية لدى طالبات الجامعة الإسلامية بغزة، من أجل تحقيق هدف الدراسة، استخدم الباحث المنهج التجريبي. طبقت الدراسة على عينة ممثلة مكونة من (30) طالبة من طالبات الصحافة والإعلام المستوي الثاني في الجامعة الإسلامية بغزة، وذلك في الفصل الدراسي الثاني من العام الدراسي (2020 - 2021). ومن أجل جمع البيانات استخدم الباحث أداة رئيسية واحدة وهي اختبار استماع قبلي وبعدي، ومن ثم قام بالتحقق من صدق الاختبار وثباته. لقد خلصت نتائج الدراسة إلى وجود فرق ذي دلالة إحصائية عند مستوى دلالة (0.05) بين متوسطي درجات طالبات الصحافة والإعلام بالجامعة الإسلامية في التطبيقين القبلي والبعدي لاختبار مهارة الاستماع باللغة الإنجليزية ولصالح التطبيق البعدي. وفي ضوء النتائج السابقة، أوصت الدراسة بضرورة تطبيق التعلم الذكي في تدريس وتعلم مهارة الاستماع للغة الإنجليزية لتحقيق نتائج أفضل في تحصيل الطالبات، كما واقترح الباحث ضرورة إجراء المزيد من الدراسات للتعرف على فاعلية البيئة التعليمية القائمة على التعلم الذكي في تدريس مهارات اللغة الإنجليزية المختلفة.

كلمات مفتاحية: بيئة تعليمية, التعلم الذكي, مهارة الاستماع.

Language is an essential source of correspondence. It is the strategy through which individuals exchange ideas and reflections with one another. These days, English is considered as the most usually utilized language among unknown dialect speakers everywhere in the world .

Therefore, English as a language has become a fundamental necessity for all levels and in various fields. This prompted teaching English from grade one to grade twelve in Palestinian schools. Keshta (2001, p.4) explains that "English language during that time has gotten progressively significant, in the West as well as in the Middle East and the remainder of the world. He keeps up that English has become the basic language between individuals from various foundations. In the Middle East, governments give projects to English language in pretty much every school and college ".

A few nations like India, Pakistan and Nigeria communicate in various dialects. The legislatures of these nations utilize English language so everyone in their nations can see one another .

In spite of the fact that individuals are progressively keen on learning new dialects by and large, the way toward instructing and learning itself appears to have consistently neglected to accomplish its best (Karal, 2000). This issue is widely tended to in research, where hypotheses have been explained, and considers have been led, all attempting to concoct new proficient methods of showing unknown dialects. All things considered, learning a language is troublesome, and now and then in any event, frustrating (Lewis and Hill, 1995).

In Palestine, English is taught as a foreign language and as an important subject. Mastering the language is compulsorily to the students. The students are expected to have the language and master them.

Smart learning is a set of modern electronic technologies used in different educational situations by the teacher and the learner to advance the educational learning process with the aim of achieving better learning that builds on a modern interactive environment to prepare a generation to keep pace with cognitive acceleration. It is learning based on the teacher's use of modern technologies, advanced communication and every moment in teaching students their daily lessons (Zhou; Zhou & Li, 2020).

The smart learning process relies in part on tablets, computers, digital tablets, display tools, social media, and other information and communication technologies to:

Provide direct access to educational content using smart interactive whiteboards in the classroom to view digital curricula.

Providing an interactive experience for students with communication media and modern technologies, preparing ways for them to enjoy new learning activities, and increasing learning opportunities, due to the ability it provides for them to learn and discover in the school environment.

Hence the term smart learning emerged as it takes advantage of the features provided by smart devices to facilitate the educational process towards the best, and this first aspect constitutes the origin of the term. The second reason lies in considering smart as a key word in this term also, as the educated individual who constitutes the educational outlet for using technology is an intelligent individual, meaning that he is an individual who has the required specifications to adapt to his era such as flexibility and ability to adapt to new situations in the field of knowledge or in the field Work and other ... challenges of the twenty-first century, and therefore he is a smart learner, resulting from smart education.

According to Zhu and Riezebos (2016) smart learning is an integrated concept about the use of technologies and technological applications and all that can be provided by scientific advances of tools to stimulate the learning process, and the more we adapt the computer to new systems, the more we improve smart education and smart school. Information and communication technology is not an end in itself but rather a goal that can lead to a quantum leap in how to learn and the outcome of the teaching and learning process.

Finally, smart learning is no longer an option, but rather a necessity.

Listening is an intellectual as well as a moral skill where the good listener pays adequate amount of attention to comprehend the message in order to interact effectively with speaker. Despite the importance of this skill, but it does not receive great interest in the Palestinian curriculum. Sometimes, listening questions may be excluded which means that the student will be less proficient in listening skills; therefore, they will be exposed to other skills and this reduces the chances of acquiring good speaking skill since persons' speaking depends on what he/she hears.

Tyson (2011, P.30) defined listening as a daily relational activity, a way of being with someone, and how one can make sense of what is happening in the world around.

Gibbs (2013, P.13) defined listening skills as the ability to understand the main idea and to support details in real situations which done orally without the need for textual support, which is often added in many situations in order to enhance understanding.

The improvement of this skill means an improvement in reading, writing and speaking skills. That's to say, listening skills are the first entrance to learning the language and then producing it and listening develops the process of linguistic communication among students. Good listening leads to understanding what the individual hears and thus gives an appropriate reaction upon it, the speech.

The Statement of the Problem:

An interview was made with the Doctors of Journalism and media at the Islamic University and they pointed out that Journalism and media students in universities in general and the Islamic University in particular suffer from poor listening skill in English. There is no doubt that smart learning may help greatly in developing this skill, and this is what studies have indicated.

The effectiveness of a strategy in smart learning based on learning project and Google services in the acquisition of teacher Students at Al-Aqsa University Some Skills of the twenty-first Century, One of the recommendations of this study is to activate the smart learning approaches to facilitate and improve learning, adopting smart e-learning strategies to ensure knowledge management within the learning system, Holding workshops aimed at educating students and Expanding the use of modern technologies as a medium for learning interaction, and sharing in a way that contributes to the development of important aspects of students' personality. (Mahdi, 2018)

The Reality and Difficulties of Employing Intelligent Learning in UNRWA Schools in the Gaza Strip according to the perspective of there, the scientist prescribes the need to hold courses, classes and workshops to instruct educators about the significance of utilizing savvy learning, and furnishing current advancements with different extras in all schools in Palestine, given how significant they are in spurring understudies and their dynamic and positive collaboration with the instructive substance and down to earth exercises. (Al-Zaanain,2020)

This is what was agreed upon by some days and conferences within the Islamic University, such as the school day entitled (Smart Learning) on 23/11/2019.

Also, there are many conferences outside the university, such as:

The first international conference on smart learning and its role in community service at Al-Quds Open University on 20/3/2017

And also the second international conference for learning and teaching in the digital world of smart learning at AL-Najah University on 29-30 /3/ 2017.

Study main question:

The problem of the study is represented in the following main question:

What is the Effectiveness of Educational Environment Based on Smart Learning in Developing English Language Listening Skill among IUG Female Learners?

Sub-Questions:

1. What are the English language listening skills to be developed among Female learners at the Islamic University of Gaza?
2. What is the educational environment based on smart learning in developing the English language listening skill of Female learners at the Islamic University of Gaza?
3. Are there statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the listening skill test pre and post applying the educational environment based on smart learning?

Research Hypotheses:

1. There are no statistically significant differences at the level ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the listening skill test pre and post the application of the educational environment based on smart learning.

Limitations of the Study:

1. Spatial Limits: The Islamic University of Gaza.
2. Objective Limits:
The smart learning applied to journalism and media learners and their impact on student achievement will be known.
3. Time Limits:
The study was applied in the second semester for the year (2020-2021).
4. Human Limits: The sample of the study was (30) Journalism and media students.

