Shendi University
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The Effect of a Suggested Listening Comprehension Multimedia Program on Developing Students' English Academic Skills.

A Thesis Submitted in Fulfillment of the Requirement for PhD in English Language Teaching

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جامعة شندي
كلية الدراسات العليا
والبحث العلمي

تأثير برنامج مقترح للاستماع بفهم باستخدام الوسائط المتعددة على تطويرمهارة الاستماع الاكاديمية

قدمت هذه الرسالة استكمالا لمتطلبات الحصول على درجة الدكتوراه في الفلسفة في تدريس اللغة الانجليزية

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Abstract

The aim of this experimental study is to investigate the effect of a suggested multimedia listening programme, designed by the researcher, on a class of 33 freshman students who study dentistry (experiment group) as oppose to a 31 student control group. The programme techniques and activities were basically designed in the light of the students' major. The material was purely based on dentistry in a form of authentic academic lectures. All lectures were from The YouTube Website. The videos were selected thoroughly by the researcher taking into consideration some aspects like the length of the videos to fit the class time (90 mins), culture sensitivity and the benefit of the material for the students in general. The experiment took place in Al_ Qassim College of Dentistry in Qassim Region, Saudi Arabia. The underlying research question addressed in this study was *What is the effect of a - ten-week training listening comprehension multimedia programme on the listening ability of the freshman students at the College of Dentistry in Qassim, Saudi Arabia?* The researcher selected two random samples of dentistry freshmen dental students (64 students), the first sample was the experimental group while the other one was 31 students representing the control group who were taught their regular lectures as preplanned by the college. After conducting an academic listening comprehension skills ***T-test*** (both paired and independent) before the treatment, the researcher started implementing the programme. The programme consisted of ten 2- minute videos clips for 10 lessons. It presented and tested listening sub kills of skimming, scanning, inference and summarizing. At the end of the *ten-week training*, a test was held again for both groups to investigate the progress of both groups. According to the results, the progress that the experimental group has performed was significantly higher than the control group. Thus, the results suggested that the multimedia programme training has a great effect on the listening comprehension skills and sub skills of tertiary level dental students.

ملخص البحث

تهدف هذه الدراسة التجريبية إلى دراسة تأثير برنامج مقترح للاستماع بفهم باستخدام الوسائط المتعددة ،مصمم من قبل الباحث،على مجموعة من 33 طالبا يدرسون طب الأسنان يمثلون المجموعة التجريبية في مقابل 31 طالبا يمثلون المجموعة الضابطة. وقد صممت تقنيات البرنامج والأنشطة بشكل أساسي لتلاءم تخصص الطلاب. وتستند المواد التعليمية بصفة أساسية على تخصص طب الأسنان في شكل محاضرات أكاديمية واقعية. وقد اختيرت جميع المحاضرات من موقع يوتيوب من على شبكة الانترنت. وقد تم اختيارها جميعا بدقة من قبل الباحث مع الأخذ بعين الاعتبار بعض الجوانب مثل طول مدة المحاضرة لتتناسب مع وقت المحدد لها(90 دقيقة)، وكذلك الحساسية الثقافية مع مراعاة استفادة الطلاب من هذه المواد التعليمية بشكل عام للطلاب. وقد طبقت التجربة في كلية طب الأسنان في منطقة القصيم، المملكة العربية السعودية. وكان سؤال البحث الذي تناولته هذه الدراسة هو مدى تأثير برنامج الاستماع بفهم باستخدام تقنية الوسائط المتعددة المصمم لتدريب الطلاب لمدة عشرة أسابيع على تحسين قدرة الاستماع لديهم في كلية طب الأسنان في القصيم في المملكة العربية السعودي. وبناء عليه, اختار الباحث عينة عشوائية من طلبة السنة الأولى في الكلية وكان عددهم(64 طالبا)، وكانت العينة الأولى مكونة من 33 طالبا ممثلة المجموعة التجريبية في حين كانت المجموعة الأخرى مكونة من 31 طالبا ممثلة المجموعة الضابطة الذين درسوا محاضراتهم العادية وفقا للخطة الدراسية المعدة سلفا من قبل إدارة الكلية. هذا وقد تم إجراء اختبار T test على كلا من المجموعتين التجريبية والضابطة قيل بدء مرحلة التدريب, ثم بدأ الباحث تطبيق البرنامج المكون من عشرة دروس بواقع ساعة كاملة شاملة الاستماع إضافة لجميع الأنشطة القبلية والبعدية المصاحبة. وقد تم التركيز على المهارات الفرعية لمهارة الاستماع بفهم وهي مهارات المسح والتصفح والاستنباط والتلخيص. وفي النهاية تم عقد اختبار بعد الانتهاء من مرحلة التدريب لكلا المجموعتين للوقوف على مدى التحسن في أداء المجموعتين. ووفقا للنتائج، تم التوصل إلى أن نتائج المجموعة التجريبية التي تم تطبيق البرنامج التدريبي عليها كان أعلى بكثير من أداء المجموعة الضابطة. وبالتالي تم التحقق من ايجابية تأثير تطبيق البرنامج على مهارة الاستماع بفهم والمهارات الفرعية المصاحبة له لطلاب طب الأسنان في المرحلة الجامعية.

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Table of Contents

LIST OF FIGURES

LIST OF TABLES

Chapter One

Introduction

1.1 Background

The 21st century represents the challenges that everybody is facing through implementing technology in the different fields of life. Integrating English as foreign language in the different academic studies related to undergraduate students became a prerequisite during the academic study of medicine, engineering, agriculture and other majors. Thus, how to make use of technology in relation to academic achievement of sciences which represents the interface of blending technology in the different fields of life, particularly instructional technology in the educational process, is considered the main issue being recently discussed to help academic scientific college students become qualified to use English professionally. Kutlu & Aslanoglu (2009, pp. 2013) note that listening skill plays an important role not only in communication but also in interpersonal relationships. Ulper (2009, p568) mentions that individuals spend 42% of their time, primary school students 50% of their time and university students 90% of their time by listening activities.

Yulcikaya et al (2009, p 1137) also shed the light on the critical role of listening as a key for the development and enhancement of language. While Clark et al (1999) note that 80% of our knowledge comes from listening. At the same time Thompson & Gradgenett (1999, p 24) report that good listening skills are a good predicator of future success in school.

Students without these listening skills can be at a greater risk of dropping out as well. Engraffia et al (1999, p 32) suggest that poor listening skills are causing academic problems within learners as evidence by poor test performance. Recently Ulper (2009, p 568) argues that:

> *Throughout their lives, people happen to encounter many texts. These texts may not only be written texts but also be narrative texts. A person who encounters a written text operates his/her reading skill whereas the one who encounters a narrative text operates his/her listening skills. (p. 568)*

1.2 Statement of the Problem

From experiencing EFL instruction to science stream students in general and dental major students in particular in at university level, the researcher has found out that students are still suffering from problems and facing hindrances when they are assigned to any listening task, besides it is difficult to follow the teacher during lectures as they are still in need for written materials to enforce learning what they have been provided with from oral data. Once students listen to any oral academic lecture, they are frustrated as they find it difficult to follow up the main idea being developed or even the details of this lecture. Thus, students are still in need to improve their academic listening skills to be active listeners and to be able to master what they are exposed to. Therefore, the researcher will investigate the effect of a multimedia programme on students' ability to be more active listeners.

Armstrong (2002: 21) comments that lack of listening skills is a problem that is prevalent in many areas of education. Experts believe that some probable causes may include lack of movement, lack of listening skills, memory retention and/ or lack of motivation. Ulpar (2009) also confirms that despite listening skill is one of the first skills acquired, and it is continuously used throughout life. The activities on this skill in classroom environment are limited. At the same time, Omar & Aslanoglu (2009) also mention that listening skill, which plays an important role not only in communication but also in interpersonal relationships, is unfortunately one of those skills that is given the least significance in school education. As teachers generally believe that the listening skill emerges spontaneously in time, just like breathing. Yulcinkaya et al. (2009) mention that few studies in literature are based on investigating listening comprehension in the language learning process. Graham et al. (2008) also argue that there is a lack of research studying listening comprehension developing strategies.

1.3 Questions of the Study:

The main question is to be answered by the present study is:

"What is the effect of a multimedia program on developing the students' academic English listening comprehension skills?"

In order to answer this question, several sub questions will be posed as follows:

1. Is there a significant difference between the pre and post-test scores of the experimental group after 10 weeks of practicing listening using multimedia ?

2. Is there a significant difference between the experimental and control groups' post-test scores in terms of their development in listening comprehension at the end of the 10-week period using multimedia ?

3. Is there a significant difference between the pre and post-test scores of the control group after 10 weeks of their regular English classes.

1.4 Hypotheses of the Study

Depending on the pre mentioned questions of the study, the researcher determines the following hypotheses to be tested by the present study:

1 .There is a significant difference between the pre and post-test results of the experimental group after 10 weeks of practicing listening using multimedia.

2. There is a significant difference between the experimental group and the control group in terms of their development in listening comprehension at the end of the 10-week period using multimedia .

3. There is no significant difference between the pre and post-test results of the control group after 10 weeks of their regular English classes (the group that follows the regular curricula without any further practice on listening).

1.5 Methodology

The present study investigated the effect of a suggested academic listening multimedia programme on dentistry freshman students' performance on the listening tests. The programme was designed by the researcher and was applied to a class of 33 freshman students who study dentistry as an experiment group and 31 students as a control group. The programme techniques and activities were designed in the light of the students' major. The material was purely about dentistry in a form of authentic academic lectures. All lectures were taken from The YouTube Website. The videos were selected by the researcher taking into consideration some aspects like the length of the videos to fit the training class time (90 minutes), culture sensitivity and the benefit of the material and how it reflect upon students' performance in general. The experiment took place in Al_ Qassim College of Dentistry in Qassim Region, Saudi Arabia.

The researcher will select two random samples (classes) of the Al_Qassim College of Dentistry freshmen dental students (64 students); the first sample consists of 33 students representing the experimental group students who will be assigned to the treatment (multimedia academic listening comprehension programme) of the study as well as the usual traditional classes as scheduled by the college, and another 31 students representing the control group students who will be taught to the regular lectures presented by the college according to the preplanned syllabus that are delivered by the usual EFL teachers at college.

The researcher will construct an academic listening comprehension skills ***T-test*** (both paired and independent) to be conducted before and after the treatment to test the suggested hypotheses of the study.

While the instructional material is represented through constructing an academic listening comprehension multimedia program that is presented to the experimental group students which is suggested to improve and develop their academic listening comprehension skills. A teacher's timetable is constructed as well to enable the researcher execute this program and to determine how to implement it in a suitable way.

The researcher submits the quasi- experimental design as he divides the sample of the study intro two groups only; an experimental group and a control group. While the control group students are assigned to the regular traditional teaching methods through direct face to face lectures, the experimental group students are assigned to the academic listening multimedia program along with their regular classes. The academic listening skills tests are administered before and after the treatment to enable the researcher collect data that will enable him test the hypotheses being determined earlier.

A ***T test*** is used as a tool to assess the score changes that might occur due to the application of the programme (the treatment). ***T test*** is often used to compare the means from two different groups of data. It can help find out if means are significantly different from one another or if they are relatively the same. The researcher used both types of ***T test*** which are: paired and independent samples. The paired sample is used to compare the scores of the same group (same participants), whereas the independent sample is used to compare groups of participants that are not related in any way (control and experiment groups).

1.6 Limitations of the Study

This study is limited to:

1. A sample of Al_ Qassim College of Dentistry freshmen students (64 students).
2. Listening comprehension skills and listening sub skills.
3. English as a foreign language content (2nd semester 2013/2014).
4. Multimedia academic listening comprehension program.

CHAPTER TWO

Chapter Two

Literature Review

2.1 Introduction

This chapter covers the theoretical background of the study which deals with using multimedia in teaching listening skill. It shows the impact of practicing listening through a suggested multimedia programme, which is especially designed for students at a dental college, on extending and developing their listening ability.

The chapter also deals with some pervious studies in the field of teaching listening skill.

2. Listening Comprehension

"Listen to many, speak to a few". William Shakespeare

Nehie (2002) explains the active role of the learner through the main processes of listening comprehension skill as it includes two main processes. The first process is that of bottom- up process which depends on the learner's perception of the speaker and the decoding of the sounds, words, and phrases. While the top- down process depends on the learner's background knowledge in understanding the meaning of the aural message. Buck (1995) explains the previous idea as follows:

> *To arrive at an understanding of the message, listeners must understand the phonic input, vocabulary, and syntax (bottom- up processing), and, at the same time, use the context of situation, general knowledge, and past experiences (top- down processing). (p. 118)*

To develop listening comprehension skill as a main language skill, some sub- skills should be taught and enhanced first. The following classification is adopted from Richards' (1987, p 219):

1- Ability to recognize reduced forms of words.

