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The Impact of Using Multimedia to Enhance Learners' Listening Skill:

The Case of Second Year LMD English Students at Ahmed SALHI University Center of Naama

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

All the Pries is due to Allah alone, the Sustainers of all the worlds

This work is dedicated to:

My Mother

Fatma

A strong and kind soul who taught me to put all the trust in Allah, for making me who I am now

My Father

Boudjemaa

For being my first leader and teacher

My uncles

For their supports during my educational career

My Brothers and sisters

For their motivations

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Abstract

Among the four language skills, listening is considered to be the most difficult and complex one. Although, great efforts are done to improve this important receptive skill, Algerian English language students are still facing difficulties in listening to authentic materials. The present work attempts to investigate these problems that they may encounter. Thus, this research tries to highlight the impact of using multimedia as a strategy to enhance the learners' listening skill. Put it simply, the main objective of this study is to enhance listening skill through the integration of multimedia in EFL teachers' instruction and its effect on their learner. Relying on this research problematic, this study uses a descriptive method that is based on descriptions, analysis of different items that serve the topic. Therefore, the researcher uses a descriptive case study. The chosen sample population is 2nd year EFL learners at Ahmed Salhi University Center-Naama in which two questionnaires as a research instruments were used; the first one designed for EFL learners and the second for teachers. The data gathered are analyzed both quantitatively and qualitatively. The main findings of this study reached the results expected from the hypotheses that demonstrate the significance of multimedia in enhancing EFL learners' listening skill.

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List of Abbreviations and Acronyms

BBC: British Broadcasting Corporation

CALL**:** Computer Assisted Language Learning

CMC**:** Computer Mediated Communication

EFL**:** English as a Foreign Language

ELT**:** English Language Teaching

LMD**:** License, Master, Doctorate

TEFL**:** Teaching English as a Foreign Language

General Introduction

General Introduction

During the past two decades, language learning and teaching have witnessed many different changes because of the revolution of technology and tools of teaching developed through time. Yesterday learners used black board, besides the only source for gathering information were books, whereas in the current time learners use electronic books through the use of internet as a source for collecting information .Their teachers also use technology in their work as an aid to help them explaining lectures for their learners

In the context of teaching English as a foreign language, listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language. Teaching listening has been advanced and developed especially via multimedia while multimedia nowadays is one of the authentic materials which can serve listening skill in a wide range. Multimedia as one of the technological revolutions has strongly invaded education in all over the world while learners use it whether at home or inside the classroom

Hence, teaching profession was based on the teachers' competence i.e. teachers were hard workers in preparing their lessons. However; nowadays they explain their lessons through using different techniques and strategies. From this perspective, this study aims at discovering the significance of using multimedia as an advanced technology in teaching learners' listening skill while it seeks also to describe and support the utility of the technological tools especially in learning a foreign language.

Moreover, in every research there are phenomena to be studied; while this one serves to assist the English language learners of the Ahmed Salhi University center in fixing their problems of listening. However, this study is build on a problematic and hypothesis that lead the investigator to reach the main results of the multimedia's use by teachers in EFL classes to enhance learners' listening skill that may provide learners with real tools in order to solve their problems that they face in listening . Moreover, it has different materials as video; songs, computers which

may offer the students with a huge amount of vocabularies with an excellent articulation

For this purpose, the main research question in addition to three sub-research questions are asked to reach the objective of this study:

- How can multimedia be used in EFL classes to enhance learners' listening skill?

- What are the multimedia's materials that can develop the learners' listening skill?

- How can learners benefit from the correct use of multimedia?

These questions lead to support the following hypotheses:

- Through the usual and organized useful of multimedia, it may offer learners with an authentic tools that help them to enhance their listening

- The multimedia's materials that may serve the learners' listening are; videos, songs and computers

- Learners may benefit from these materials as having huge amount of vocabularies and fixing their pronunciation

In order to achieve those purposes, this work is divided into two chapters, The first chapter represents the theoretical part, which shows some definitions key concepts that have a close connection with listening skill and the strategies used to overcome students difficulties in this skill through the use of multimedia. However, the second one devotes to the collection, analysis and interpretation of data gathered and finally, it ends with some suggestions and recommendations proposed to improve students listening skill.