Importance of the study:

The importance of this research can be attributed to the following:

1. The study benefits the research students who are graduate students.
2. Specialists of smart learning programs .
3. Lack of research concerned with smart learning and its use as a style or technique for education.
4. Enhance students confidence in using this programs and encouraging them by drawing on specific steps built in a scientific style and an advanced educational framework.

OBJECTIVES OF THE STUDY:

1. Identify the English language listening skill to be developed among Female learners at the Islamic University of Gaza.
2. Identify the features of the educational environment based on smart learning in developing English language skills for female learners at the Islamic University of Gaza.
3. Revealing of statistically significant differences at ($\alpha < 0.05$) between the average scores of female journalism and media students in the listening skill test pre and post applying the smart learning.

Study Variables:

The study included the following variables:

1. Independent variable: educational environment based on smart learning.
2. Dependent variable: Sophomore, English language listening skill.

DEFINITIONS OF TERMS:

Effectiveness:

Is the degree or level to which the objectives of a lesson are achieved and the extent to which targeted difficulties are solved. Effectiveness means producing a result that is wanted "doing the right thing" and the change in the learners' achievement level in English language that may result from implementing the suggested smart learning.

Educational Environment:

The educational climate includes multiple educational situations that establish the skills and concepts of the student, whether in its early educational stages in school, or its more mature and expanded educational stages at the university.

Smart Learning:

It is an image of the updated smart e-learning images, to take advantage of the smart and portable technologies handled by students, and to employ Google's integrated package in their management of knowledge, communication and sharing among them digitally.

Listening is the most common communicative activity in daily life. We can expect to listen twice as much as we speak, four times more than we read and five times more than we write.

IUG Journalism & Media Learners:

Those students who are specialized in the fields of journalism and public relations as well as electronic media, studying four years and obtaining a Bachelor's degree in journalism and media.

Literature Review

Smart learning is a wide term for instruction in the present computerized age. It reflects how trend setting innovations are empowering students to process information and abilities all the more viably, effectively and advantageously. The student turns into a proactive pioneer instead of a static supporter of the instructive interaction.

The first part: Studies Related to Smart Learning:

1. Al-Zaanain (2020).

The investigation expected to recognize the truth and troubles of utilizing instructors of UNRWA schools in the Gaza Strip for wise learning. To accomplish this, the specialist has arranged a poll comprising of (40) sections partitioned into three tomahawks. The investigation populace incorporated the (813) Teachers of UNRWA schools in the Gaza Strip. An arbitrary example of (239) people was chosen. The consequences of the investigation tracked down that the level of utilizing Intelligent Learning at UNRWA schools was powerless; the level of utilizing it was extraordinary, and the level of challenges was incredible, as well. The outcomes likewise showed a critical distinction between instructors ascribed to specialization for logical orders, and no distinctions were credited to long periods of involvement. Considering these outcomes, the scientist prescribes the need to hold courses, classes and workshops to instruct instructors about the significance of utilizing Intelligent Learning.

2. El-Bedou (2017).

This study focuses to identify the correlation between smart learning and creative thinking in Mathematics in the basic stage. Such study has been concluded in the smart learning schools in Amman. Also it discovered the most common smart teaching tools used by the teachers; males and female. And the results showed the positive relationship between the smart learning and creative thinking, and to the role of the smart learning in the development of creative thinking and development of the students.

- The most common used smart teaching tools in teaching Mathematics at the fundamental stage, from teachers point of view, are the colored pencils, connecting to the internet, internal information network, interactive panels, using the group educational activities and interconnection with teachers via internet to exchange ideas and views respectively. The less common used smart learning tools are training cards, the use of information technology.

- The female teachers are the most common users of smart learning tools.

The second part: Studies Related to the Listening Skills:

1. Kirbas (2017).

In this assessment, the effect of the learning together method, which is one of the pleasant learning procedures, on the headway of the listening discernment and listening capacities of the discretionary school eighth grade understudies were explored. The expert accepted the semi test approach. The example of the examination, trial and control bunches comprising of 75 understudies from, as Secondary School. The instrument in this investigation was 'Listening Comprehension Achievement Test' that was applied to gauge the listening abilities of the exploratory and control gatherings. The chose test bunches were educated by learning together procedure of helpful learning technique for seven weeks and the benchmark group was instructed in the conventional manner. The information of the investigation were examined, utilizing (SPSS) program, T-test, implies, standard deviation, T worth and Eta square which estimated the impact size. The discoveries of the examination were that the understudies in the trial bunch were more effective than the understudies in the benchmark group as far as post - test accomplishment scores. Besides, When the consequences of the investigation was that the learning together strategy, which is one of the helpful learning techniques, is more viable than the conventional learning technique in improving listening appreciation and listening abilities of the eighth grade understudies in Turkish class.

2. Hmeidani (2016).

The point of this investigation is to distinguish the effect of the discourse and conversation technique for showing communicated in English on improving scholastic listening abilities. The investigation was applied on 46 understudies of the main optional class at Wadi Al soothsayer auxiliary young ladies' school, the school was purposefully picked where two segments of the principal auxiliary class were arbitrarily picked.

The device of this investigation was a scholastic listening abilities test in English. The consequences of the examination uncovered that there is a measurably huge distinction between the two gatherings for the exploratory gathering who was shown the listening abilities through the discourse and conversation procedure.

Smart Learning

Introduction:

The worldwide instructive scene is changing; some have named it as the "environmental change" in training. The speed of progression in innovations and administrations, especially in the training area, has never seen a quicker development than that of the new decade; with some of which forcing an extreme change in the manner we consider the course of traditional instruction. This fast-approaching change has since drawn a lot of interest from the scholastic and the business, in the new year's, trying to overcome any barrier in the conventional instruction climate. To stay aware of the evolving scene, a few nations all throughout the planet, created just as creating, have similarly presented different public "savvy learning" projects or drives in the training area to invigorate and upset the current scene towards more astute schooling. Such change in outlook in training is inevitable. The understudies of today draw in with the gaining climate uniquely in contrast to the understudies of yesterday. The customary scene is regularly seen as "formal", "latent", "direct", and "push" learning climate planned to a great extent for the information purchasers; and the advanced scene is frequently seen as "casual", "dynamic", "community", "social", and "pull" learning climate planned for the information shoppers as well as for the information makers (Fücks, 2015).

Defining smart learning

The diary Smart Learning Environments was dispatched in 2014 with the point "to help different partners of savvy learning conditions better see each other's job in the general cycle of training and how they may uphold one another". In the initial article, Spector (2014) centers around "conceptualizing the arising field of savvy learning conditions" highlighting "three establishment regions that give significant and merged contribution to the plan, advancement and arrangement of shrewd learning conditions: epistemology, brain research and innovation". A brilliant learning climate, then, at that point "is one that is viable, effective and connecting with" (p. 2). To make a system for a SLE, Spector extricates attributes from the three primary viewpoints and characterizes them as per whether they are important, profoundly alluring, or likely Hwang (2014) recognized setting mindfulness; adaptiveness; and capacity to adjust UI, subject substance, and report learning status as the vital rules of a SLE.

Most are setting mindful, and either adjust to or are intended to work in explicit settings. They might be completely advanced, or mix the computerized with the physical, and the level of computerized insight may shift from straightforward standard based frameworks to profound learning draws near. Regularly, they utilize blended reality, or expanded reality advancements that overlay or explain the actual climate. A prototype model may be a specialist that controls an understudy around a climate, adjusting to their apparent learning and goals as they continue (for example (Gwo-Jen et al., 2011; Wu et al., 2010; Lu et al., 2011)). The subsequent structure (for example (Koper, 2014)) puts more accentuation on autonomous keen items that to add dynamic practices to a generally basically static climate. I portray this as a dispersed model, and it is ordinarily found in uses of surrounding insight (Raisinghani et al., 2006) and omnipresent/inescapable processing conditions (Weiser et al., 1999). A model may be the utilization of labels (eg. 2D scanner tags or NFC contributes) exhibition halls or workmanship displays that permit appropriately prepared students to dig all the more profoundly into the articles they are seeing.