2- Ability to distinguish word boundaries.

3- Ability to detect key words. (i.e., those which identify topics and prepositions)

4- Ability to guess the meanings of words from the contexts in which they occur.

5- Ability to recognize the communicative functions of utterances, according to situations, participants, and goals.

6- Ability to reconstruct or infer situations, goals, participants, and procedures.

7- Ability to predict outcomes from events described.

8- Ability to infer links and connections between events.

9- Ability to recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, and exemplification.

10- Ability to make use of facial, paralinguistic, and other clues to work out meanings. pp. (217-240)

Schwartz et al (1998) have listed the following skills to be used in developing listening comprehension skills:

1- **Skimming:** Listening for the gist or main idea, by giving or selecting a title, and/or selecting the main idea.

2- **Scanning:** Listening/viewing for specific details, by scanning for keywords given in advance, writing or ticking off a list of items – categories may be content related or grammar related, and/or visual scanning for specific extra linguistic information in the setting or paralinguistic details such as gestures or body language in a silent (volume turned off) clip.

3- **Inference:** Using the linguistic and visual information in the text to guess at the meaning of what is heard, to predict outcomes, or to fill in missing information.

4- **Summarizing:** Making a condensed version of the listening text or of parts of the text. **p. 23**

Nihie (2003) also conducts a similar classification of listening comprehension skills as follows:

1- Listening for the gist (main idea): In this listening, students are not asked detailed questions. But they have to grasp the main idea without worrying about the details.

2- Listening for specific information: In this listening, students are asked the following more detailed questions, such as "What time did this event happen?"

3- Listening to predict: It is impossible for students to catch all the information as they listen. Thus, they have to guess what they cannot understand or what would come next by using many clues, such as the speaker's gestures and facial expressions, rhetorical markers, key words, their own world or topic knowledge, etc.

4- Listening to make inferences: Inferences are different from predictions. In this type of listening, students need to understand that "everything is comprehensible, but there is meaning to the discourse that exceeds the understanding of each of the utterances or parts of it.

5- Using non- verbal cues: This means paying attention to paralinguistic signals, such as body language, gestures, facial expressions, speaker's lip movement, settings of where conversations take place, etc. p. 19

While the researcher suggests the following skills as the academic listening comprehension skills needed to be acquired by dental major students;

- **Scanning:** Ability to guess the meanings of words from the contexts in which they occur or listen for details. This skill may include lexical abilities, or may be grammar related; parts of speech.
- **Skimming:** Listening for the gist or main idea, by giving or selecting a title, and/or selecting the main idea.
- **Summarizing:** Making a condensed version of the listening text or of parts of the text.
- **Predicting:** It is impossible for students to catch all the information as they listen. Thus, they have to guess what they cannot understand or what would come next by using many clues, such as the speaker's gestures and facial expressions, rhetorical markers, key words, their own world or topic knowledge, etc.
- **Listening for phonemic awareness:** the ability to discriminate between different sounds in approximately similar pronounced words.

Multimedia

Integrating multimedia software within the educational process has received great interest of a wide class of scholars and researchers as the recent age is marked as the age of information and technology. Therefore, integrating multimedia besides the teacher's role as information sender resulted in the production of lots of multimedia software to provide a supplementary material of instruction language to foreign language students.

Qais (2008, p 113) considers any instructional material via computer that contains sound, video, text, and graphics whether still or animated ones in combination of a multimedia environment. Many years before, Brett (1995, p 77) also states in his study that:

> *Increases in the speed, storage capacity and memory size of computers….. enable computers to deliver video, sound, text and graphics. Software using these combinations of communications elements is usually called multimedia. (p. 77)*

Every media being embedded within this display should serve to illustrate a meaning or complete a missing meaning or even illustrate unclear something.

Qais (2008, p 113) notifies that the following criteria should be applied for a feasible multimedia instructional design:

1. Unrelated information needs to be avoided
2. The design goals and objectives should be clear to the learner and the instructor as well.
3. Multimedia learning instructions should have stimulus- based activities to surprise learners.

While Chong (2005) states his own criteria as follows:

> *"Instructors have to present information in different modalities to motivate to engage learners to learn the best way possible."*

Roy & Chi (2005) also suggests that:

"Materials such as sound, text, narrations, and animations must be carefully positioned and unwanted elements must be eliminated."

Listening is one of the four skills that each language has **t**hat speakers of any language need to complete communication amongst them. When people learn their native language or any foreign language, they usually learn to listen first, then to speak, then to read, and finally to write.

Unlike the productive skills; speaking and writing, reading and listening are receptive ones. Because learners only receive and understand them and do not need to produce any language whilst they listen or read, these skills are sometimes known as passive skills.

Hedge (2000) argues that listening plays an important role in everyday life and states that when a person is engaged in communication, 9 percent is devoted to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which illustrates the place of listening in everyday communication. Lundsteen (1979, p. 118) agrees that "Why put listening first in the language arts? For one reason, listening is the first skill to appear. Chronologically, children listen before they speak"

As a matter of fact, listening has been defined similarly by different researchers. According to Howatt and Dakin (1974, p. 67), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's

grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

The *International Linguist Association* (ILA) defines listening as "the process of receiving, constructing meaning form, and responding to spoken and /or nonverbal messages; to hear something with thoughtful attention.". Another definition for listening is "Listening is perceived as a complex and multidimensional process. To understand the complex process, a number of theorists have attempted to describe listening in terms of taxonomies of skills (Buck, 2001, p 40). One common taxonomy is dividing listening into two stages: comprehending and application" (Carrol, 1972; Clark & Clark, 1977).

The National Capital Resource Center (NCLRC), the Center for Applied Linguistics which is a project of Georgetown University, defines listening as:

"The language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. However, language learners do not often recognize the level of effort that goes into developing" listening ability. http://www.nclrc.org/essentials/listening/liindex.htm

According to Bulletin (1952 p. 43), listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of

values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically.

Because Human beings cannot live in isolation from other people; nor can they live without technological devices. There are indispensable situations in which people need to comprehend the things around them aurally; that is, in which they need to activate their listening skills. These situations were summarized by Rixon (1986) and Ur (1984 p167) as follows:

-Watching or listening to news, announcement, weather forecast, TV programs, movies, etc. on television or radio.

- Listening to announcements in stations, airports, etc,

- Being involved in a conversation; face-to-face, or on the phone,

- Attending a lesson, a lecture, a meeting, or a seminar,

- Being given directions or instruction.

As a matter of fact, listening is not merely a receptive skill. Active listening needs a lot of processes to be involved. It sometimes needs clarifying, verifying and reflecting as well.

"Active listening requires us to paraphrase and summarize. While we listen, we need to translate the speaker's words into words, phrases,

analogies and metaphors that make sense to us. As we listen, we need to occasionally stop the speaker and ask questions like, "So, what you are saying is ..." State your understanding of the message the speaker has made. This gives you a chance to check your understanding and allows the speaker to clear up any misconceptions or questions you still might have". (Mutter, 1997. 88*)*

Therefore, listening is the receiving language through the listener's ears. It is the process that involves identifying the sounds of speech and processing them into words and sentences. When listeners listen, they use their ears to receive sounds voice, intonation, stress, rhythm and pauses. They use their brain to convert these elements into messages that mean something to them. In other words, listening means being aware to perceive effectively and understand all these messages. Without the ability to listen effectively, messages are easily misunderstood and communication breaks down and the sender of the message can easily become frustrated or irritated.

According to what is mentioned earlier and despite the fact that listening is a receptive skill, some scholars claim that it is interactive as well. There is always a response from listeners when people listen to something. For example, when a listener watches a comedy, he laughs; if he listens to a lecture, he processes and evaluates the information it contains. If someone is engaged in conversation, he replies. Therefore, listening is not merely a receptive skill, it is an interactive process. It is a two-way process because the listener needs to process what he hears and works at constructing the meaning from the sounds heard by his/her ears. The listener constructs the meaning using his/her knowledge of the

language. He /She needs to be active all the time and continually predicting and assessing while listening. In general, all people's responses are oral. However, for exam purposes, it is not possible to evaluate candidates' listening in that way. Instead, written responses are required. These responses are usually kept very short and simple.

Listening, in any language, requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty in concentrating are typically poor listeners. Listening in a second language requires even greater focus. It is the first skill of the four language skill, i.e. it happens before speaking, reading and writing which we need to speak any language including our native one. In our own language, we listen first in order to speak. For example, babies and young children learn to speak after a considerable time of listening to their parents and relatives. Students also learn how to speak when they listen to their teachers who already know how to speak the language, whether they are native or non- native speakers) and whether the target language is through live or recorded voices.

Therefore, listening is processing of information we hear to comprehend the message. According to many researchers (e.g., Berne, 2004; Brown, 2006; Flowerdew & Miller, 2005; Harmer, 2001; Hedge, 2000; Mc Bride, 2011; Richards, 2008; Rost, 2002; Rubin, 1994) This processing can occur in two different types: bottom-up processing and top-down processing. Bottom-up processing refers to using bits to make the whole; that is, making use of individual sounds, words, or phrases and discourse markers to comprehend the input by combining these elements (Brown, 2006). This type of processing uses the clues such as

stress, lexical knowledge, syntactic structures, and so forth, that are available in the speech/input, in other words, it includes the use of knowledge of the language (Hedge, 2000 p. 58). Bottom-up processing is called "data- driven." Top-down processing, on the other hand, refers to inferring message from the contextual clues with the help of background knowledge (Brown, 2006; Buck, 2001; Harmer, 2001; Hedge, 2000; Mc Bride, 2011; Richards, 2008). According to Hedge (2000), the prior knowledge employed in this type of processing is also known as schematic knowledge, and schema includes different categories as formal schema and content schema. Formal schema consists of the knowledge of overall structure of particular speech events such as the knowledge of a lecture having an introduction, overview, various sections, and so forth whereas the content schema includes world knowledge, sociocultural knowledge, and topic knowledge.

2.3 Multimedia in classroom

"If we teach today's students as we taught yesterday's, we rob them of tomorrow." Dewey

"Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event." Jacobs

Research has shown that such development has benefits for foreign language learning that is changing towards technology-enhanced environments (Parsad & Jones, 2005 p. 16). Foreign language learning requires more engagement, active participation and engagement with all senses, which can be achieved through multimedia and technology as more senses participate in the learning process, the better results will be attained. Harper, Squires,

and Mcdougall (1996 p. 143) stated that learning should be viewed as an active and dynamic process and knowledge should be viewed as something that students can construct but not something that can be passively received.

Therefore, teachers should make their EFL classes fun, if they want it to enhance student learning by using technology to introduce the target language. Students should feel excited when they learn. Students also need to watch and listen to the authentic language that is spoken outside the class room rather than the bookish language. Being exposed to the real life language with its culture has a great impact on them, builds self-confidence and makes sense of their own learning. It develops curiosity and makes learning experiences memorable (Allen, 2003 p. 34). Technology may be of great assistance in addressing the issue of passive foreign language learning since it allows for interactivity, flexibility, novelty and dynamics in the classroom. Ruschoff and Ritter (2001, p 219) stated that:

"traditional skills of information gathering and storing as well as the mere learning of facts will no longer be sufficient in order to live, learn, and work…." (p. 221).

Liu et al (2003 p. 250) emphasized that there is a big interest in technology use in foreign language pedagogy and therefore, it is important to look at how it has been used in the foreign language classrooms. Second Language Acquisition research shows that technology-enhanced multimedia instruction offers opportunities for input and output, interactions, task-based and content-rich learning activities, access to native speakers and cultural knowledge (Ruschoff & Ritter, 2001). SLA research shows the benefits of

technology-enhanced multimedia instruction on foreign language student vocabulary acquisition (Baltova, 1999), grammar instruction (Nutta, 1998), cultural knowledge and writing performance (Arslan & Sahin-Kizil, 2010). Similarly, Kern (2006) emphasized the importance of a pedagogical approach to technology enhanced multimedia instruction by stating that "technology-based language teaching is not a method but is integrated into various pedagogical approaches" (p. 200)

However, despite the general trend of technology equipped schools nowadays, it seems that a large number of teachers are not inclined to make use of the available technology. For instance, The United States Department of Education Report for the 2009 academic year shows that 97% of teachers had one or more computers located in the classroom every day and 54% of teachers could bring computers into the classroom. Despite favorable conditions for technology-enhanced multimedia instruction, the percentage of teachers who use it in the classroom is limited. For example, 40 % of surveyed teachers reported that they or their students were using technology-enhanced instruction in the classroom often, and 29% reported that they use it only sometimes (U.S. Department of Education, 2010). This clearly shows that although technology is available in the classrooms, "high-level technology use is still surprisingly low" (Ertmer, 2005, p. 25). Such findings suggest that there exist other barriers that may prevent teachers from using technology-enhanced multimedia instruction in the classroom (Ertmer, 2005, p 39).