Chapter one

Chapter One

Definitions of Key-concept and Terms

1.1 Introduction

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1.3 The Significance of Multimedia in Education

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1.1 Introduction

The use of technology in education increases and makes the learning an active process which pushes the students to search for knowledge and figure out their answers instead of receiving just interpretations of different subjects. One of the technological tools that involves education in general and ELT classes in particular, it is what is known as Multimedia in which teachers use the combination of multimedia materials in a specific environment, whereas the famous elements of multimedia used in teaching are computers, text, graphics, songs, animations as well as videos. Moreover, multimedia integrates the four skills and one of the most important that multimedia serve is listening which help students achieve their background knowledge, provide them with a comprehensible input and motivate them to practice listening. For more details this chapter is assigned to explore the role of multimedia in teaching listening skill.

1.2 Definitions of Multimedia

The term multimedia was coined by the singer and artist Bobb Goldenstein in 1966. The word multimedia comes from the latin word "multus" which means numerous and "media" means middle or center. More recently, the word media started to convey the sense of "intermediary". Multimedia therefore, means multiple intermediaries so that the concept has got several definitions proposed by a number of researchers from different perceptions and every one of them attempted to give the appropriate definition. For example Mayers (2005:6) defined Multimedia as:

> **… Presenting both words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video). By words, I mean that the material is presented in verbal form, such as using printed text or spoken text. By pictures, I mean that the material is presented in verbal form, such as using static graphics, including illustrations, graphs, diagrams, maps, or photos, orusing dynamic graphics, including animation or video.**

Mayres definition seems that the use of multimedia covers two main types of materials, the first one which is verbally stated from written or spoken text and the latter one present visual through pictures. Whereas, Feldman (2004) noticed multimedia as *"***the seamless integration of data, text, images of all kinds and sound within a signal, digital information environment"** Feldman shows the integrations of multimedia's materials i.e. the unsimilar types of individuals media are included together in multimedia background for application. In addition, a near idea was stated by Redd i(2003) in his definition when he said:"**Multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the user than any one of the media elements can provide individually".** As it was quoted in (Mishra & Sharma 2005, p. vii). In other word , Reddi mention precisely the outcomes of multimedia for users. However, Caladine (2008: 117-118) asserted that **"The term multimedia is often used to describe style of a computer-mediated presentation or program that incorporates two or more specific elements. Often the elements number more than two and can include: audio, still pictures, moving pictures, and text".** Also Caladine sees multimedia as to apply more than one component including the two types of media, audio and visuals

1.3 The Significance of Multimedia in Education

Technology touches the most domains of life for example the correct use of internet websites and computers make communication faster, easier between users and it pushes to enhance several approaches and disciplines. Education is one these approaches that technology takes wide part of it which takes education techniques into one step higher than traditional technique which is very interesting in teaching and learning process.

The new teaching methods change from one teacher to another that they become more effective through the use technology generally and multimedia specifically. However, this was proved that technology helps teachers in practicing their works in good way.

According to Ivers (2003:2)

> **Technology is a tool to help teachers gather and learn new information, locate lesson plans, participate in collaborative projects, engage in peer discussions and teaching forums, manage student records, and create instructional materials and presentations.**

Ivers describes technology as it is beneficial tool for teachers because it facilitates the classroom issues. In addition, technology inside classroom is valuable resource for learning in which learners may gain new information, participate, engage in discussion and they become shameless by organizing and evaluating their information. Moreover, Ivers and Barron (2002: 3) have summarized the importance of multimedia as:

> **Multimedia projects encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. Students have the opportunity to learn and apply the real-world skills. They learn the value of team work; the impact and the importance of different media, including design issues, media appropriateness and validity, and copyright laws; the challenges of communicating to different audiences; the importance of research, planning, and organization skills; the significance of presentation and speaking skills; and how to accept and provide constructive feedback.**

This quotation shows that multimedia if it is used by teachers; teaching will become more valuable and students develop their knowledge in an ordered way, also another point of view of Vyas and Patel (2009: 114) showed the importance of multimedia in the teaching atmosphere saying:

> **Multimedia brings the language classroom closer to the real world, and to the sights and sounds students are accustomed to in their daily lives. The learning environment, physical or virtual, becomes more natural and contextualized, and language can be learned in more integrated and authentic ways.**

Vays and Patel give clear opinion about how multimedia is important to teaching specially learning languages will become more incorporated and in a distinctive atmosphere.