Learning Environments

Introduction:

In a learning climate there are numerous improvements made by the instructor. An understudy gathers the data that she/he browses among these boosts. Moreover, every understudy may have various faculties she/he likes to utilize. At the point when one understudy attempts to learn by paying attention to the educator, another may be keen on the practices of the instructor or the content and photos of the book open before him/her. Each understudy has an alternate technique of coding data to their drawn out memory. Some attempt to learn by offering significance to them on the double, though some attempt to learn by rehashing. A few understudies can recollect what they realized effectively and rapidly. Then again, some experience issues recollecting and sorting out what they know. A few understudies like learning in gatherings, and some may think that it's upsetting (Erden and Altun, 2006).

A learning climate has numerous implications as indicated by the manner in which it is utilized. Other than it's anything but a marker of learning task (Tynjala, 1999), psychosocial conditions in class (Henderson, Fisher, and Fraser, 2000), and virtual conditions outlined with PC and web propels (Fulkerth, 2002), it is moreover used in a very wide extent of ways. Studies on learning conditions center around conduct the board, homeroom rules and order, inspiration of understudies, showing techniques, the set-up of study hall devices (tables, work areas, and so forth), and surprisingly the shade of the homeroom (Chesebro and McCroskey, 2002; Slavin, 2000; Snowman and Biehler, 2003). Learning environment is the ecological components that make it attainable for the understudy to find answers for their issues and to move toward the materials to help them with achieving their goals. To make deep rooted learning conceivable, the encounters in the learning climate are essential. These encounters are framed of the communication between the student and the learning climate. The job of the collaboration with tangible energizers (devices and materials) is vital in a learning climate intended for students.

Duolingo Program

Definition

Duolingo is an American language-learning site and versatile application, just as a computerized language-capability evaluation test. The organization utilizes the fermium model; the application and the site are available without charge, in spite of the fact that Duolingo additionally offers a top notch administration for an expense .

Starting at 13 October 2020, the language-learning site and application offered 98 distinctive language courses in 38 dialects. The application has more than 300 million enlisted clients across the world.(Chen, 2010).

Duolingo: Practice your talking, perusing, tuning in and composing abilities while playing a game! You'll improve your jargon and sentence structure abilities by addressing questions and finishing exercises. Start with fundamental action words, expressions, sentences and learn new words day by day. Additionally attempt to become familiar with some other language utilizing Duolingo.

Features

Duolingo copies the design of computer games in a few different ways to connect with its clients. It includes a prize framework where clients secure "lingots", an in-game money that they can spend on highlights, for example, character customizations or extra levels (both accessible on the versatile application as it were).

Importance of Duolingo

Duolingo is, by a long shot, the most mainstream approach to gain proficiency with a language on the web, with more than 200 million clients all throughout the planet. Dispatched in 2011, the program offers inside

and out online courses in more than 30 dialects and positions as quite possibly the most downloaded applications on the two iOS and Android. In nations like Brazil and Ukraine, 5% of all cell phone proprietors use Duolingo.

How many languages does it offer?

The language-learning site and application offers 95 distinctive language courses in 23 dialects. Other than the basic dialects like English, French, German, Italian and Spanish clients can likewise learn Portuguese, Dutch, Irish, Danish, Swedish, Turkish, Esperanto, Norwegian, Ukrainian, Russian, Polish, Welsh, Hebrew, Vietnamese and Hungarian (Danet, Herring, & Herring (2007).

*The app has over 300 million registered users across the world.

How does Duolingo work?

1. Learners choose their level: “beginner” (starts with basics) and “Not a beginner “(Placement test which evaluates your language level)
2. They create a profile to save the progress they made
3. They set their weekly goals: choose between casual, regular, serious, insane à 5/10/15/20 minutes per day
4. Passing the “Checkpoint”: they can activate more lessons by finishing all the modules of one lesson or taking a test if you are already familiar with the topics.

How Effective is Duolingo?

Exploration shows that Duolingo can be a profoundly compelling language learning application, and cutting edge innovation ought to permit it to keep on improving. For example, a much-referred to 2012 examination found that:

34 hours on Duolingo is the equivalent of a semester-long college course For each hour of study, students' standardized tests scores improved 8 points 80% of students “agreed” or “strongly agreed” that they were “satisfied with Duolingo” Additional studies have argued that Duolingo:

- Increases student engagement via gamification
- Can help students learn two languages at the same time
- Should be used in the language learning classroom

The Best Way to Use Duolingo

The truth of the matter is, language learning applications are certifiably not a mercury answer for familiarity. In case you're not kidding about learning another dialect, you need a multi-pronged methodology: read papers and sites in your objective language, watch unfamiliar TV arrangement and YouTube recordings, pay attention to webcasts and well known music, and utilize other online courses and language learning applications. Generally significant, communicate in your objective language however much as could be expected. (Duolingo's portable application incorporates one discourse instrument, yet exploit their occasion page in the event that you can.) Duolingo assists you with arriving at a specific degree of skill — as indicated by their scoring framework, Duolingo can take you to 50-60% familiarity — yet even that (apparently) hopeful case recognizes a breaking point. Vesselinov, & Grego (2012).

So how do you get the most out of Duolingo?

1. Do not try to cheat the system: Let the app's algorithms do their job, and don't allow the instant gratification of badges and achievement bonuses be a distraction. For the most part, Duolingo has enough variables to prevent rote memorization, and the app is designed to recognize areas you need to improve. But if you're not actively engaging in the course content, if you're missing questions and

- not attempting to learn why, you're not using Duolingo the right way.
2. Take your time: You can practice language skills at a natural pace — timed practice sessions are a good tool — but don't rush. Language learning takes time.
 3. Set goals and keep a schedule: Duolingo makes it easy to track your daily learning routine. Choose from five daily learning goals (a points system to measure engagement), and a widget on the home screen shows your progress
 4. You can also set daily email reminders, and earn rewards for streaks. While other gamification elements carry a distraction risk, this is a useful, motivating feature. Routine practice is one of the best ways to learn a language and get the most out of your Duolingo course.

Mondly Program

Definition

Mondly is an EdTech company that develops a freemium language learning platform which includes a website and apps with free and paid courses for 33 languages. The company also offers lessons in virtual and augmented reality. (Hutabarat, 2019).

Mondly app is a language learning app that claims to help you "play your way to a new language" and get you speak "faster than anyone else" it is been designed by combining principle of neuroscience with cutting edge technologies.

Language courses

As of 2017, Mondly made available courses for 33 languages using localized content in 33 native languages. The available levels of language proficiency are beginner, intermediate and advanced.

Products

Mondly Languages is a language learning app that integrates chatbot and speech recognition technologies to help users learn any of the 33 languages it offers.

Mondly Kids is a language learning app for toddlers and kids.

MondlyVR is a language learning app in virtual reality for Daydream, Cardboard VR and Samsung Gear VR compatible devices.

MondlyAR features an avatar "teacher" who brings virtual objects – planets, animals, musical instruments, etc. – into the room as teaching tools, engages the user in conversations and gives instant feedback on pronunciation using the chatbot technology.

Importance of Mondly

When the majority of people say "I'm going to learn a new language this year" they never really think of the importance of learning a foreign language and how it can help them for years to come. Learning a second language is not going to be a quick task, in fact, it takes many years to perfect your speech patterns so native speakers will understand you and not give you a confused sideways head nod.

Mondly Features

Daily lessons

The way Mondly gets you to keep up your language practice is by providing you with daily lessons. Each day, you'll get a notification reminding you that your lesson is available.

Chatbot

The language learning chatbot is designed to emulate a conversation, giving you a chance to put the language you're learning into practice.

Augmented reality

This function is a big selling point for Mondly. Using augmented reality technology, you can generate a CGI teacher in your office, living room or wherever!

Listening skills

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication without the ability to listen effectively, messages are easily misunderstood.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work(Wolvin& Coakley, 1991).

Listening is the first of the four language skills, which are: listening , speaking, Reading & writing.

Listening is the most critical communication skill. Learners are involved in various listening situations 65% to 90% of the time, but most learners have little or no listening instruction little listening instruction may be due to the lack of preparation, time or material(Gilakjani & Ahmadi, 2011).