Therefore, teachers should be motivated and encouraged to make use of technology in class. This can be done through holding training sessions

and inductions on the importance and effectiveness of making use of technology in classrooms. It is necessary to convince them of the benefits of using it in the classroom. Furthermore, this could be linked to the teachers' performance form that is issued yearly or per semester depending on the institution system.

On the other hand, it is difficult for foreign language teachers, if they cannot design their own material, to choose suitable materials from the ready-made ones on the useful websites since they are in charge of enriching the syllabus in the classroom. (See appendix 5)

Thus, using multimedia in classroom has several benefits, for students, teachers and parents as well. For students, the benefits are as follows:

1- Motivating and engaging. When more than one sense is stimulated at a time in the learning process, the more effective, attention holding and memorable.

2-Appealing, especially to audio/visual learners who prefer this style of learning.

3- Exciting and fun. It allows student to showcase their work, especially young learners.

4-Practical and time saving in many ways:

a- Quick feedback and model answer

b- A teacher can monitor his students in some applications.

c- It gives more valuable learning opportunities.

-Students themselves can see their performance, if needed, like the scores and who finished first.

- Allow accessibility from outside the classrooms.

For the teachers:

1- It is more student-centered class rather than teacher-centered (teacher in such a class plays the role of a facilitator).

2- Available in several levels, content, length and styles.

3- Saves teachers' time of marking and writing feedback.

4- Gives the teachers the chance to support the distinctive difference amongst students by giving each group a different activity according their level in an easier way.

For parents:

Using multimedia enables parents to monitor their children's work, progress and results and therefore ease the follow up process.

2.4 Academic listening

According to (Lynch,1983 p. 47) Academic listening usually involves trying to follow a lecture or discussion in English and writing adequate notes on it. If students have difficulties in doing this, they may not

be sure whether the problems are listening problems or language problems. In any case, much listening to lectures or similar texts is essential. There is also a need for students to be aware of the way lectures are organized, the particular kind of language that is used in lectures.

Whereas Littlemore (2001 p. 333) suggests that misinterpretations are much more serious than no understanding, in which listeners are aware of a gap in understanding and can use clarification strategies to remedy comprehension. She recommends strategies for both lecturers and students to alleviate this problem. Recognizing that academic listening involves more than lectures and note-taking.

As a matter of fact, effective listening is essential in an academic context. Students need good listening skills to interpret what people are saying in various academic situations. For example, they need to be able to understand the content of a lecture at the speed it is delivered. Presentations also require good listening skills, as do seminars, where students are expected to understand and build on the contributions of others. Other events include tutorials, discussions, meetings with tutors and supervisors, group projects, and informal social interactions. In addition, students need good listening skills to interact with administration staff in the local context. In short, students exchange, discuss and apply critical thinking to a considerable amount of knowledge in oral/aural setting.

Therefore, students need to know what the instructors, educational videos as well as other audio resources are saying and what information is important to concentrate and focus on. They need to develop their ability to listen in general and to develop listening different sub skills such as

skimming and scanning predicting, note taking….etc. They need a reason why the listen to be motivated enough to continue listening. Instructors should always give reasons and clear instructions for the listening task they give to their students.

Ellis, (1994 p. 13) indicates that a large amount of exposure to input, whether visual or aural, is vital for language acquisition. This suggestion is also supported by researchers focussing on the importance of exposing learners to a large amount of input, which is reading and listening as receptive skills, in language acquisition. Krashen (1985 p. 72), advocating the Input Hypothesis argues that the learners acquire listening skills and language by understanding language that contains structures that are slightly beyond their current level of competence. He suggests intensive exposure to the language through reading extensively and listening to a large amount of spoken English. No doubt that authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom when they join to their jobs in hospitals or medical institutions.

Therefore, Krashen's theory supports the idea of extensive listening approach that is usually chosen by teachers according to learners' interests and the levels of difficulty of the listening materials. Listening to authentic texts and tasks related to students' specialization is important because they build up students' competence and confidence in listening. Teachers should select good listening authentic materials in correlation with students' major.

The learning environment in second language acquisition (SLA) or foreign language learning is not as supportive as first language acquisition. It is clear that children acquire their first language without explicit learning. A foreign or second language is usually learned but to some degree may also be acquired or "picked up" depending on the environmental setting (Wang, 2009).

Therefore, Listening has gained much attention both in research and in language pedagogy as it has changed its role from a passive activity which deserved less class time to an active process through which language acquisition takes place (Vandergrift, 2004 p. 25). Listening is now widely accepted as an essential skill that enables language acquisition to take place, both in mother tongue and in second or foreign language (Rost, 2002 p. 116). It has been allocated more time and supported by more technology facilities such as; language laboratories, cassettes, CDs and online resources.

It is worth mentioning that listening activities can be more effective if introduced through computer or internet based sets in the language laboratories rather than the cassette or CDs players. These interactive computer or internet based tasks applications can be more effective. They help more as they give the opportunity for the "responding exercises" where learners participate and take part in a dialogue or listen to themselves through their recordings…etc. These resources include online lectures and YouTube audios and videos. These audio/video lectures are available in different accents of different English speaking countries; some are from English speaking countries, others are from different non- speaking countries from all over the globe. Listening to all these different accents will

help students greatly understand and interpret different academic listening texts. The more resources that students use, the better for them, of course, to get more familiar to such type of academic listening. With the help of all these resources, it is now easier for both the teachers and learners to have access to spoken input of the target language which is mainly English as a means of instruction for most science studies all over the globe. Many listening websites and multimedia CD-ROMs are now available for teachers to include as teaching materials and for the 2L learners to use as self-study aids.

There have been studies investigating the usefulness of incorporating CALL and listening instruction. (Cheng, 2006 p. 23) for example, after implementing a listening website (Randall's ESL cyber listening lab) into her listening instruction, it was found that the learners held very positive attitudes to the website and also became motivated to learn. Likewise, Ramirez and Alonso (2007 p. 83).

As mentioned earlier, since listening skills can lead to a better understanding and greater speaking skills with fewer mistakes increasing and sharing of information that in turn can lead to more effective communication. Therefore teaching listening skill is very important to all students who study at different schools and universities nowadays. Students who study at science colleges, who will major in medicine or dentistry...etc. must be good listeners enough to understand their professors and lectures when they teach them using academic English language.

Listening has generally been neglected as a skill in the field of English Language Teaching (ELT). This neglect was even more serious in the early period of ELT when the focus was on reading and grammatical skills. With the interest of researchers, it has gained ground in the research field, but formal instruction in the ELT classroom has often failed to act upon this interest. Although being neglected, listening is one of the most important but difficult skills to acquire. (Sevil Ak, 2012, p 105)

Rost (1994, p 141-142) summarizes the significance of listening in EFL/ESL classroom as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, Access to speakers of the language is essential. Moreover, learners‟ failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

4. Listening exercises provide teachers with a means for drawing learners‟ attention to new forms (vocabulary, grammar, new interaction patterns) in the language (pp. 141-142).

5. Not only in daily life, outside, but also in classrooms, does listening play an important role which deserves more attention by the stakeholders.

As a matter of fact, to become a successful university student, much focus should be given to effective listening skills. Effective listening is a skill that underpins all positive human relationships. Practicing and developing listening skills is the building blocks of successful communication and facilitate the process of receiving the subjects that are taught in English efficiently. Listening exposes learners to authentic materials and situations and unsimplified language at a normal native-speaker's speech rate. And also get the learners familiar with the different varieties American English and the British English……etc. Therefore listening activities of all types should be well presented well by using its tools: the cassettes, video tapes, CDs to get students exposed to the native speaker's speech and help them use the language outside the classroom.

No doubt that the use of authentic materials can provide natural input for listeners .These materials contain different accents, casual rapid speech at the normal rate, intonation, features of connected speech used by a native speaker..etc. On the other hand, debates held against the issue can be encountered as well. For example, Rixon (1986) discusses the possible

drawbacks of authentic listening and suggests that, authentic materials are usually too difficult for most of the learners, especially for those at lower levels. In addition, she argues that authentic listening passages are not convenient enough to be used within classrooms since they are often too long. There are several researchers (e.g., Jansen & Vinther, 2003; Mc Bride, 2011; Robin, 2007; Zhao, 1997) suggesting that making use of technology while using authentic materials (e.g., slowing rate of speech) is a way to overcome problems experienced with authentic materials. There have been various research studies examining the effects of using technology and authentic materials within classes on listening comprehension.

Listening also can be very helpful because It also exposes the students to a variety of topics of general interest, such as football, small talk at a gathering, food and drinks, and some great writers' life, and presents them in an interesting way especially when they are authentic because students might actually encounter many of them (checking-in at the airport, ordering food, booking tickets by phone, seeing a doctor) outside the language classroom. As it is very difficult for the students to speak with some native speakers, they should be exposed to authentic language; the task could be made less challenging by allowing learners to control the audio (pause, rewind, and fast-forward) and/or allowing learners to access the transcript while listening.

When Students attend lectures, they need to apply the highest level of listening skills they have. Not only do they have to listen to their professors expounding abstract and sophisticated concepts, but they also have to be effective in taking notes that will help them with learning the academic

topics covered in the lecture. Thus, daily listening practice is very important to expose students to different academic topics as well as new scientific terminology related to their studies. This practice should include listening subs kills like note taking. Students need to know what parts are important to write down. They also need to know how to organize the information they write down. Furthermore, they should practice prediction and be able to anticipate how the information that comes up connects with what has been presented so far. This enhances greatly their ability to understand the lecture or the audio/video they listen to. Practicing listening on regular bases help students practice the techniques of all these sub skills.

Willis (1981, p 134) lists a series of micro-skills of listening, which she calls ***enabling skills*.** They are:

- Predicting what people are going to talk about
- Guessing at unknown words or phrases without panic
- Using one's own knowledge of the subject to help one understand
- Identifying relevant points; rejecting irrelevant information
- Retaining relevant points (note-taking, summarizing)
- Recognizing discourse markers. *Well; Oh*, *another thing is*, *Now*, *finally…* etc.
- Recognizing cohesive devices, e. g, *such as* and *which*, including linking words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc. , which give clues to meaning and social setting

- Understanding inferred information, e.g., speakers' attitude or intentions.

As a matter of fact, students need to know all the above mentioned listening sub skills to be successful achievers. They need to know how to take notes, how to skim for the general idea and scan for specific information i.e. they need to know how to distinguish between important information and supporting detail that is mentioned in a certain audio text.

Effective listening skills are the ability to actively understand information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker with feedback, such as the asking of pertinent questions; so the speaker knows the message is being understood. ww.money-zine.com/**definitions**/career-**dictionary**/**effective-listening-skills**

To summarize, academic success is greatly associated with academic listening skill that gives more practice to understand lectures for students who are enrolled in a college or university. Much focus should be given to this skill in order to expose students to a huge amount of input through authentic audios. As a matter of fact, practice listening is practicing receiving, understanding, remembering, evaluating and responding. No doubt that students who listen actively are able to form a good understanding of course material in addition to gaining a large amounts of information about their major. Furthermore, with more listening practice, students will be able to perform efficiently well on exams. Finally, more academic listening will assist them communicate in their workplace after they graduate.

2.5 The Integration between Speaking and Listening

"How you hear English is closely connected with how you speak English" (Gilbert, 1984, p3)

It is intended that the speaking and listening activities are integrated with each other and with other skills as well. In the language teaching processes, these two skills are to be taught together and not taught in isolation. In each of the activities, both speaking and listening are addressed to provide for the development of students' speaking and listening abilities in conjunction with one another.