1.4 The Role of Multimedia in Improving EFL Process

The role of multimedia in teaching is to emerge students' experience in learning English language therefore EFL teachers prefer multimedia as one of the techniques to enhance students performance, develop their English language skill by providing

them with chances to be active learners in the classroom. Xian Tang (2011:294) claims that:

> **The application of multimedia in English language teaching has created an emulated communicative circumstance, making students feel as if placing themselves in the real English atmosphere. Therefore, integrating multimedia in English language teaching not only supports students with knowledge impartment and language training, but also develops students‟ communicative competence by supplying lifelike language learning and communicating environment.**

The use of multimedia as technique in teaching English, students will have clear idea about the target language and how native speaker use their own language. Also, they identify the social and cultural norms of the target language in order to become good communicators of that language.

1.5 The Use of Multimedia in Teaching English Language

EFL teacher attempted to make the use of multimedia into their classroom teaching, will make student develop their language. Through applying multimedia inside ELT classroom students will be more interested and engaged in learning process, they may learn more about language skills. In addition to that the effectiveness of multimedia was reflected by the ability to expose students to real situations, fluent language and good pronunciation through the use videos, sounds and graphics. Furthermore, the multimedia's tools fix issues that students face when they learn the target language .although the useful multimedia's tools for teaching are texts, images, graphics, audiotapes, videos and computers

1.5.1 Computers

In the past, learning was depended only on one source which is books however today technology provided learners with special materials; one of these materials is computers, their usage in learning is useful in which help learners to look for further information about the input such as define words or to look for cultural aspects of that input . Computers through its software environment facilitate the tasks for students in different ways. Furthermore, computer-based language learning becomes a practical and reliable in EFL classes by taking into account its valuable services for successful learning and teaching. On the other hand, the use of CALL has become the most used medium in the world with advent of technology.

In attempt to define CALL Levy (1997:1) has proposed a definition as follows: **"the search for and study of applications of the computer in language teaching and learning".** so that CALL is to search through the use of computers application however, Stockwell (2012) state how CALL important for learning a foreign language he said "**in many parts of the world, it is difficult to think of a foreign or second language (L2) program that does not make use of some form of computer assisted language learning "** in other words , the successful use of CALL in classroom will make teachers design, evaluate and implement learning in the classroom, so that they may help their student to cope with them and give clear directions they fail to use it appropriately

1.5.2 Texts

One of the multimedia tools that were used in teaching is text, it is the first source of arranging language spoken or written, Banerji & Ghosh (2010) describe text as:

> **… The most predominant medium of our communication. Since the invention of paper, the written text remained as the main vehicle for information exchange and storage of knowledge the printing press made possible for the first time, an easy reproduction and distribution of textual information.**

In other words, the revolution of technology through the wide use of computers text becomes valuable features in digital forms which provide learners with huge amount of information. Furthermore, Banerji & Ghosh (2010: 103) showed how important are texts they stated that **"yet, text can play an important role in communicating a concept and setting the tone for an application. This is especially true when working with formatting aspects"**. on the other hand, Strop and Carlson (2010) focused on the point that learners must make the combinations not only between the texts and other media but also experience of how to use multimedia text in order to enhance their abilities in interpreting text context and comprehending the context of this text however, Tomlinson (1998) confirmed that text full of information, teachers have to pay attention in using texts during teaching their students because understanding of text need steps that will make learners comprehend the content of that text