Definitions of listening

There are various definitions of "listening". One of these definitions is Oxford dictionary (1993:206) which defines listening as "Listening is a complex problem solving skill and it is more than just perception of the sounds. listening includes comprehension of meaning of words, phrases, sentences, hidden meaning and clues. Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge.

According to Tyson (2011 P.30)defined it as a daily relational activity, a way of being with someone, and how one can make sense of what is happening in the world around.

Listening is the most common communicative activity in daily life. We can expect to listen twice as much as we speak, four times more than we read and five times more than we write.

The researcher defines listening is the ability of an individual to receive and interpret of a spoken material . Also, it is the basic skill to achieve better communication with others and express person's emotions, ideas and feelings.

The importance of listening

1. Good listening is built on three basic skills: attitude, attention, and adjustment. These skills are known collectively as triple-A listening. Listening is the ability to identify and understand what others are saying.
2. The Development of this skill means an improvement in reading, writing and speaking skills. That's to say, listening skills are the first entrance to learning the language and then producing it.
3. Listening is vital in the language classroom as it provides input for the learner. Without understanding the input at the right level, any learning simply cannot begin. Yildirim and Yildirim,

2016 P.2097)

4. Listening develops the process of linguistic communication among learners.
5. Listening is the first language skill developed; it comes before speaking, reading, and writing (Coakley,1986).

To conclude, the importance of listening in language teaching is worth considering since when you do not listen you will never learn anything new.

The Purpose of Listening

There is no doubt that effective listening is an extremely important life skill.

Why is listening so important?

Listening serves a number of possible purposes, and the purpose of listening will depend on the situation and the nature of the communication.

1. To specifically focus on the messages being communicated, avoiding distractions and preconceptions.
2. To gain a full and accurate understanding into the speakers point of view and ideas.
3. To critically assess what is being said.
4. To observe the non-verbal signals accompanying what is being said to enhance understanding.

Listening Types

After surfing the literature related to listening comprehension by Jeremy (2003: 228-231), the researcher could summarize the following types of it. Listening falls in different types such as extensive listening. Intensive listening, selective listening and interactive listening. Lubbad, (2013)

1. Extensive listening: This type of listening is concerned with promoting overall comprehension of a text and never requires learners to follow every word or understand it. Learners need to comprehend the text as a whole which is called global understanding. Activities in this section must be in harmony with the proficiency level of the listeners.
2. Intensive listening: Intensive listening activities are planned to enable learners acquire language form of the text; lexical and grammatical units that lead to form meaning. So, intensive listening requires attention to specific items of language, sound or factual detail such as words, phrases, grammatical units, pragmatic units, sound changes (vowel reduction and consonant assimilation), stress, intonation and pauses etc. feedback on accuracy and repetition on the teacher's part promote success here.
3. Selective listening: It involves listening to selected parts of a text. The focus is on the main parts of the listening material and noticing these parts acts as the key to the listeners, understanding of the meaning of whole of the text through inferring. As the expectation on understanding is focused and has a purpose, in these activities, listeners have the chance of second listening to check understanding and have feedback repeatedly.
4. Interactive listening: This is a very advanced stage of listening practice as it implies social interaction in small groups which is a (true test) of listening. In interactive listening, learners, either in pairs or in groups, receive new information, identify it continuously. Besides, they have to work out the problems of understanding with each other and formulate response immediately as it is required to be done in real life. It involves both comprehension and production, and it directly

promotes speaking skill. To conclude, listening comprehension is a skill to recognize sounds, words and rearrange them in meaningful units.

Listening process

The listening process has many stages until achieve the listening process properly. In his study, Tyagi (2013) P.2 elucidated that the process of listening occurs in five stages: hearing, understanding, remembering, evaluating, and responding.

1. **Hearing:** it is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response, hearing is a perception of the sound waves, the one must hear to listen, but need not to listen in order to hear (the perception, which is necessary for listening, depends on attention).
2. **Understanding:** it helps to understand symbols which we have seen and heard, then analyze the meaning of the stimuli we have perceived. Symbolic stimuli are not only words, but also sounds like applause and sights like blue uniform that have symbolic meanings as well.
3. **Remembering:** it is an important listening process because it means that an individual has not only received and interpreted a message, but has also added it to the mind's storage bank. In Listening, the attention is selective, so too is our Step(1) Receiving (hearing) steps (2) Understanding (Learning) step (3) Remembering (Recalling) step (4) Evaluating (Judging) step (5) Responding (Answering) memory, what is remembered may be quite different from what was originally seen or heard.
4. **Evaluating:** Only good listeners participate at this level in listening. At this stage, the active listener weighs evidence , sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message.
5. **Responding:** It requires that the receiver must complete the process through verbal and nonverbal feedback because the speaker has no other way to determine if the message has delivered or not.

Listening skill Role in EFL Learning

listening is the process in which someone receives sound through his ears. Those sounds are automatically passed to the brain, mentally recognized and categorized into parts of speech and analyzed to get the gist of the message. However it is not a matter of matching sounds and words to meaning. Listening played an important role in communicating, as well as, receiving information and ideas. It is an essential skill in teaching English as a second language. Understanding the vocabulary of a new language depends chiefly on listening.

Vahdat and Eidipour (2016 P.1610) pointed out that Listening has long been the neglected skill in the second language acquisition. Listening is the Cinderella skill in second language learning. Yet, it has been often overshadowed by its elder sister which is speaking. The reason for this is that speaking and writing skills are what most people refer to when they claim they know a second language

Micro-skills of Listening

Listening skill as defined by Howatt and Dakin (1974) is the listener's ability to identify and recognize what is being said through understanding the speaker's accent, pronunciation, grammar, vocabulary and catching his intended meaning . Others like Willis (1981) talk about these four points as "enabling skills". He lists them as a series of micro-skills of listening and those sub constituents of listening are also well clarified by Rost (1994) who draws a particular list of constituents to master when using this skill:

1. Discriminating between sounds.
2. Recognizing words .
3. Deducing meaning and use of unfamiliar lexical items through understanding word formation and contextual clues in utterances and spoken text.
4. Understanding relationships within the sentence: the syntactic and morphological forms characteristic of spoken language.
5. Understanding the communicative function and value of utterances with and without explicit markers [e.g. definition and exemplification].
6. Identifying the main points or important information in discourse [especially through vocal underlining and verbal cues].
7. Providing the speaker with the proper feedback .
8. Distinguishing main ideas from supporting detail [the whole & its parts, fact & opinion, statement & example, and proposition & argument].
9. Understanding explicitly stated ideas and information.
10. Interpreting spoken text by going outside information in the text to information not contained in the text [e.g. through picking up exospheric reference].
11. Transferring and transforming information in speech to diagrammatic display [e.g. through completing a diagram, table or chart].
12. Skimming: listening to obtain the gist of spoken text.
13. Scanning: listening for specific details in spoken text (Rezaei & Hashim, 2013).

The Methodology

Introduction

This section describes the procedures of the study followed. It also gives a thorough description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, an explanation of the smart learning applied in the study, and the statistical treatments of findings.

Research Design:

The researcher adopted the experimental design because of its relevance to the nature of the research, which aimed at finding the effectiveness of educational environment based on smart learning in developing English Language listening skill among IUG female learners. To achieve the aim of this study, one group was chosen, an experimental group. The smart learning was used in teaching listening skill to the experimental group students.

Study sample:

The researcher used a purposive sample from the sophomore at the Islamic University in Gaza City. The sample of the study consisted of (30) female students from Department of Journalism and Media .

Designing the educational environment based on smart learning according to the(ADDIE) model:

- The educational design of the electronic environment necessary for the development English language listening skill.

- The researcher adopted the steps of the general educational design model (ADDIE) when designing the electronic learning environment, as it is simple and suitable for designing any type of learning, and the (ADDIE) model consists of five stages .