An important point to take into consideration is integrating different language skills in order to enhance the development of each skill. It is almost impossible to separate skills when conducting an activity in a lesson. A teacher needs to make use of listening while introducing a speaking topic, or s/he needs to employ vocabulary activities before a reading passage. Integrating skills will make the activities, classes more meaningful, motivate students and create interesting contexts. For listening, the case is similar. Many researchers (e.g., Ellis, 2003; Fotos, 2001; Hinkel, 2006; Murphy, 1991; Snow, 2005 p. 33) emphasize the strength of integrated presentation over the segregated presentation of skills. Listening can be used as an aid to writing or speaking skills throughout different sections of classes; similarly, listening can benefit from particular skills like pronunciation. Developing listening skill is an efficient approach to follow in class (Gilbert1995; Numan&Miller, 1995 p. 82)

Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing (Rivers, 1981). Inside the classroom, speaking and listening are the most often used skills (Brown, 1994 p. 81). If you want to improve your vocabulary for speaking, it is useful to listen to conversations as much as possible. www.languagecenter.com

To be able to listen well gives you confidence in communication. You can only talk sensibly when you can understand what is said to you. Failing that, you may miss important information presented to you, or respond in a funny way. Listening in everyday life is a real-time skill. Unlike reading, you often do not have the chance to adjust the pace of speech, listen again or check an unknown word. The need to understand what you hear on the spot makes it even more crucial that you develop the ability to listen well. www.languagecenter.com

A very important part of the communications process is listening and responding. "Effective listening means being an active listener, not just a passive listener. Listening well involves more than just your ears; your eyes, your body posture, your hands and your mind all have to be involved in the process." (Chelsea Donaldson, 1996, p 180).

Therefore, listening is closely related to speaking. So it is useful to practise the two skills in relation to each other.

Tragically, the way of teaching English in our schools does not give the aural skills its importance. Much emphasis is given on reading and writing skills which should come after the aural skills.

The amount of attention to each skill changes according to the level of the learners. Generally, beginners in English can mostly benefit from listening and speaking activities. One of the best ways to improve listening ability is to listen to English songs or radios. Anyway, as fluency gets improved, more attention to reading and writing skills is given, which come after the activities of aural skills.

Listening has three stages:

1. Hearing. Hearing just means listening enough to catch what the speaker is saying.

2. Understanding. The next part of listening happens when a person takes what has been heard and understands it in his own way.

3. Judging. After a person is sure he understands what the speaker has said, he thinks about whether it makes sense. www.bec.com

Therefore, an excellent way of ensuring that students have understood what the speaker has said is to paraphrase or summarize their comments before they respond.

Listening tasks can be very effective if introduced through computer sets in the language laboratories rather than the cassette players. This will help more than the cassettes as it gives the opportunity for the "responding exercises" where learners take part in a dialogue. The learner first listens to the speaker and then responds by selecting a line from the list. Once the learner clicks on the right response, the response is spoken and appears on the screen. In this way, the transcript of the dialogue is gradually revealed.

Another way- found in some programs-is to allow the learners to record his response through the microphone and then compare it with the native speaker's response checking his pronunciation, intonation and the usual way of speaking.

Students need to be given tools that help processing, beyond simply replaying the segment a number of times. Instead of supplying the correct answers, a better design option would be to allow learners to see the transcript after a certain number of unsuccessful attempts. This way the learner would go between reading the transcript and listening to the aural text and take better advantage of the material by receiving it in two different modes.

The role of the teacher in developing students' listening ability:

Teachers have a responsibility to teach listening in class, not just test it. Examinations practice is useful, but they are not enough if teachers want to improve their students' abilities. Students should gain practice in listening to as wide a range of materials as possible, including both monologues and dialogues. The materials should convey both factual information and the speakers' attitudes and opinions. www.bec.com

Teachers should clarify the importance of listening skill to their students especially for those who do not care much when they have listening classes or take it as just an entertainment.

Giving the importance of listening in language learning and teaching is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means

modelling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

Teachers may do the following:

* Organise activities which require listening along with other skills.

* Use the modern technology in teaching listening skill (CDs …etc) as previously mentioned especially in school which equipped with computers, internet…..etc.

* Use video tapes in class; this can be more interesting for students than simply using spoken texts on cassette.

* Find out if there are English clubs in students' neighbourhood where they can go to practise their English (British Councils. etc)

Teachers may encourage their students to:

* Speak and listen to each other, both in and out of class time

* listen to the radio, watch TV, and listen to programmes in English out of class time

* Bring in their own listening materials (CDs, video, and cassettes), either to use in class or to exchange with each other.

* Make the most of any listening they do on their own by noting down interesting phrases or words they hear. These could become a topic to discuss at the beginning or end of class.

Teachers should also encourage their student to practise listening and show them the various ways they can listen correct English and that it is too easy to listen to English everywhere such as:

Radio: where they can receive English language easily from one of the two of the best international networks are the BBC World Service and Voice of America. Both of them have special programmes for learners of English.

Television: is an excellent resource for hearing and listening to English because the pictures help students understand what is being said.

Internet: It is now a lot easier to hear English by Internet. If someone is reading an article at his computer, he can probably listen to some English-language radio news at the same time, without even moving.

Friends: Students should try to make friends with English-speaking people so that they can practise their English through conversation. Of course, this will practise their speaking as well as their listening. And if they do not have a lot of time to go out and meet people, at least they can chat a little through the internet.

Finally, students should know that they must not be worried if they do not understand everything they hear. Teachers should teach them that "hearing comes first, understanding comes next".

2.6 Previous Studies

This section is about the related studies that covered the previous studies in the same field. The section is divided into two sections: The first section is about the studies in the Arab world and the second section deals with some various foreign studies.

1- An MA research by Al Gameel (1982):

In this study, the researcher aimed to develop the listening and speaking skills of the first year secondary in some Egyptian government schools. The researcher used a group of pictures to develop the students' oral skills. These pictures included polite statements, requests, polite responses and question tags .The technique used for the listening skill was to ask students to draw pictures following the teacher's instructions, dictation and listening to unseen passage.

The results of this study proved that the experimental group has benefited from the proposed programme. Also, the magnificence of using the pictures in teaching speaking and listening skills was obviously apparent from the research findings.

2- **A published paper by Al_Malkawi (2010)**

The paper analyzes listening comprehension of English language skills for tenth grade students at Tabaria high school in the city of Irbid in Jordan. The paper answers the following questions:

1. What are the factors that determine students' interest in learning English?
2. How frequently listening educational instruments are used to improve the

listening skills for student? 3. What are the common difficulties that face the respondents in the questionnaire implemented in this paper in terms of listening comprehension? Thus, the paper aims to find the factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. The paper indicates that the current problems facing students in developing listening comprehension skills are speed speech, limited knowledge of vocabulary, and limited knowledge of the subject in question. Further studies could be conducted to gauge the issue of listening comprehension at the university level-among university students-and the use of listening educational instruments.

3- A phD research by Fouad Abdalhamid (2012)

In this study, the researcher tried to identify the listening strategies of advanced and intermediate second language listeners in English and to compare the listening strategies of both groups of research participants. The results indicated that both advanced and intermediate listeners used metacognitive, cognitive, and socio_affective strategies. However, there was some variation in terms of the use of cognitive and metacognitive strategies. As far as cognitive strategies were concerned, the results revealed that the advanced listeners employed more top-down strategies than the intermediate listeners, whereas there were no significant differences in the use of metacognitive strategies. The results also indicated that cognitive strategies are the most powerful predictor of listening comprehension, followed by socio_affective strategies, whereas metacognitive strategies were the predictor that accounted the least for listening comprehension.

4- A phD research by Abu Hatab (2010)

This study investigates the effectiveness of a suggested program on improving listening comprehension achievement through aural authentic materials for English language majors at Al Aqsa University. The researcher uses one major tool which is the listening achievement test. Other steps were followed by the researcher to collect the required data, like preparing a list of skills, a questionnaire, a diagnostic test, and a suggested program. A list was used to determine the micro-skills of listening comprehension that should be included in English listening courses for university level, then it was used to determine the most important and missing skills that should be taught. The researcher asked the lecturers of English listening courses to choose five skills to be improved after the consultation of specialists and educationalists who agreed that listening skills are time consuming, more to the point, tackling five skills is satisfying in a suggested program that include twenty four lessons with various activities and techniques. The questionnaire was used to ask the students to choose the most important and missing skills of listening comprehension that affect their academic improvement, then a diagnostic test was applied to see how reliable students were in response to the questionnaire. There was a high matching among the lecturers, students and diagnostic test's results on the chosen skills. The researcher chose the second level of English majors at al Aqsa University. The study sample was 30 female students, enrolled in the first semester of the academic year 2009-2010. The study sample represents the experimental group who was pretested before the implementation of the program. The suggested program was taught, then a post test was applied to see how much

students get improved. The results were statistically analyzed. The study findings revealed that there were significant differences in listening comprehension achievement in favor of the post test results due to the suggested program based on aural authentic materials. Findings also revealed that the suggested program has large effect on students' achievement. Based on the above findings the researcher presents a number of pedagogical implications and suggestions for course designers, lecturers, university system and English majors as well.

5- An MA research By Al-Twairish(2009)

This thesis attempted to measure the effect of the implementation of the communicative approach (CA) on the listening and speaking skills of Saudi third year secondary students. In order to address this issue, a quantitative study was conducted on two randomly selected intact classes at Dammam Tenth Secondary School. These two classes were assigned as experimental group (37 students) and control group (41 students). It was particularly hypothesized that the students taught according to the CA would score higher in the post-test than in the pre-test and that there would be statistically significant differences at the level of .05 between the post-test mean scores of the experimental group and the control group. Various communicative activities were used with the experimental group while the control group was exposed to traditional, noncommunicative, instruction using structurally based methods, such as the audio-lingual method. A pre-test was administered to both groups at the beginning of the experiment to ensure that they had the same language background. At the end of the experiment, a post-test was assigned to both groups to determine whether the

CA had positively affected students' listening and speaking abilities. The experiment lasted approximately seven weeks of the first semester of 1428 (2007). The study has revealed that: (1) the CA had a positive effect on the students' listening and speaking skills; (2) the experimental group obtained somewhat higher scores in the post-test than in the pre-test making the difference between the pre-test and post-test scores statistically significant; (3) the difference between the pre-test and the post-test for the control group was not statistically significant; and (4) the experimental students were more differentiated than the control students, as shown by a statistically significant difference between the mean scores of both groups in the post-test in favor of the experimental students. In light of these results, the following recommendations were made: (1) that a shift should be made from non-communicative to communicative ELT; (2) that educational policy-makers should consider the applicability of the CA in the Saudi context; (3) that EFL teachers should receive in-service training in applying CA principles; (4) that students should be encouraged to speak the target language with their colleagues; and (5) that local ELT textbook writers should work along communicative lines.

6- A phD research by Attia (2002)

The main purpose of this study was to probe empirically the effects of three different approaches: strategy training, metacognitive instruction and pure exposure, on listening performance, attitudes, and self-efficacy and on strategy knowledge, use and perceived value among student teachers of English in Egypt. Moreover, the interaction between these three treatments and students' proficiency levels (high/low) was an item of interest. The

results of the study consistently demonstrated that strategy training is better in promoting all the variables addressed in this study and compares favourably with metacognitive instruction and pure exposure. More importantly, these results showed that the strategy training approach holds great potential for developing students' independence and that it moved them that much close towards autonomy. These positive results stand in a stark contrast to the inconclusive results of the earlier studies. Furthermore, the findings indicated that the metacognitive instruction group performed significantly better than the control group only in listening and attitudes. Finally, contrary to the widely held belief that prolonged exposure to aural input enhances listening, the results of the quantitative analysis indicated that students in the control group did not make improvement in any of the dependent variables. Perhaps more importantly, the qualitative analysis indicated that pure exposure to the aural input alone without instruction had a demoralizing effect when students found that their understanding did not increase with practice. The findings suggest some potential benefits in the informed teaching of listening strategies as a means of helping learners improve their listening comprehension skills and promoting a sense of learner autonomy. Furthermore, the findings suggest that the time devoted to strategy training is well invested and consequently refute the argument that the risk of devoting time to strategy training is not worth taking. Implications of these findings for pedagogy, research and research methodology conclude the study.

7- A phD research by Fouad Abdalhamid (2012)

The main goal of this investigation was to identify the listening strategies of advanced and intermediate second language listeners in English and to compare the listening strategies of both groups of research participants. A total of 30 Arabic-speaking ESL learners were administered a listening comprehension test and a listening strategy use questionnaire. The test instrument was constructed by the researcher to serve as both a listening comprehension measure and a listening input upon which the participants could reflect with regard to their mental strategies while completing the questionnaire items. The test consisted of two lectures, each followed by subtests comprised of multiple choice and essay questions. After completing the test, participants were also asked to complete a Likert-scale questionnaire that included 20 items asking about the use of cognitive, metacognitive, and socioaffective strategies. The listening test and listening strategy use questionnaire data was run through multiple statistical tests, including factor analysis, multiple regression, and t-tests, to identify the strategies the research participants had used and explain the relationship between strategy use and listening comprehension. The results indicated that both advanced and intermediate listeners used metacognitive, cognitive, and socioaffective strategies. However, there was some variation in terms of the use of cognitive and metacognitive strategies. As far as cognitive strategies were concerned, the results revealed that the advanced listeners employed more top-down strategies than the intermediate listeners, whereas there were no significant differences in the use of metacognitive strategies. The results also indicated that cognitive strategies are the most powerful predictor of listening comprehension, followed by socio affective strategies, whereas metacognitive strategies were the predictor that accounted the least for listening comprehension.