Stages of the (ADDIE) model

1. Analysis.
2. Design.
3. Development.
4. Implementation.
5. Evaluation.

The First Stage: Analysis

The analysis stage represents the cornerstone of all the other stages, and during this stage the female students' characteristics were analyzed, the general goal analysis, the requirements for the learning environment and the educational content analyzed.

1. **Analysis of the characteristics female students:** Where the researcher analyzed the characteristics of female students in journalism and media at the Islamic University, in addition to the homogeneity of the level of students, since most of the acceptance rates of students in this specialty are 60-75% in general secondary certificate.
2. **General goal analysis:** In this step, the researcher determined the general goal of learning using the electronic educational environment based on smart learning, It is presenting one unit , unit seven Writing for Broadcast Media from a book Media Writing Skills In English, For female students of journalism and media, second level, to reveal impact on the development of English language listening skill.
3. **Analysis of the requirements of the learning environment:** The requirements for the learning environment that the researcher provided with the help of the Head of the Department of Journalism and Media were identified within the laboratories of the College of Arts, Department of Journalism and Media in the Taiba building in which the study was applied, including: Equipping the computer lab, the Internet, providing enough study seats for female students, an LCD device, headphones, and this laboratory contains (30) computers, Where the researcher downloaded various English language programs such as Duolingo and Mondly on laboratory equipment.
4. **Analysis of educational content:** :In this step, the researcher used the content analysis tool to determine the English language listening skill included in the unit seven Writing for Broadcast Media from a book Media Writing Skills In English.

The Second Stage: Design

This stage is concerned with creating a scenario and a plan to develop the electronic learning environment, and this stage consisted of the following steps:

1. Determine the aims of the one unit, unit seven Writing for Broadcast Media for which the electronic learning environment is to be designed.
2. Determine the English language listening skill to be developed among female journalism and media students, through a rubric prepared by the researcher.
3. Determine the smart learning strategies to be used within the electronic learning environment.

4. Determine on the types of activities that can be implemented during the electronic learning environment, as well as determining the smart learning strategies that will be used, namely: (discussion and dialogue - problem solving - cooperative learning - peer learning – brainstorming).
5. Designing the appropriate assessment to measure English language listening skill through the electronic learning environment.
6. Preparing the necessary tools and capabilities to implement activities such as: presentations, videos, and various smart learning programs such as: Duolingo and Mondly to making sure of suitability for use to ensure that used well.

The Third Stage: Development

It is the stage of actual production where the researcher:

1. Determines the educational environment in which to be worked out.
2. Designing the electronic learning environment and activities based on smart learning and preparing them for implementation, according to the teacher's guide that the researcher designed, as the teacher's guide includes the required educational objectives, how to explain the lessons that contain information and activities that have been implemented using programs Duolingo, Mondly and Students' roles and executive steps in light of smart learning.

The researcher also used the design of the educational environment based on smart learning in many programs such as Duolingo and Mondly.

So that the environment is clear and simple as possible to facilitate the female students, and taking into account the progression in the activities to suit the capabilities of the female students and the programs used, The female students were randomly divided into groups on computers inside the laboratory and learning through the electronic learning environment, the size of the group depends on the educational activities used.

The Fourth Stage: Implementation

One experimental group:

In the beginning, the researcher applied the tool of pre study (Listening skills test) on female students of journalism and media at the second level of the Islamic University in the second semester of the academic year 2020/2021 and the application period extended for (11) weeks by (20) lectures inside the laboratories of the Department of Journalism and Media and also through the Zoom program, through which the female students were prepared and trained on how to deal with different programs in learning the English language, such as Duolingo, Mondly and Edpuzzle, and other programs that depend on smart learning in developing English language listening skill, and the mechanism through which learning programs will be implemented, and then starting to apply the electronic educational environment by employing and explaining each program separately. The beginning of the Duolingo program definition, importance, uses and application to it. Then Mondly program its definition, importance, uses and application to it, and also Edpuzzle program its definition, importance, uses and application to it.

Finally, students know how to send assignments, activities and homework's via Moodle platform.

The researcher has assisted in the application phase the availability of LCD device, headphones and computers suitable for the number of female students, and according to the nature of the programs used to learn English language listening skill, the researcher used several activities, practical presentations, and the application was done according to the following stages:

1. **Introduction step:** Whereby the researcher discussed with the female students of the journalism and media the subject of the programs, and then the female students read the goal, tools and steps of the programs.
2. **Presentation step (explanation):** The female students applied the program steps step by step in concurrently with the researcher's explanation and implementation of the program, and then the researcher followed up with the female students to ensure that the program began as required.
3. **The end step (conclusion):** as the evaluation of the extent of the female students' understanding of the programs that were implemented during the discussion in the lectures and the answers to the questions by the lecturer, as well as the evaluation of the extent of the lecturer's success in conducting the practical presentation in front of the female students.

Finally, post study tool were applied (Listening skills test).

The study tool had a great and effective impact on the learning of female students of journalism and media at the Islamic University.

The Fifth Stage: Evaluation

At this stage, the researcher prepared the following study tool:

1. English Listening skills test to be developed among female students of journalism and media in the unit seven writing for Broadcast Media from a book Media Writing Skills in English.

Study instruments:

To achieve the aim of the study, the researcher employed one tool:

1. A pre-posttest (Listening skills test)

1) Listening skills test

The listening skills test was prepared by the following steps:

Determine the aim of the test: The test aim to measure the **cognitive** side of the journalism and media female students at the Islamic University in English language listening skills.

Determine listening skills: The researcher determined listening skills, by reviewing previous studies and educational literature that dealt with listening skills in the English language, and the researcher settled on four skills: (General & Listening Comprehension, Listening for specific language items, Understanding the main idea and details and Vocabulary)

Formulating the test vocabulary: The test in its initial form consisted of (55) items, and the test questions varied between the types of objective questions and the codified essay, and the researcher took care that the wording of the questions was clear and related to the sub-skill, and did not include more than one correct answer.

Exploratory Experimentation to test Listening Skills: After preparing the test in its initial form, the test was applied to pilot sample of (30) female students from outside the study sample. The exploratory experiment was conducted with the aim of calculating the validity and reliability of the test, and determining the time required to answer the test.

Test validity: The validity of the test was verified by:

A) Referee validity: The test was presented to a group of (15) distinguished referees specialized in the curricula and methods of teaching the English language, with the aim of ensuring the correct formulation of the test items scientifically and linguistically, and the suitability of the items to the level of female students in the journalism and media, and (4) items were deleted from the test, and it was done. Carrying out the amendments requested by the referees from an amendment to some items, and thus the test has consisted of (48) items.

B) Internal consistency validity: The researcher calculated the Pearson's Correlation Coefficients between the test domains and the total score of the listening skills test, and calculating the correlation coefficient between the test items and the total degree of the skill belonging to them, and tables (1) and (2) show the correlation coefficients.

1. Correlation coefficients between the test domains and the total score of the test:

Table No. (1): Correlation coefficients for each domain from domains of the listening skills test with the total score of the test

listening skills	Correlation Coefficient
General & Listening Comprehension	0.794**
Listening for specific language items	0.844**
Understanding the main idea and details	0.952**
Vocabulary	0.982**

**The value of the correlation coefficient at the level of significance (0.01) and the degree of freedom (28) equals (0.463).

It is evident from Table No. (1) that there is a statistically significant correlation at the level of (0.01) between the domains of the test and the total score of the test, which confirms that the test has a high degree of internal consistency, and this reassures the researcher before applying the test.

1. Correlation coefficients between the test items and the total score of skill.

Table No. (2): Correlation coefficients between the items of the listening skills test and the total score of the skill to which they belong

Questions	Correlation Coefficient	Questions	Correlation Coefficient
1	0.722**	25	0.611**
2	0.684**	26	0.688**
3	0.661**	27	0.736**
4	0.454*	28	0.433*
5	0.931*	29	0.503**

Questions	Correlation Coefficient	Questions	Correlation Coefficient
6	0.601**	30	0.633**
7	0.794**	31	0.421*
8	0.514**	32	0.445*
9	0.649**	33	0.583**
10	0.464**	34	0.652**
11	0.713**	35	0.682**
12	0.673**	36	0.738**
13	0.741**	37	0.439*
14	0.453*	38	0.503**
15	0.909**	39	0.521**
16	0.533**	40	0.583**
17	0.664**	41	0.485**
18	0.381*	42	0.420*
19	0.426*	43	0.688**
20	0.691**	44	0.730**
21	0.681**	45	0.453*
22	0.627**	46	0.513**
23	0.744**	47	0.370*
24	0.485**	48	0.678**

*The value of the correlation coefficient at a level of significance (0.05) and a degree of freedom (28) equal to (0.361)

**The value of the correlation coefficient at the level of significance (0.01) and the degree of freedom (28) equals (0.463)

It is evident from Table No.(2) that most of the correlation coefficients are statistically significant at the level of significance (0.05) and the level of significance (0.01), which confirms the reliability of the test and that it has a high degree of internal consistency, as its items express the test of listening skills. Thus, the researcher makes sure of the validity of the test before applying it.

- Test Reliability:

The researcher calculated the reliability of the test through the spilt-half, Where the researcher calculated the correlation coefficient between the two halves of the listening skills test (individual paragraphs) and the second half (even paragraphs), then calculated the correlation coefficient between the two halves using the Pearson equation, Then the researcher calculated the reliability coefficient using the (Spearman-Brown) equation in case the two halves of the paragraphs are not equal, and the(Gettman) equation in case the two halves of the test are not equal. Table (3) shows the results of reliability using spilt- half.

Table (3) Reliability and domains of Test Using Spilt-Half

listening skills	No. of Questions	Reliability Coefficient
General & Listening Comprehension	5	0.80
Listening for specific language items	5	0.79
Understanding the main idea and details	13	0.71
Vocabulary	25	0.92
listening skills test	48	0.91

It is evident from the table (3) that the reliability coefficients range between (0.79 - 0.92) for the test domains, and reached (0.91) for the test as a whole, and all the reliability coefficients are greater than (0.70), all of which are educationally acceptable that reassure the researcher before applying the test.

Analysis of the test items:

The researcher calculated the coefficients of difficulty and discrimination for listening skills test , and Table (4) shows the coefficients of difficulty and discrimination for listening skills test.

Table (4): Difficulty and discrimination coefficients for listening skills test

Questions	Difficulty Coefficient	Discrimination coefficient	Questions	Correlation Coefficient	Discrimination coefficient
1	0.47	0.60	25	0.47	0.50
2	0.60	0.60	26	0.27	0.60
3	0.50	0.80	27	0.37	0.80
4	0.23	0.50	28	0.67	0.40
5	0.47	0.40	29	0.37	0.60
6	0.27	0.60	30	0.67	0.30
7	0.37	0.80	31	0.47	0.60

Questions	Difficulty Coefficient	Discrimination coefficient	Questions	Correlation Coefficient	Discrimination coefficient
8	0.67	0.40	32	0.60	0.60
9	0.37	0.60	33	0.50	0.80
10	0.67	0.30	34	0.23	0.50
11	0.50	0.60	35	0.47	0.60
12	0.63	0.60	36	0.27	0.60
13	0.47	0.80	37	0.37	0.80
14	0.27	0.50	38	0.67	0.40
15	0.50	0.50	39	0.37	0.60
16	0.30	0.60	40	0.67	0.30
17	0.40	0.80	41	0.50	0.80
18	0.63	0.40	42	0.23	0.50
19	0.33	0.60	43	0.47	0.30
20	0.70	0.30	44	0.27	0.60
21	0.47	0.60	45	0.37	0.80
22	0.60	0.60	46	0.67	0.40
23	0.50	0.80	47	0.37	0.60
24	0.23	0.50	48	0.67	0.30

It is evident from the table (4) that the difficulty coefficients for the test items range between (0.23 - 0.70), while the discrimination coefficients for the test items ranged between (0.80 - 0.30), and it is within the educational permissible range for difficulty coefficients and for distinguishing the test items, and the researcher has kept all the test items, in order to scale the level of difficulty and distinguish them.

Determine the test time:

The students' performance time for the listening skills test was calculated by means of the arithmetic average of the response time of the first five students, and the last five students, and the average response time was (50) minutes, and by adding (10) minutes to read the instructions, the total time became (60) minutes.

The final form of the listening skills test:

After the researcher made sure of the validity and reliability of the test, and calculated the difficulty and discrimination coefficients for the listening skills test, the test became in its final form consisting of (48) items, and the table (5) shows the final form of the listening skills test.

Skills	General & Listening Comprehension	Listening for specific language items	Understanding the main idea and details	Vocabulary	Total
No. of Questions	5	5	13	25	48
Ratio	10.42 %	10.42 %	27.08 %	52.08 %	100 %
Marks	5	10	13	25	53

It is evident from the table (5) that the final form of the English listening skills test consists of (48) items, divided into four basic skills, and the total score that the female student obtains in the test ranged between (0-53) score for each female student.

Results & Data analysis

This study aimed at investigating the effectiveness of educational environment based on smart learning in developing English Language listening skill among IUG female learners. This section tackles the statistical analysis of the study findings as well as its statistical significance. The researcher used different statistical tests included in the Statistical Package for the Social Sciences (SPSS) to analyze the data collected while answering the study questions and testing the hypotheses.

Answers to Research Questions

Following are the analyses of the research findings in connection with the study questions and hypotheses.

1. Answer to the first question

The **first** research question was formulated as follows: **What are the English language listening skills to be developed among Female learners at the Islamic University of Gaza?** To answer this question, a review of the educational literature and a set of previous studies, published research papers and formation focus group on the skill of listening were reviewed, the researcher analyzed the content of the Sophomore unit seven (Writing for Broadcast Media) Media Writing Skills In English for the second semester of the academic year 2020/2021 in the light of the smart learning using the Listening skills rubric. The analysis revealed that the listening skills to be developed among female students of journalism and media are the following:

1. Attention and interpretation of sound.
2. Making inferences.
3. Identifying past simple and present perfect tenses.
4. Ability to recognizing the stress patterns of words.
5. Listening for word endings.

6. Identifying the speaker.
7. Recognizing syllable patterns.
8. Using discourse structure to enhance listening strategies.
9. Extract specific information.
10. Understanding the main idea and details.
11. Recognizing the topic.
12. Evaluating themes.
13. Ability to recognize vocabulary used in core conversational core.
14. Ability to write the terms of media correctly.
15. Guessing the meanings and opposites.
16. Ability to guess the meanings of words from the contexts.
17. Ability to recognize reduced forms of words.

2. Answer to the second question

The **second** research question was formulated as follows: **What is the educational environment based on smart learning in developing the English language oral skills of Female learners at the Islamic University of Gaza?**

To answer this question, the researcher reviewed a set of literature and previous studies, An electronic learning environment based on smart learning was designed according to the general educational design model (ADDIE), Where this model was built according to the steps:

(Analysis, Design, Development, Implementation and Evaluation) Explained in Chapter Three, In addition to a presentation of its components, materials, tools offered, the method of interaction and also the teacher's guide.