8- **A phD research by Olha Ketsman (2012).**

Technology-enhanced multimedia instruction in grades 6 through 12 foreign language classrooms was the focus of this study. The study findings fill a gap in the literature through the report of how technology-enhanced multimedia instruction was successfully implemented in foreign language classrooms. Convergent parallel mixed methods study was used to produce well-substantiated conclusions about the topic. Quantitative and qualitative data were collected concurrently but separately and were equally weighted. Foreign language teachers identified as those who extensively used technology enhanced multimedia instruction participated in the study. Participation in the study involved completion of an online survey and a qualitative interview. Both the survey and the interview protocol were piloted to assure accurate results and conclusions. The survey, designed and distributed using Qualtrics software, measured foreign language teacher practices and beliefs on the role of technology-enhanced multimedia instruction in foreign language classrooms as well as teacher demographic variables. One-on-one audiotaped interviews included nine semi-structured questions with probes, and explored teacher beliefs and practices with technology in the classroom. Statistical analysis using SPSS and Mplus was performed to answer the quantitative research questions. Descriptive statistics were calculated to describe trends in the data and linear multiple regression analysis and path analysis were performed to analyse quantitative data. Qualitative data was analysed using MAXQDA software and produced three themes and thirteen sub-themes. Quantitative and qualitative results were mixed in the interpretation stage of the study. The findings indicated that the use of technology-enhanced multimedia helped teachers meet the

goals for effective foreign language instruction in the digital society of 21st century. Foreign language teachers had strong positive beliefs about the role of technology-enhanced multimedia instruction for student learning and extensively used it in their classrooms for different language learning purposes. The study findings indicate a significant positive correlation between variables that contribute to the use of technology enhanced multimedia instruction in foreign language classrooms. The findings of the study have implications for foreign language educators, faculty of teacher preparation programs, administrators and policy makers.

8- A MA research by Práce (2009)

This thesis is concerned with teaching listening. During listening activities teachers encounter a problem that students have difficulties with proper understanding and subsequent interpretation. The objectives of the work are to focus on the role of the teacher and students during listening activities, listening process and stages of listening, different learning styles and individual learning strategies. The work is divided into two parts.The theoretical part provides an account of the listening process and activities, individual stages of listening, learning styles and strategies and a teacher's and students' roles. The practical part demonstrates listening activities and presents the results of such activities

9- A phD research by Sri Suryani (2010)

The objective of this study is to improve students' listening skills through varied listening tasks conducted at the language laboratory. In more specific

terms, this study is aimed at answering the questions of (1) what are the action plans conducted by the researcher?, (2) how does the researcher use varied listening tasks in the language laboratory?, and (3) how do the students' listening skills improve? This study is categorized as action research. The data were collected by using three instruments namely a questionnaire, pre-test and post-test, and observation. The data obtained from the questionnaire and pre-test and post-test were analysed quantitatively and qualitatively, using descriptive and inferential analyses. The data gained from the observation in the form of field notes were analysed by using descriptive analysis. The result of this study reveals three findings. First, the action plans of the study. Second, the process of the use of varied listening tasks in the language laboratory. Third, the students' five listening skills improved (pre-test Mean = 6.22; post test Mean = 8.36;) which was significant (t = 17.328; p = 0.000).

10- A phD research by Khamkaew(2009)

This study explored needs and problems in English listening and speaking skills of the Metropolitan Police Officers (MPOs) working at counter service at Chana Songkram Police Station. The instruments used in this study were the questionnaire and the interview questions. The participants were 30 metropolitan police officers. The findings revealed that: 1. The MPOs needed to improve their English listening and speaking skills in main functions as follows: 1) greeting and offering help, 2) asking personal details and problems and wants, 3) giving information about accommodation, tourist information, transportation, and emergency calls, 4) giving directions, and 5) giving advice and instruction in safety, travel, and

shopping. As for English training course, most MPOs needed to have a good command of English listening and speaking skills, especially basic English conversation. The MPOs needed to learn via English textbooks and dialogue practice. The MPOs suggested that English training course should be conducted on Saturday and Sunday, lasting 1.30 hours per day, for 3 months. The trainers should be both Thai teachers and native English speakers. 2. Regarding listening and speaking problems of MPOs, the main listening problems were a variety of English accents, being unable to catch the main idea, and listening basic expressions. The main speaking problems were saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds.

11-A phD research by Javid(2010)

This paper addresses to assess the students' competency in listening skill at Secondary school level in the English Language focusing on three major content areas: story listening, paragraph listening and listening comprehension. The target population was the male and female students of grade 10 of urban and rural secondary schools from public and private sector. Forty Secondary schools of the District of Bahawalnagar, Pakistan were selected by using stratified sampling. A sample consisting of 440 students (11students from each school) was selected randomly. An achievement test consisting of different items namely; story listening, paragraph listening and listening comprehension was developed to assess the students' competency and capability in the listening skill. The audio tape recorder was used to collect the data for the present study. Mean Score and Standard Deviation were applied to analyze the students' proficiency in

listening skill for each item. The t-test was applied to make the comparison on the demographic basis of gender, location, as well as public and private sector. The overall performance of all the students was better in paragraph listening as compared to story listening and listening comprehension. The analysis, based on t-value, revealed no significant difference between the performance of male and female students and the students of public and private schools, whereas there was a significant difference between the performance of urban and rural students.

12- A phD research by dos Santo (2014)

This study examined the effect of two forms of feedback (qualitative and quantitative) on the development of the spoken fluency of English language learners. Sixty-five intermediate- high students from 22 countries and 11 native languages enrolled in an intensive English language program at the English Language Centre, Brigham Young University in Provo, Utah, participated. Throughout the 11-week course, the treatment group (consisting of 33 participants) received feedback on a weekly basis during speaking assessment tasks. The first form feedback consisted of a quantitative analysis of their spoken fluency. This analysis, performed by PRAAT acoustic analysis software, measured several key features: speech rate (syllables per minute), pause frequency and duration, fillers, false starts, and connectedness of speech (mean length of run). In addition to measurements of their own performance, participants were presented with data on the average performance of their peers, as well as measurements of how closely their performance approximated the fluency measurements of a native speaker. The second form of feedback was qualitative, consisting of written descriptions of the participants` dysfluencies including fillers, high

pause frequency and duration, low speech rate and false starts. Participants also received qualitative feedback in the form of self-assessment where they analysed their own previously made recordings. Following the completion of the treatment, participants completed a survey eliciting their perceptions of the forms and effectiveness of feedback they had received over the course of the treatment. Though participants reported that the feedback (especially the qualitative variety) was useful, through statistical analysis of test and task scores it was found that other than for filler and false starts, feedback was not a significant factor in influencing the studentsâ€™ improvement over the course of the semester, and it is probable that other factors (task repetition) played a larger role.

14- A published paper by Gilakjani (2011)

In this paper, the researcher focuses on the significant role of listening in daily communication and educational process. In spite of its importance, listening has long been the neglected skill in second language acquisition, research, teaching, and assessment. However, in recent years there has been an increased focus on L2 listening ability because of its perceived importance in language learning and teaching. The study tries to find the factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. The paper focuses on four main issues. First, it discusses the definition of listening, significance of listening. Second, it reviews the process of listening comprehension, strategies of listening comprehension. Third, analysis of listening comprehension problems is reviewed. Fourth, teaching methods for listening comprehension will be discussed. Fifth, researchers review

teaching listening activities. Sixth, general principles in teaching listening comprehension are discussed. Findings based on the review of the literature along with analysis of the data are of great significance and can be advantageous to improve EFL learners' English listening comprehension skill.

15-A phD thesis by Myung-Hee Hwang (2003)

This study investigates the listening behaviour of Korean learners of English with regard to their listening problems and strategy use. Twenty learners at two levels of listening proficiency participated in the study. They verbalised while listening to four spoken texts of two levels of difficulty. This was followed by retrospection of their previous verbal reports, the focus being on the listening problems they encountered. A total of eleven types of listening problems and twelve causes of the problems were identified and classified for further analyses. Three null hypotheses were formulated based on three research questions and were analysed both quantitatively and qualitatively. The main findings are as follows. First, Korean learners of English experienced predominant problems at the perceptual stage. This was especially noted in the less proficient ones and with more difficult texts. The more proficient learners, because of their greater linguistic proficiency, were better able to progress to a higher level of processing, regardless of the difficulty of the text. The less proficient learners could advance to a higher level of processing when listening to easer texts. Second, the more proficient learners accessed a wider variety of strategies in their repertoires, with more success across the two types of texts. The less proficient learners' strategy use was rather limited in its types

when listening to more difficult texts, but they could access their strategic resources with more success when listening to easier texts. The learners' access to a strategy repertoire and their successful utilisation of it depended on how much/successfully they comprehended the input. A unique finding of this study is that learners' listening difficulties could be caused by their use of strategy. This is in opposition to the once popular claim that strategy is inherently good and that problematicity is a defining feature of a strategy. Based on the findings above, the following classroom applications are suggested. The priority, in EFL classrooms, should be placed on improving the learners' basic decoding skills rather than on teaching strategy use. Input within the grasp of the learners' comprehension, in the form of extended discourse spoken in natural oral English, should be introduced.

16- A published article by Moyer, Alene (2006)

In this article the author tries to focus on the listening skill and its importance. Results of this study proved that over the past several decades, listening comprehension has not received a great deal of focus in foreign/second language acquisition (SLA) research compared to other skills and competencies. Although there is growing research on instructional techniques and strategies to enhance those skills in the earlier stages of second language (L2) learning, there is little investigation of text-related factors, as well as individual learner factors that may contribute to advanced-level listening skills. This paper reports on a pilot study on both textual and individual factors for advanced-level listening comprehension.

Twenty-seven advanced learners of L2 German served as participants, along with 10 native speaker controls, for multiple-choice listening items including both short and extended listening texts. In addition, a background survey assessed language-contact factors to look for significant influence on advanced-level listening comprehension. T test and Analysis of Variance (ANOVA) tests show that the non-native speakers do not differ significantly from the native speaker controls for these tasks, but that confidence in interpreting meaning was significant for certain item types. Correlational analyses point to several language contact factors that indicate both quantity and quality of L2 experience were significant for overall listening comprehension accuracy, as well as for confidence. Based on these preliminary findings, more research is recommended to explore experiential variables that may predict advanced attainment in listening.

17- An MA thesis by Sevil Ak (2012)

This study investigates the effects of pronunciation awareness training on listening comprehension skills of tertiary level English as a Foreign Language (EFL) students. The participants were 68 Upper Intermediate level students studying at Gazi University, School of Foreign Languages, and intensive English Program. Two experimental and four control groups were employed in the study. At the beginning of the study, all groups were administered a pre training test to determine their level of listening comprehension. After the pre-test, the experimental groups received the pronunciation awareness training, while the control groups continued their regular classes. At the end of the 6-week period, all groups were given a post training test to see if they have improved their listening comprehension skills. The findings revealed that, both the experimental and the control

groups have performed a statistically significant development at the end of the 6-week period. Although the control group has increased their listening comprehension skills, which may be attributed to the success of the program offered by Gazi University, School v of Foreign Languages, the fact that the experimental group has performed a significantly higher development implies that the pronunciation awareness training has been more effective in developing listening comprehension skills than their regular English classes. This finding confirms the previous literature suggesting the relationship between pronunciation awareness and listening comprehension. The present study has filled the gap in the literature on listening comprehension regarding integrating listening and pronunciation by suggesting a new way to apply in order to develop EFL learners‟ listening skills. This study gives the stakeholders; the administrators, curriculum designers, material developers, and teachers the opportunity to draw on the findings in order to shape curricula, create syllabi, develop materials, and conduct classes accordingly.

CHAPTER THREE

CHAPTER THREE

Methodology and Procedure

3.1 Research Design

The aim of this quasi-experimental study is to investigate the effect, if any, of a suggested multimedia listening programme designed by the researcher on a class of 33 freshman students who study dentistry (experiment group). The programme techniques and activities were designed in the light of the students' major.

3.2 Instrument

The material is purely about dentistry in a form of authentic academic lectures. All lectures are from The YouTube Website. The videos were selected by the researcher taking into consideration some aspects like the length of the videos to fit the class time (90 mins), culture sensitivity and the benefit of the material, in general, to the students. The experiment took place in Al_ Qassim College of Dentistry in Qassim Region, Saudi Arabia. It also aims to determine the correlation between practice and result (measured by a post test at the end of the programme).