3. Answer to the third question

The **third** research question was formulated as follows: **Are there statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the listening skill test pre and post applying the educational environment based on smart learning?**

And to know the results of the female learners in the pre and post applications, The researcher calculated the arithmetic means and standard deviations to test listening skill and its sub-skills, and Table (6) shows these results:

Table (6): Descriptive statistics of the listening skill test

Domain & Skills		pre-test		Post-test	
		Mean	Std. Dev.	Mean	Std. Dev.
listening skill test	Vocabulary	7.17	1.15	19.83	1.90
	Listening for specific language items	1.83	1.90	7.93	1.66

Domain & Skills		pre-test		Post-test	
		Mean	Std. Dev.	Mean	Std. Dev.
	Understanding the main idea and details	4.10	2.62	11.40	1.67
	General & Listening Comprehension	1.87	1.48	4.83	0.38
	listening skill test Total	14.97	4.73	44.00	4.12

The results in Table (6) show the existence of apparent differences between the averages of the female students in the pre and post applications of the listening skill test and its sub-dimensions, Figure (1) shows these differences:

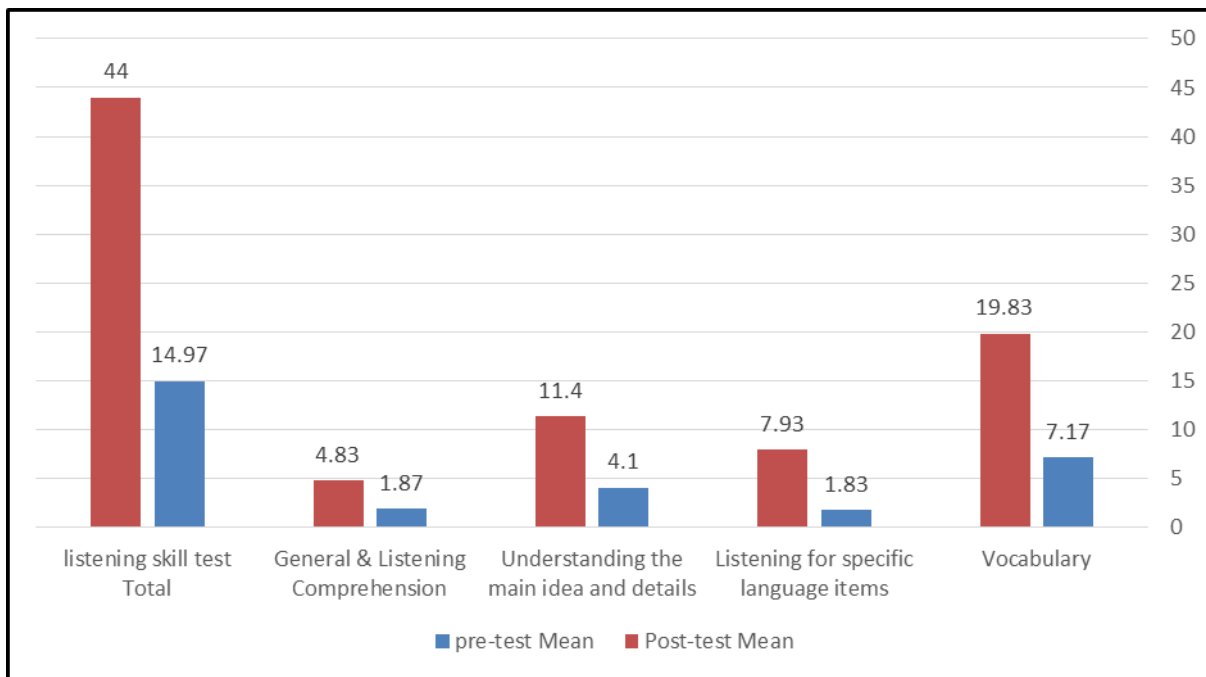


Figure (1) Arithmetic means for testing the skill of listening and its sub-dimensions in the pre and post applications

To verify the significance of the differences between the two applications, pre and post, the researcher tested the following null hypothesis:

There are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the listening skill test pre and post applying the educational environment based on smart learning.

The researcher used the T-test for two Paired samples, and he extracted the arithmetic means, standard deviations, the "t"-test value, the level of statistical significance, and the effect size.

Table (7): T-test independent samples findings of differences between the pre and post in listening skill test

Domain	Group	N	Mean	Std. Dev.	T	Sig. value	Eta Squared
Vocabulary	post	30	19.83	1.90	29.849	0.001**	0.968
	pre		7.17	1.15			
Listening for specific language items	post	30	7.93	1.66	16.112	0.001**	0.900
	pre		1.83	1.90			
Understanding the main idea and details	post	30	11.40	1.67	12.384	0.001**	0.841
	pre		4.10	2.62			
General & Listening Comprehension	post	30	4.83	0.38	11.207	0.001**	0.812
	pre		1.87	1.48			
listening skill test Total	post	30	44.00	4.12	24.059	0.001**	0.952
	pre		14.97	4.73			

* t- table value at (29) df. at (0.05) sig. level equal (2.0452).

** t- table value at (29) df. at (0.01) sig. level equal (2.7564).

It is evident from table (7) that the value of “t” calculated in the listening skill test as a whole and its four dimensions is greater than its tabular value (2.045) at a degree of freedom (29) and a level of significance (0.05), the probability value is "Sig." (0.001) which is a probability value less than (0.01), this means that there is a statistically significant difference between the mean of the female students in the listening skill test as a whole and its four dimensions, this is in the pre and post applications in favor of the higher average, which is the average post application in the overall score of the listening skill test and its four sub-dimensions.

Accordingly, the null hypothesis is rejected, and the alternative hypothesis is accepted, which states: There is a statistically significant difference at a level of ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the listening skill test pre and post the application of the educational environment based on smart learning, and in favor of the post application in the test, As a whole and sub-skills.

It is evident from the table (7) that the educational environment based on smart learning has achieved a significant impact on the development of the listening skill of female students, As the effect size using the ETA square (η^2) was large for the test as a whole and its sub-dimensions, Where the effect size ranged between (0.812 - 0.968) for the dimensions of the listening skill test, and the effect size was (0.952) for the total score of the listening skill test, This means that the independent variable (the educational environment based on smart learning) explained (95.2%) of the change in the dependent variable (listening skill).

To verify the effectiveness of using the educational environment based on smart learning in developing the skill of listening, the researcher calculated the gain rate for Black, and the table (8) shows the results of the effectiveness of the educational environment:

Table (8): the value of the modified gain ratio "Black" for the educational environment based on smart learning on the listening skill test

Domain	Mean-pre	Mean-post	Marks	Black's gain ratio
Vocabulary	7.17	19.83	25	1.22
Listening for specific language items	1.83	7.93	10	1.36
Understanding the main idea and details	4.10	11.40	13	1.38
General & Listening Comprehension	1.87	4.83	5	1.54
listening skill test Total	14.97	44.00	53	1.31

It is evident from the table (8) that the modified gain ratio for Black for the listening skill test was (1.31) and for the test dimensions the gain percentage was (1.22; 1.36; 1.38; 1.54) respectively, All of them are greater than the percentage specified by Blake (1.2). Therefore, the educational environment based on smart learning has had a great effect in developing the listening skill of female students of journalism and media at the Islamic University.

Conclusions:

Based on the current study findings, the following conclusions were derived:

1. Smart learning is an integrated concept about the use of technologies and technological applications, and all that scientific progress can turn towards in terms of tools to stimulate the learning process, the more we use the computer with new systems, the more we will improve the smart education and the smart school.
2. Smart Learning increased students' motivation for learning and raised the degree of cooperation among them.
3. The Duolingo program is the most popular program among the study sample, and it was used in teaching English language listening skills.
4. Smart Learning provided students with a clear teaching and learning environment, which positively affected their achievement and performance in English Language listening skills.
5. Smart Learning strengthened the relationship between the lecturer and the journalism and media female students and made the lecturer as a close friend, which facilitated the process of teaching and learning of the listening skill in English.
6. Smart Learning increased student's motivation and communication, which increased fluency practice and reduced the dominance of the lecturer.
7. Despite all the advantages of implementing smart learning programs, there are those who believe that it has many disadvantages, perhaps the most prominent of which is the reduction of the teacher's role, which in turn means reducing the human relations aspect within the school.

Recommendations:

In the light of the study findings and conclusions, the following recommendations are put forward for the different parties involved in the English language teaching and learning process:

1. The necessity of employing electronic learning environments based on smart learning in developing English language listening skill, due to its importance in developing students' cognitive aspects.
2. Adopting international rubrics of listening and speaking skills in teaching English.
3. Interest in employing electronic learning environments based on smart learning and technological innovations in teaching university and school students, Because of its positive results in the educational process and its coherence with the development in modern educational technology.
4. Holding training courses for journalism and media female students at the Islamic University on employing various smart learning programs.

References

- Biehler, R., & Snowman, J. (2003). *Psychology Applied to Teaching*. Edition.
- Chen, M. (2010). *Education nation: Six leading edges of innovation in our schools*. John Wiley & Sons.
- Henderson, D., Fisher, D., & Fraser, B. (2000). Interpersonal behavior, laboratory learning environments, and student outcomes in senior biology classes. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 37(1), 26-43.
- Hwang, G. J. (2014). Definition, framework and research issues of smart learning environments-a context-aware ubiquitous learning perspective. *Smart Learning Environments*, 1(1), 4.
- Lu, W., Luo, Y., Chang, G., & Sun, X. (2011). Synthesis of functional SiO₂-coated graphene oxide nanosheets decorated with Ag nanoparticles for H₂O₂ and glucose detection. *Biosensors and Bioelectronics*, 26(12), 4791-4797.
- Weiser, M., Gold, R., & Brown, J. S. (1999). The origins of ubiquitous computing research at PARC in the late 1980s. *IBM systems Journal*, 38(4), 693-696.
- 2010.01102.x
- Altun, S., & Erden, M. (2006). Öğrenmede motive edici stratejiler ölçeğinin geçerlik ve güvenirlik çalışması. *Yeditepe Üniversitesi. Edu7*, 2(1), 1-16.
- Al-Zaanain, R. (2020). The Reality and Difficulties of Employing Intelligent Learning in UNRWA Schools in the Gaza Strip from the Point of View of their. *IUG Journal of Educational and Psychological Sciences*, 28(2).
- Biehler, J. S. R. (2003). *Psychology applied to teaching* Houghton Mifflin Boston.
- Chesebro, J. L., & McCroskey, J. C. (Eds.). (2002). *Communication for teachers*. Prentice Hall.
- Coakley, C. G., & Wolvin, A. D. (1986). Listening in the native language. In B.H. Wing (Ed.), *Listening, reading, and writing: analysis and application*. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

- Danet, B., Herring, S. C., & Herring, S. C. (Eds.). (2007). *The multilingual Internet: Language, culture, and communication online*. Oxford University Press on Demand.
- El-Bedou, A. (2017). The smart learning, its relation with creative thinking and the most commonly used tools by the Mathematics teachers. *IUG Journal of Educational and Psychological Sciences*, 25(2).
- Finocchiaro, M., & Sako, S. (1983). *Foreign Language Testing: A Practical Approach*. Regents Publishing Company, Inc., 2 Park Ave., New York, NY 10016.
- Fücks, R. (2015). *Green growth, smart growth: A new approach to economics, innovation and the environment*. Anthem Press.
- Fulkerth, R. (2002). Managing for course and program quality in the online environment. In *Teaching Online in Higher Education Conference, Fort Wayne, IN*. Retrieved October (Vol. 13, p. 2004).
- Gibbs, Ch. (2013). Learner-controlled captioning: a new frontier? Exploring the impact of learner control on the development of listening skills in a multimedia environment (Unpublished Master Thesis). Concordia University: Montreal, Canada.
- Gilakjani, A and Ahmdi, M. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement, *Journal of Language Teaching and Research*, 2 (5), 977-988.
- Gwo-Jen, S. Yen-Ru, C. Hui-Chun, A concept map approach to developing collaborative Mindtools for contextaware
- Hmeidan, R. (2016). The Impact of dialogue and discussion strategy for teaching spoken English on improving academic listening skills among students at secondary class in Jordan. *Journal of Al-Quds Open University for Research and Studies*. 43 (2),9-28.
- Howatt, A., & Dakin, J. (1974). Language laboratory materials, ed. *JPB Allen, SPB Allen, and SP Corder*, 102.
- <http://smartlearning.gov.ae/ar/get-us-know-us/?tab=1412241504-1-98>
- Hutabarat, M. T. (2019). IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MEMRISE APPLICATION OF THE TENTH GRADE STUDENTS AT SMA HKBP SIDORAME MEDAN.
- Hwang, G-J. Definition, framework and research issues of smart learning environments – A context-aware ubiquitous
- Jeremy, S. et al. (2003). *Listening to Talking Faces: Motor Cortical Activation During Listening*. Cambridge. Cambridge University press.
- Karal, Th. (2000) *The lighter side of TEFL: A Teacher's Resource Book of Fun Activities for Students of English as A Foreign Language*. Materials Development and Review Branch, Washinton

- Keshta, A. S. (2001). Alternative approaches for teaching English literature to undergraduate students in Gaza Strip.
- Kirbas, A. (2017). The effect of the cooperative learning methods, on the development of the listening comprehension and listening skills of the secondary school eighth grade students. *International Journal of Languages' Education and Teaching*, 5(1), 1-17.
- Knowles, M. S. (1975). Self-directed learning: A guide for learners and teachers.
- Koper, D. C. (2014). The effects of personal response systems on student engagement and performance on tests.
- learning perspective. *Smart Learning Environments* 1(1), 492-414 (2014)
<https://doi.org/10.1186/s40561-014-0004-5>
- Lewis, M. & Hill, J. (1995). Practical Techniques for Language Teaching. Commercial Colour Press, London.
- Oxford Advance Learner's Dictionary.(1995). Oxford: Oxford University Press.
- Raisinghani, V. T., & Iyer, S. (2006). Cross-layer feedback architecture for mobile device protocol stacks. *IEEE Communications Magazine*, 44(1), 85-92
- Rezaei, A., & Hashim, F. (2013). Impact of awareness raising about listening micro-skills on the listening comprehension enhancement: An exploration of the listening micro-skills in EFL classes. *Australian Journal of Teacher Education (Online)*, 38(8), 1-15.
- Rivers, W. M. (1981). Teaching Foreign Language Skills. Chicago.: University of Chicago Press(2nd edition).
- Rost, M. (1994). Introducing Listening (pp. 141-142). London: Penguin. Macmillan, (2007). English for Palestine Curriculum, Ministry of Education, Palestine, Teacher's Book,8th Grade.
- Slavin, R. (2000). *Educational psychology: Theory and practice*. 6th Edition, Englewood Cliffs, New Jersey, Allyn and Bacon.
- Spector, J. M. (2014). Conceptualizing the emerging field of smart learning environments. *Smart learning environments*, 1(1), 2.
- Tyagi, B. (2013). Listening: An Important Skill and Its Various Aspects, *An International Journal in English*, (12), 1-8.
- Tynjälä, P. (1999). Towards expert knowledge? A comparison between a constructivist and a traditional learning environment in the university. *International journal of educational research*, 31(5), 357-442.
- Tyson, K. (2011). Listening Matters: Developing Listening Spectrums for Engaging in Education. Washington: University of Washington.
- Tyson, K. (2011). Listening Matters: Developing Listening Spectrums for Engaging in Education. Washington: University of Washington.

- ubiquitous learning. *Br. J. Educ. Technol.* 42(5), 778–789 (2011). <https://doi.org/10.1111/j.1467-8535>.
- Vahdat, S and Eidipour, M. (2016). Adopting CALL to Improve Listening Comprehension of Iranian Junior High School Students. *Theory and Practice in Language Studies*, 6 (8), 1609-1617.
- Vesselinov, R., & Grego, J. (2012). Duolingo effectiveness study. *City University of New York, USA*, 28(1-25).
- Willis, J.(1981). Teaching of English through English. London: Longman.<https://www.skillsyouneed.com/ips/listening-skills.html>
- Wolvin, A. D., & Coakley, C. G. (1991). A survey of the status of listening training in some Fortune 500 corporations. *Communication Education*, 40(2), 152-164.
- Yildirim, s and Yildirim, Ö. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16 (4), 2094-2110.
- Zhou, L.; Zhou, M. & Li, F. (2020). 'School's Out, But Class' On', The Largest Online Education in the World Today: Taking China's Practical Exploration During The COVID-19 Epidemic Prevention and Control As an Example. *Best Evid Chin Edu*, 4(2), 501-519.
- Zhu, Z. T., Yu, M. H., & Riezebos, P. (2016). A research framework of smart education. *Smart learning environments*, 3(1), 1-17.