As mentioned earlier, this chapter provides information about the methodology and procedures. It mainly deals with three sections. In the first section, it deals with the setting and participants included. In the second section, this chapter deals with the tool and procedures (the programme and the tests conducted) that give detailed information about the pre and post

testes as well as the 10-week training programme. The third section deals with the post- experiment procedures and data collection.

3.3 Consent

Although the researcher works at King Saud University in Riyadh, he could not conduct this study in his workplace. That was due to the strict regulations that prohibit conducting such experimental studies without a series of complicated procedures to obtain the approval. As a government university, King Saud University acts in compliance with the Ministry of Higher Education rules to teach only the specific assigned curricula.

According to Creswell (2008), "obtaining permissions before starting to collect data is not only a part of the informed consent process but is also an ethical practice" (p. 179). An approval for conducting the programme ought to be taken to apply the programme and the tests from the higher management of the college. With the assistance and cooperation of some of the researcher's colleagues, an approved consent was obtained to conduct the study. After obtaining the permission from the campus, the researcher directly engaged in the process. The approved consent form the management indicated that students' participation in the study was not compulsory. It was completely voluntary and that participants were free to withdraw from the study at any time without adversely affecting their academic achievement, their regular classes, and their relationship with the college. That was communicated by the researcher to the students participating in the induction session that had taken place before starting the programme and the pre-test.

In addition, there was an agreement that no changes ought to be done to the regular academic timetable. Students ought to follow the syllabus planned previously by the academic affairs department in the college and the regular teaching should not be affected by any means. Eventually, the programme timetable was designed, taking into consideration all the previous aspects. The experiment group was to have an extra 90-minute class every Tuesday afternoon after students finish their regular daily classes. Both pre and posts tests were dated as well on the schedule. The pre_test (See appendix 3) was to be taken a week before the application of the programme, whereas the post_test (See appendix 4)was to be taken a week after it ends.

3.4 Research Setting

The whole application of the programme as well as the tests took place in Al_Qassim College of Dentistry that is located in Al-Qassim Region in Saudi Arabia, where the researcher resides and works. This college is a private one that prepares students to obtain their degrees in dentistry. The college has high standard buildings and facilities according to The Ministry of Higher Education in Saudi Arabia. All classes in the college are well-equipped with technological devices i.e. E-podiums and smart boards. All college staff make use of these devices constantly. Most students are Saudi nationals. However, some of them are non-Saudi.

3.5 Sample

A total of 33 students (experimental group), 31 students (control group) from Al_ Qassim College of Dentistry participated in this experiment. They were all freshman who had already finished their

secondary school (high school) that is the last pre- university education level. Those students completed their secondary schools with remarkably high marks and joined the college to study dentistry as a major. Along with the medical subjects they study, the college teaches students English language as an integrated skills approach. They study listening, speaking reading, and writing skills using a separate book for each skill. Class size ranges from 30 to 35 students. Quizzes take place regularly on a weekly basis and there is a computer based exam (CBT) midterm as well as the final exam which is also a CBT. The students were all Saudi national except for 2 Syrian and 1 Egyptian. Students were highly encouraged and motivated to participate in the programme. They had an induction session for an hour to show them the importance of their contribution to the programme, and how it is highly appreciated by all the staff in college. The only difference between the control and the experiment group is as follows:

Control Group 31 student	Experimental Group 33 students
Pre-test	Pre-test
Traditional listening instruction in regular classes following the course book, no extra or special training.	Listening training (10 weeks.) Practicing listening to academic lectures (pro rata) along with the traditional listening instruction in regular classes following the course book

Post-test	Post-test

Table 1 shows the difference in instruction for both control and experiment groups:

3.6 Treatment

3.6.1 Programme application

After going through the related literature, the researcher designed a suggested academic listening multimedia programme especially for that purpose along with pre and post-tests. The pre-test was to be taken before the beginning of the programme application whilst the post-test was to be taken week after in order to measure the effect of the programme after application (See appendix 3).

As mentioned earlier, the programme was applied on the experiment group (a 33-student class) for ten weeks in the second semester of the academic year 2013/2104. The programme was divided into ten lessons. Each lesson lasted for one hour and a half weekly.

Although it is a listening programme that has to be practised basically through this skill and due to the level of the freshman students in English language, it was important to provide the script along with each video clip. Students were assumed to listen for the first time to such academic lectures that were presented totally by a native English speaker. As a matter of fact, the researcher encountered some difficulty to find some readymade subtitled videos about dentistry. Therefore, the researcher had to write down the script by himself. This took a quite long time that hindered finishing the programme on the planned time. The researcher had to listen to those American accent videos more than 5 or 6 times normally (sometime even more for some specific unclear sentences) to pick up the words correctly and make sure that the script is accurate. Worth mentioning is that the researcher found most of the academic lectures are presented in the American accent which is more predominant than other British English accent.

A week after the pre-test, an induction session was held to the experiment group to introduce the training procedures to them. The session lasted for an hour. The significance of the training and the importance of attending were introduced to them. Students were highly encouraged and motivated to participate in the programme showing them the importance of their contribution to it, and how it was highly appreciated by all the staff in college.

As pre planned, the actual application of the programme took 10 weeks. After encouraging and motivating the students to attend the programme for their own benefit and to measure themselves in the listening

skill in general, they took an extra class every Tuesday afternoon for an hour and a half.

The programme was professionally designed by some efficient programmers. It was designed to fit the multimedia purpose and to be easily displayed on the smart board. The programme is characterised by a lot of options which can be easily dealt with such as the home page that shows the 10 lessons option, the master page that shows the aims of the programme and a drop down menu that shows the different activities and questions. It is also provided with a bilingual PDF glossary to make it easier for the students to check the meaning in their native language. The programme also has a beneficial introduction practice on the vowels in English language and the way they sound (short and diphthong sounds). (See attached CD for more information)

After the induction session, the experimental group received listening practice on a regular basis at Al_Qassim College of Dentistry, Saudi Arabia, where the researcher resided. Most of students attended the training class regularly every Tuesday, whereas some students did not attend a few classes due to some personal reasons. Both the experimental and control groups students were following the same core curricula assigned by college. However, the researcher applied the multimedia programme on the experiment group only.

The programme consists of 10 video clips for 9 lessons. Each clip is about a different separate topic in dentistry except for lesson 3. Due to the length of clip 3, it was divided into two parts. Therefore the total of the

lessons became 10. Each of these clip did not exceed 2 minutes in length. The reason for this was that the researcher did not want his students to feel bored especially after a long hectic day of studying their regular classes.

After setting the scene for each new lesson, the video clip is played three times. The first time is just to listen. The second time is for answering whilst the third time is for checking the answers or completing what have been missed. The script is also disclosed if the majority of students could not grasp the meaning or found any difficulty in answering the exercises.

The breakdown of the duration of the class is as follows:

-5 minutes for the attendance.

-5 minutes for a warm up activity and lead in (asking quick question about the previous. etc.)

-A total of 25 minutes of listening to the clip

-A total of 25 minutes to answer the different questions as well as showing the model answers and giving feedback.

- From 20 to 30 minutes for the summarizing the clip and overall discussion.

Each lesson has 4 main different exercises. All the exercises are typical in each lesson. The exercises concentrate on the listening sub skills focused on this study which are skimming, scanning, and inference and summarizing. The exercises are as follows:

1-Suggest a suitable title for this video clip *(skimming)*

2-gap fill activity *(inference)*

3-comrehension *WH* questions (3 questions) *(scanning)*

4- Phonemic awareness exercise. (From the clip, find words that are pronounced the same as x) *(Phonemic awareness)*

5- Summarize the video clip. (What was the clip about? Use ONLY 2 or 3 sentences from your own.) *(Summarizing)*

The first exercise reinforces the skimming sub skill. Students were to watch and listen to the video clip for gist and how to extract the general main idea of the clip. The second and third ones focus on the scanning sub skill. The exercises give the students the opportunity to listen carefully and to look for specific information. The fourth exercise puts more focus on the phonemic awareness sub skill. Students were to extract from the video clip the words that have the same pronunciation as the words provided in the question according to the way they sound.

Although the fifth question for summarizing the text was not displayed on the slide. It was the last question that deals with summarizing the video clip. Students were asked to use their own language to sum up what they have heard in the clip. They had 10 minutes to write down their sentences using their notebook. They were asked to write no more than 3 sentences as a summary. Then, they had 5 minutes to peer check their summaries. Finally, a whole open class discussion and feedback by the

teacher was given on student's summaries after they had read out their own sentences.

It is worth mentioning that the programme was seen by some of the researcher's colleagues such as Dr. Yasser Al Kosair, an applied linguistics phD holder, who works at Al_ Qassim College of Dentistry, Saudi Arabia. Dr. Yasser volunteered to take over some listening training classes when the researcher could not attend by himself due to his duties at King Saud University where he works as a lecturer of English language.

3.6.2 The instrument

Data Analysis

In this study, *T-test* is used as a tool to assess the score changes that might occur due to the application of the programme (the treatment). *T test* is often used to compare the means from two different groups of data. It can help find out if means are significantly different from one another or if they are relatively the same. The researcher used both types of T test which are: paired and independent samples. The paired sample is to compare the scores of the same group (same participants), whereas the independent sample is to compare groups of participants that are not related in any way (control and experiment groups). T test will be discussed further in the next chapter that deals with the data analysis.

Both pre and post tests were designed according to the students' major and level in addition to the programme material that the experiment group was going to attend later (pure authentic academic dental lectures). It was a

minor test of the final one that was to be applied after the period of training and application of the multimedia programme. The listening tests targeted the following sub-skills:

(1) Skimming: quick listening for the main idea (focusing on the generals rather than the specifics) through asking the students to choose or think about the best title for the video clip.
(2) Scanning: careful slow listening for the specific information by asking the students *wh* questions or through gap fill exercises
(3) Phonemic awareness: sound discrimination and recognition of vowels (short and long..etc) by asking the students to extract the words that are pronounced the same as some given words
(4) Inference: guessing meaning from the context by filling the gaps.
(5) Summarizing: summing up the video clip in two or three sentences using students own words.

3.6.2.2. Test validity

A test is valid when "it measures what it is supposed to measure" (Oller, 1979, p. 70). Therefore, to ensure that the test employed in the present investigation is valid, the researcher used internal, face, construct, and content validity. The test items were and evaluated by the researcher's supervisor Dr. Ibrahim Al- Faki and some colleagues like Dr. Yasser Al Kosair, one of the faculty staff at Al_Qassim College of dentistry to validate the suitability of the tasks to the students. It was also seen by some students in the college who gave a positive feedback about it. This suitability is based on students 'levels and abilities, the clarity of the instructions as well

as the clarity of the voice of the speaker in the video clips as it is a listening test. Finally, the suitability of the duration of the test (30 minutes). Necessary changes to the test items were made based on the feedback from the abovementioned experts, whereas the time allotted for the test was found suitable.

3.6.2.3 Test reliability

Reliability is the extent to which the scores are consistent and stable (Creswell & Plano Clark, 2007). For external reliability, the researcher used T-test which is a test-retest method to assure the reliability. The interval between the two pilot tests was one week. 26 participants from both experimental and control groups sat for both pilot tests. The test was piloted to assure the reliability of both pre and post tests. In addition to assure the quality of the speaker's voice in the clips and if it is clearly audible as well as the appropriateness of the duration of the test (40) and the venue where the tests will take place. The first pilot test was administered for approximately 50 minutes because 10 minutes was taken to set the place and give instructions. A week after, the same students were retested. The test took 40 minutes as planned. After marking both tests, Pearson Product Moment Coefficient was used to measure the correlation between the test-retest results. The result of the test showed a correlation coefficient of (0.85) and the correlation was highly significant ($P < 0.001$). Thus, the consistency of the correlations between test-retest scores suggested that both tests were correlated and the test was found statistically reliable. (See figure 3, p 81)

3.5 Data Analysis

3.5.1. Scoring

The total mark of both pre and post tests is out of 30 marks. Each test includes separate video clips about two different dentistry topics. Each clip contains 4 questions. The distribution of the marks for each clip is as follows:

Question 1: Suggest a suitable title for this listening clip. (4 marks for the correct answer)

Question 2: Complete the missing parts with suitable words as you listen. (5 marks. 1 mark for each correct answer)

Question 3: Three *wh* questions (3 marks. 1 mark for each correct answer)

Question 4: find out from the clip a word that pronounced the same as X. (3marks. 1 mark for each correct answer)

Then, the score is multiplied by 2 to give the total mark is out of 30 marks. Both pre and post tests scores are tabulated (See appendix 2). The test duration is 40 minutes. The video clip is played twice for each question.

3.5.2. Statistical methods

In this study, the data was collected through the pre-test and post-test scores. It was analyzed quantitatively via Statistical Package for Social Sciences (SPSS), which is a computer software program that is used to analyze data in research studies in Social Sciences. It allows conducting various statistical tests and analyses.

In order to answer the research questions, first, both the pre and the post-tests were scored and tabulated. All test results were entered into SPSS

to analyze the data. The kinds of analyses that were used included Pearson Product Moment Coefficient, which indicates the degree of relationship between:

a- The pre test scores of both control and experimental groups
b- The pre and post test scores of the experiment group
c- The pre and post test scores of the control group
d- The post test scores of the experiment group and control group

Pearson Product Moment Coefficient also indicates to the frequencies, percentage and means. The pair and the independent sample's T-test were also used to determine whether the difference in means between the two groups, if it existed, was significant at the .05 level.

Summary

In this chapter the methodology of the research was described in detail. The setting, population and participants, the instruments and materials used in the training as well as the data collection procedures, test validity and reliability, methods of scoring, and statistical methods under this study were all presented and explained.

In the next chapter, the statistical analysis as well as the findings coming from the data analysis of the research will be presented.

CHAPTER FOUR

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter deals with the analysis of data, discussion and interpretation and the researcher analysis and the responses of the questionnaire items.

The main purpose of this study is an attempt to explore the positive effect of a suggested academic listening multimedia programme on influencing and improving the academic listening skill of dentistry freshman students in Qassim Dentistry College. To achieve this purpose, the researcher collected data, based on his observation on the experiment group, through a whole semester, the second semester of the academic year 2013-2014. The results of this observation are tabulated, analyzed and discussed in the following pages.

4.2 Analysis of Students' performance

A chart and four tables are introduced in this chapter. The Chart shows Pearson correlation between the two pilot tests to assure the reliability of both pre and post-tests. Table 1 is a comparison between the pre-test scores in both groups to verify homogeneity. Table 2 shows the comparison between the post-test and pre-test scores in the experimental group. Table 3 compares the post-test and pre-test scores in the control group. Finally, table

4 shows the significant difference in both groups' post tests in general, and how the average post test score in the experimental group is significantly higher than the average post-test score in the control group.

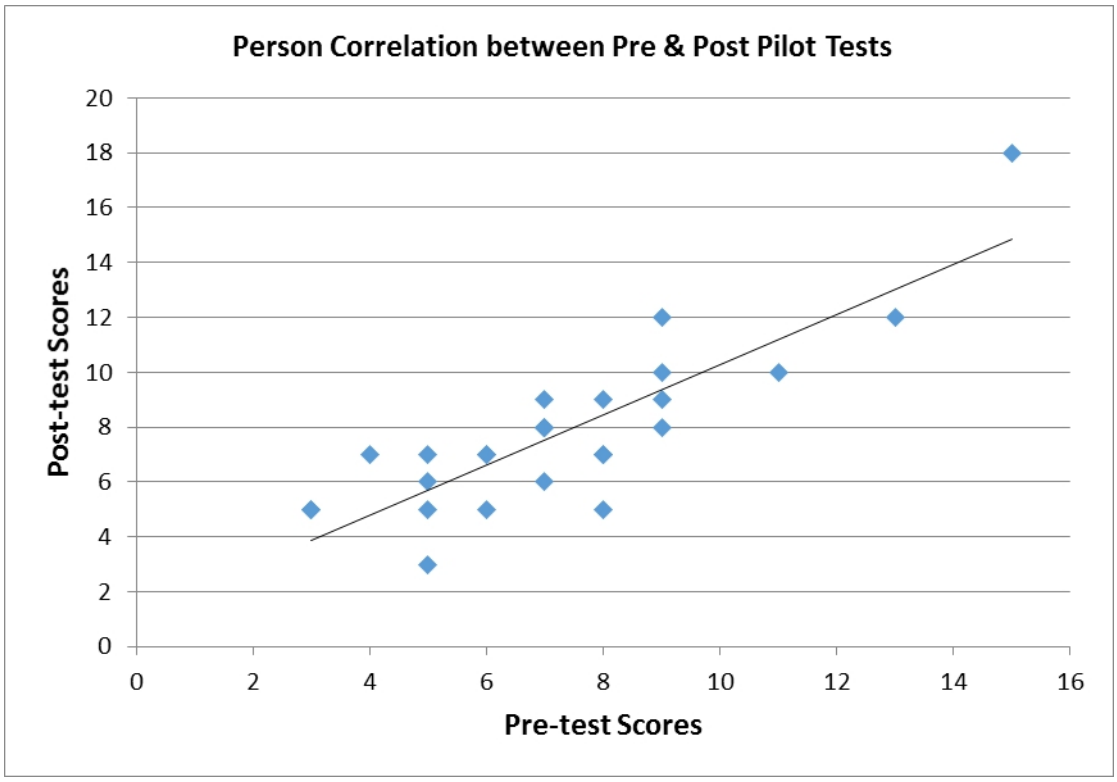

Figure (1) Correlation between Pre & Post Pilot Tests

A statistical test of reliability was done for the two pilot tests by calculating the Pearson correlation coefficient. It showed a strong positive correlation between the first and second pilot tests (correlation coefficient = 0.85) and the correlation was highly significant ($P < 0.001$).

Table (1): Comparing the pre-test scores in both groups

	Groups	Number	Average score	Average Difference	P-Value
Pre-Test	Experimental	33	9.73	1.05	0.31
	Control	31	8.68		

The difference between the average pre-test score of both experimental group and the average pre-test score of the control group was about one mark only. Though this little difference was also statistically insignificant (P = 0.3), It denotes that both groups are homogenous and have equal test abilities.

Table (2): Comparing the post-test and pre-test scores in the experimental group.

	Mean	Number	Mean Difference	P-Value	Correlation Coefficient	P-Value
Pre-test of the experimental group	9.7	33	11.4	< 0.001	0.77	< 0.001
Post-test of the experimental group	21.1	33				

The mean difference between pre-test and post-test scores of the experimental group was more than eleven marks (11.4). This difference was statistically significant (P < 0.001). There was also a strong correlation

between both tests of the same group (correlation coefficient = 0.77) and this correlation was statistically significant (P < 0.001).

Table (3): Comparing the post-test and pre-test scores in the control group.

	Mean	Number	Mean Difference	P-Value	Correlation Coefficient	P-Value
Pre-test of the control group	8.7	31	2.4	< 0.001	0.93	< 0.001
Post-test of the control group	11.1	31				

The mean difference between pre-test and post-test scores of the control group was about two and half marks. This difference was statistically significant (P < 0.001). There was also a strong correlation between both tests of the same group (correlation coefficient = 0.93) and this correlation was statistically significant (P < 0.001).

Table (4): Comparing the post-test scores in both groups

	Groups	Number	Mean	Mean Difference	P-Value
Post-Test	Experimental	33	21.1	10	< 0.001
	Control	31	11.1		

The difference between the average post-test score of the experimental group and the average post-test score of the control group was

about 10 marks. This big difference was also statistically significant ($P < 0.001$).

Although there was significant difference between the pre-test and post-tests in both control and experimental groups, the average post test score in experimental group was significantly higher than the average post-test score in control group.

4.3 Data Discussion

The main aim of this study is to explore the positive effect of the application of a suggested multimedia programme for academic listening on dental student. It also verifies how a 10 week listening training can positively improve the students' listening sub skills. In this chapter, the researcher will discuss the research questions and hypotheses related to this problem. The mean scores of both the experimental and control group will be used to verify or reject the research hypotheses. In addition, a *T-test* and a two way analysis of covariance (ANCOVA) will be applied to see whether the differences were significant or not. The computer program called SPSS (Statistical Package for the Social Sciences) will be used since it has been admitted by many researchers in the field as being the best program used for the analysis of results.

Prior to conducting the pre-test for both groups, 2 pilot tests were conducted to assure test reliability. Chart 1 (p 83) clearly shows the statistical test of reliability that was done for the two pilot tests by calculating the Pearson correlation coefficient. It showed a strong positive

correlation between the first and second pilot tests (correlation coefficient = 0.85) and the correlation was highly significant ($P < 0.001$).

Furthermore and despite the fact that it is one of the hypotheses of the present study, an analysis for both group's pre-test was done by the researcher to make a comparison between experimental and control groups' pre-test scores to ascertain the homogeneity of both groups. Table 1 (p 84) clearly shows that the difference between the average pre-test score of the experimental group and the average pre-test score of the control group was about one mark only. Though this little difference was also statistically insignificant ($P = 0.3$), It denotes that both groups are homogenous and have equal test abilities.

In order to measure the effect of the suggested listening programme on the students' listening sub skills, a main questions as well as a number of sub-questions were raised (see p.10). To answer these questions, this section will present the results of the statistical analyses of the experimental and the control group's pre-test and post-test, as well as the results of ANCOVA.

In order to find out an answer to the main question of the present study which is: *"What is the effect of a multimedia program on developing the students' academic English listening comprehension skills?* The sub-questions are to be answered first as follows:

The first sub-question was: “Is there a significant difference between the pre and post-test results of the experimental group after 10 weeks of practicing listening?” As the first hypothesis was: "There is a significant difference between the pre and post-test results of the experimental group after 10 weeks of practicing listening.”

The scores obtained by the students in this group were computed to compare the pre-test with the post-test. Next, the scores were calculated to find the difference between the two mean scores. Table 2 on page 84 presents these mean scores. There was also a strong correlation between both tests of the same group (correlation coefficient = 0.77) and this correlation was statistically significant ($P < 0.001$). This clearly shows the fairly significant difference between the experimental group's pre-test mean and post-test mean. More precisely, the analysis revealed that the experimental group achieved a mean score of 9.7 in the pre-test; whereas for the post-test, the mean score increased to 21.1. That means that the difference between pre-test and post-test scores of the experimental group was more than eleven marks. Hence, the null hypothesis, which stated that "There is a significant difference between the pre and post-test results of the experimental group after 10 weeks of practicing listening.” was retained. Such result clearly indicates that the listening comprehension skill and sub-skills of this group has improved since the application of the experiment. To conclude, this result shows the positive effect of the listening training programme on the students.

The second question, which is the most important issue in the study, was: “Is there a significant difference between the experimental group and

the control group in terms of their development in listening comprehension at the end of the 10-week period?" As the second hypothesis was: "There is a difference between the experimental group and the control group in terms of their development in listening comprehension at the end of the 10-week period." The scores obtained by both groups were computed to make a comparison between both post-test scores. The scores were calculated to ascertain the difference between the two mean scores. The results in Table 4 on page 85 clearly show the difference between the average post-test score of the experimental group and the average post-test score of the control group. The difference was about 10 marks. This huge difference was also statistically significant ($P < 0.001$).

Although there was significant difference between the pre-test and post-tests in both control and experimental groups, the average post test score in experimental group was significantly much higher than the average post-test score in control group.

Presumably, the significant difference in the control group was due to the regular class that the student take throughout the semester. However, much evidence can be illustrated through table 4, which shows the remarkable significance between both groups' performance in the post test. Hence, the hypothesis which assumed higher scoring in the experimental group's post-test than in the control group's post-test was highly ascertained.

The third question was stated as follows: "Is there a significant difference between the pre and post-test results of the control group after 10 weeks of their regular English classes (the group who follow the regular

curricula without further practice on listening)?" The hypothesis related to this question was: "There is no significant difference between the pre and post-test results of the control group after 10 weeks of their regular English classes." The scores obtained by this group were computed to verify whether the score means of the control group were the same or different. The data for question three is presented in Table 3 p 85.

The table shows that there was a statistically significant difference in the control group's post tests. That was probably due to the regular classes that they took throughout the semester. Hence, the hypothesis which assumed no higher scoring in the post-test than in the pre-test for the control group was totally rejected.

Summary

This chapter has presented information regarding the data analysis and the results. According to the statistical tests conducted by the researcher, there is a statistically significant increase in the experimental group after a ten-week multimedia programme training. In a similar way, the control group has also demonstrated statistically significant development after 10 weeks of regular classes throughout the semester. According to the results, the development that the experimental group has performed is significantly higher than the control group. Thus, the results suggest that the multimedia programme training has an effect on the listening comprehension skills and sub skills of tertiary level dental students.

The next chapter will discuss the results, limitations, and suggestions for further research.

CHAPTER FIVE

CHPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The aim of this experimental study is to investigate the effect of a suggested multimedia listening programme, designed by the researcher, on freshman students who study dentistry (experiment group) as oppose to a control group. The underlying research question addressed in this study was *What is the effect of a - ten-week training listening comprehension multimedia programme on the listening ability of the freshman students at the College of Dentistry in Qassim, Saudi Arabia?* The researcher selected two random samples of dentistry freshmen dental students (64 students). After conducting an academic listening comprehension skills ***T-test*** (both paired and independent) before the treatment, the researcher started implementing the programme. At the end of the *ten-week training*, a test was held again for both groups to investigate the progress of both groups. According to the results, the progress that the experimental group has performed was significantly higher than the control group. Thus, the results suggested that the multimedia programme training has a great effect on the listening comprehension skills and sub skills of tertiary level dental students.

5.2 Findings

From experiencing EFL instruction to science stream students in general and dental major students in particular in university level, the researcher found out that students are still suffering from problems and facing lots of hindrances when they are assigned to any listening task,

besides it is somehow difficult to follow the teacher up during oral lectures as they are still in need for written materials to enforce learning what they have been provided with from oral data. Once students listen to any oral academic lecture, the researcher always notices that they are somehow frustrated as they find it difficult to follow up the main idea being developed or even the details of this oral lecture. Thus, the researcher noticed that students are still in need to improve their academic listening skills to be active listeners and to be able to master what they are exposed to is to investigate the effect of a multimedia programme on students' ability to be more active listeners.

Therefore, the researcher considered the idea of designing a multimedia programme through which he can investigate any improvement in students' listening ability, if any, after applying the suggested programme for 10 consecutive weeks. The whole programme lasted for 14 weeks that was nearly a whole academic semester, including implementation of two pilot tests, pre and post-tests as well as marking and scoring.

It was assumed that this programme would consolidate and improve students' listening skills and sub-skills, especially in the academic field. Exposing students to such an intensive listening programme was assumed to make a significant change in students' performance that leaded eventually to obtain high marks in examinations and listening tests in particular.

This suggested academic listening multimedia programme was designed particularly for students who study dentistry. The programme as introduced

in a form of 10 academic dental authentic lectures. It was also designed to suit students' level and major. Both pre and post tests were also designed with clear instruction at the beginning as well as two pilot tests were held to

The programme breakdown was as follows:

-A pre-test for both experimental and control groups. (Preceded by two pilot tests to check reliability)
- A ten week intensive listening for academic purpose programme. (Applied to the experimental group only)

- A post-test for both experimental and control groups. (A week after the end of the programme)

The researcher assumed the following hypotheses that affect the students' listening ability:

1 .There is a significant difference between the pre and post-test results of the experimental group after 10 weeks of practicing listening.

2. There is a significant difference between the experimental group and the control group in terms of their development in listening comprehension at the end of the 10-week period.

3. There is no significant difference between the pre and post-test results of the control group after 10 weeks of their regular English classes (This

hypothesis was rejected as they did achieve some improvement that was statistically significant).

From the description and analysis of the collected data that was processed via SPSS programme, the following findings are drawn:

1- Using multimedia in teaching and learning process has a great effect on the learners' achievement on their tests.

2- More training sessions for in-service teachers on how to maximize the use of technology and multimedia programmes in EFL class.

3- Using various listening techniques in teaching the target language makes the teaching and learning fun and active.

4- Schools well-equipped by modern English technology facilities, that can bring online authentic materials, can effectively help students get exposed to the real language as well as the native speaker's accent.

5- Listening activities included in the students' textbooks and workbooks should be sufficient and diverse so that students can practise the target language to a maximum.

6- Extra authentic materials should be designed by the teachers, where needed, to enrich the curriculum. These materials should also be appropriate to student's level and interests and according their major.

7- EFL teachers should be aware of their crucial role in improving students' listening achievement as students will not improve autonomously.

8- English language teachers should encourage their students to speak English all or at least most of the time.

9- Non-native English teachers should speak English all the time and minimize using students' native language.

5.3 Recommendations

In the light of the findings of this study, the following recommendations seem pertinent:

1. Educational Multimedia Programmes should be highly activated and used and in EFL classes.

2. Special attention needs to be paid to the listening sub skills in class.ie skimming, scanning, inference, prediction and phonemic awareness rather than general listening. Students should be constantly given non class listening activities and encouraged to listen academic English in particular. This can be checked regularly by the teachers to assure that the process is taking place.

3. Textbooks and workbooks of medical and science streams should contain more academic listening activities. This can be introduced

through authentic academic language in CDs, DVDs and using recognized online websites as well.

4. Education institutions should be well-equipped with modern technology facilities like E podiums, computers and smart boards. These technology devices facilitate practicing listening by playing video clips and audio materials to the students. This technology with more audios help students a lot to get exposed to the native-speaker's fluency and correct accent. The more listening audios always give the more exposure to the authentic and standard English.

5. Teachers should enrich the syllables with audio aids if they do not include sufficient activities. They should use extra and supplementary materials. Teachers can also use audio-visual aids (multimedia) to make it more interesting. The more senses participate in the learning process, the more effectiveness and the more fun occur.

6. English should be used during all or at least most of class time. Having students' familiar with language. It is a good way of indirect teaching that helps students listen to English in a natural way.

7. Teachers should be motivated and encouraged to make use of technology in class. This can be done through making training sessions and inductions on the importance and effectiveness of making use of technology in classrooms

8. Teaching English as a foreign language is not only putting information in students' minds or teaching grammatical rules, but it must be supported by various listening and speaking activities and techniques that put students in real life situations that help them express their ideas spontaneously.

9. Testing should measure the four skills equally instead of putting much emphasis on questions that deal with grammatical rules. Tests should contain oral questions to give this skill its importance as it is one of the four skill of any language.

10. Teachers should design materials that are technology-enhanced, or at least choose from the ready-made interactive multimedia programmes on the useful websites since they are in charge of enriching the syllabus in the classroom where needed.

5.4 Suggestions for Further Studies:

1. More studies on other factors improving students' efficiency in listening English language.

2. More Studies on the effect of multimedia programmes on students' listening performance (scores) on examinations.

3. Conducting researches on ways of maximising the use of listening multimedia programmes in teaching academic listening.

4. More statistical studies on the amount of technology facilities used in EFL classroom.

5. The effect of Technology-enhanced multimedia instruction on increasing students' motivation and reinforcement of creative engagement.

6. The effect of multimedia programmes in bringing culture into the classroom

7. This study should be repeated on a wider scale using a larger number of participants with more intensive multimedia listening programmes to ensure more considerable and accurate results.

8. How can teachers make use of students' tech- devices such as mobile phones, tabs…etc. as well as useful applications like talking dictionaries, socrative …etc.

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Appendix 1

Pilot tests 1&2 to check reliability (one week interval)

No	Pilot-test 1	Pilot-test 2	Remarks
1	6	7	
2	5	5	
3	5	6	
4	9	10	
5	4	7	
6	6	5	
7	7	8	
8	7	9	
9	9	9	
10	13	12	
11	7	6	
12	7	8	
13	6	7	
14	8	7	
15	15	18	
16	5	7	
17	9	8	
18	11	10	
19	8	9	
20	7	8	
21	3	5	
22	9	12	
23	8	7	
24	3	5	
25	8	5	
26	5	3	
27			
28			
29			
30			
31			
32			
33			
34			
35			

Appendix 2

Both Experiment and Control Groups' Pre &Post tests Scores

	Experiment Group			Control Group		
NO	Pre-test	Post-test	Remarks	Pre-test	Post-test	Remarks
1	5	21		11	14	
2	11	22		6	8	
3	8	24		8	9	
4	9	22		17	26	Pass the pre-test
5	14	22		5	6	
6	21	29	Pass the pre-test	5	8	
7	7	18		6	8	
8	9	17		7	9	
9	13	24		9	11	
10	10	21		8	8	
11	7	26		14	17	
12	7	21		9	11	
13	5	20		6	8	
14	12	22		12	15	
15	23	29	Pass the pre-test	5	7	
16	4	13		7	8	
17	8	25		4	6	
18	11	22		10	14	
19	6	18		6	6	
20	12	22		9	8	
21	11	19		11	13	
22	9	19		8	9	
23	4	17		13	19	
24	5	16		6	10	
25	11	23		5	9	
26	6	21		15	22	Pass the pre-test
27	6	17		8	11	
28	18	27		9	9	
29	13	22		7	11	
30	11	21		8	9	
31	7	17		15	16	Pass the pre-test
32	14	23				
33	4	16				
34						
35						

Appendix 3

Pre Test Part A (based on clip 7)

Question 1

-Suggest a suitable title for this video clip?

……
……

Question 2

-Fill in the gaps with suitable words you listen to:

implant / tooth / missing / replace / titanium

When a tooth is ……..., an…….may be a great choice to……..it . An implant is a small..……. post that replaces the roots of a missing.……

Question 3

- Listen to the video clip again carefully. Then answer the following questions:

a-What is the benefit of the Ten Brook T1 system?

……
……
……
……

b-What is the benefit of the axial design of the cap?

……
……

……
……

c-What is the benefit of the passive arch wires slots?

……
……
……
……

a- Question 4

-Listen carefully again. Find out from the clips similarly pronounced middle vowels.

a. crime ……..
b. poor ……..
c. air ……..

Pre Test 1. Part B (based on clip 9)

Question 1

-Suggest a suitable title for this video clip?

……
……..

Question 2

-Fill in the gaps with suitable words you listen to:

healing / prosthetic / abutment / hacks/mating

At the first restorative visit, unscrew the …….. abutment with an 050 hex driver, irrigate the …… platform to remove any debris and dry thoroughly, seat the ……in the implant……..,both the above and abutment of the implant form are collocated to ensure proper component……..

Question 3

- Listen to the video clip again carefully. Then answer the following questions:

a- What is the best treatment for the wisdom teeth?

……
……
……
……

b- What are the results of not having enough room for wisdom teeth in the jaw?

……
……
……
……

c- Why is it far easier to remove wisdom teeth at earlier stages?

……
……
……
……

a- Question 4

b- -Listen carefully again. Find out from the clips similarly pronounced middle vowels.

a. feet ……..
b. play ……..
c. my ……..

Appendix 4

Post Test Part A (based on clip 1)

Question 1

-Suggest a suitable title for this video clip?

……
……

Question 2

-Fill in the gaps with suitable words you listen to:

crown / prosthetic / mystery / dental/ clean/

The ideal way to……..your teeth is not a ……..; even small changes in your home,…….care can lead to longer lasting teeth. Typically by the age of fifty, the average person will have: ……..,partial prosthetic and sometimes even full……..

Question 3

- Listen to the video clip again carefully. Then answer the following questions:

a- What may have an average person of fifty in his teeth?

……
……
……
……

b- What does hidden plaque lead to?

……
……
……
……

c- Why may a daily cleaning routine look like to save toy teeth?

……
……
……
……

d- Question 4

e- -Listen carefully again. Find out from the clips similarly pronounced middle vowels.

a. brown ……..
b. dum ……..
c. stake ……..

Post Test Part B (based on clip 2)

Question 1

-Suggest a suitable title for this video clip?

……
……..

Question 2

-Fill in the gaps with suitable words you listen to:

cleaned / waiting / appointment / chair/ leaned

He told me I needed my teeth…….. I set an……..to see him on Saturday, June the tenth. When I got to my dentist office, I had to sit in the ……..room. There were another people ahead of me. They finally called my name. I went into his room and sat down on a big blue……. He ……..it back.

Question 3

- Listen to the video clip again carefully. Then answer the following questions:

a- What was the taste of the fluoride around her teeth like?

……
……
……
……

b- What are the results of having no enough room for wisdom teeth in the jaw?

……
……
……
……

c- Why couldn't she answer the dentist's questions?

……
……
……
……

Question 4

-Listen carefully again. Find out from the clips similarly pronounced middle vowels.

a. been ……..
b. burn ……..
c. mouse ……..

Appendix 5

Some useful listening websites that teachers can utilize to either enrich the curriculum or simplify the content

Site address	Main focus	Comments
Listening		
Breakingnewsenglish.com	News and topical activities	An incredible amount of information with 9 different sites to choose from.
bbc.co.uk/learningenglish/english/	Short news items introducing new words and explanations	Mostly for higher level students
Esl-lab.com	Randall's ESL cyber lab has many online activities	Good for listening activities
Listen-and-write.com	As the name suggests, a site dedicated to listening and writing.	Does what it says on the tin
Howjsay.com	A talking dictionary	Used for pronunciation through modelling
Voalearningenglish.com	American English with lots of news items	Good for American English pronunciation
http://languagecaster.com/	Language through football!	I was over the moon!
http://www.podcastsinenglish.com/index.shtml	"Natural" English podcasts. ood	(payment required for transcripts etc)