1.5.3 Images

Images are considered as one of the most effective and useful materials in ELT classroom, its usage in the classroom raises the comprehensible input to learners by bringing real life learning through using different pictures moreover the use of images in teaching make learners visual thinkers which learners activate their mental abilities and they will think in a constructive way. However, teachers use images as source to make students understand language used better in the classroom, in addition, they are supposed to facilitate the comprehension of topic for students concerning the main use of images in teaching visuals activities, Keddie (2009:11) stated that:

> **Many of the activities on a visual communication (or visual literacy) course will be highly communicative. This is due to the fact that any task which involves image analysis may work best as a collaborative effort in which individuals share and discuss different ideas. For this reason, it is an excellent area to integrate into the language classroom.**

In this quotation, images are the best effort for students and good resource or excellent to integrate language inside the classroom so that learners will discuss different ideas from images between each other. Furthermore, Goldstein said that:

> **Images have long played an important role in language teaching. Indeed, for anyone who has been in language classroom, either as a teacher or a learner, the use of images is taken for granted. It would be hard to imagine a language teaching context without the presence of flashcards, wallcharts, coursebook, images, downloaded photos, time lines, board drawings, learner-produced artwork, and so on.**

From the above quotations of Keddie and Goldstein, the value of images as a tool is to facilitate the task given by the teacher i.e. the subject in the classroom will be easy to understand. Moreover the use of images in teaching is more beneficial through saving time and the energy. Therefore, 'a Picture is worth a thousand words' this idiom shows value of pictures and that's what Patrina (2007: 42). appreciated this statement by saying "**the reason why pictures are "worth than thousand words" is that they make use of massive range of cortical skills: color, dimension, form, line, text, texture, visual rhythm, and especially imagination".** Generally, images provide learners with precise and worth

information and in a specific period of time as well as developing them with knowledge

1.5.4 Videos

Video is one of the basic elements in teaching English language, it is very important in developing learners' capacities; they are rich source for enhancing language skills as listening and speaking in which learners are able to gather different benefits that learners need . However, the effectiveness of videos depend on the teachers who will select videos i.e. teachers who prefer videos as tool for doing their teaching in good way in addition to that, Caladine (2008: 166) mentioned the effectiveness of videos in teaching and learning, he stated ;

> **Video is unique from other media as not only can it captures and display motion it can display the progressive development of a phenomenon. For example, time-lapse effects can illustrate the development that occurs at a rate apparent in real time.**

Caladine considered videos as the appropriate tool for student for gaining huge amount of information because they reliable material especially for teaching in order that they help teachers to develop student's performance in the classroom, also Packard and Race stressed the aim behind videos in teaching and learning as they stated:

> **Video recordings are widely used in many forms of teaching and learning, and already play valuable roles in helping to show pupils things that they would not be in a position to explore on their own. However, the act of watching material on a television screen is not one of the most powerful ways through which pupils actually learn, unless the video extracts are carefully planned into their learning programme.**

In other word, videos help teachers by making learners understand the content of any topics besides, the use of videos put students in an authentic environment for the reason that they use them by themselves not only inside the classroom but also outside since they find kind of enjoyment in using them.

1.5.5 Audiotapes

Audiotapes are often one of the easiest tools for teaching which they are considered as one of the successful technologies that are used in teaching foreign

language, Packard and Race have stressed the usefulness of using audiotapes for learning and they said:

> **Audiotape is so commonplace and cheap that its potential in learning contexts is easily overlooked. In subject disciplines such as music, where sound is all important, the use of audiotapes as a learning medium is already well developed. In multimedia packages, sound and images are often combined to good effect, yet audiotape can sometimes play similar role at much less cost. The use of audiotapes to support learning can be extended to many disciplines.**

This quote shows the impact of using audiotapes in learning as well as the importance of it if teacher use kinds of audiotapes during his work because learners are motivated through the sounds. Also another point of view, Mayers (2005:6) said that **"an audiotape is magnetic on which sound has been recorded in the form of a story, narrative, or message"** Mayers in this quote described audiotapes as "a magnetic" which is very attractive because of the sounds are recorded in form narrative story. Furthermore, Mayers also mentioned some of the advantages of using audiotapes in teaching. First, she viewed that short segments of audiotapes are effective means to hold learners attentions. Second, audiotapes five more chances for learners to listen in order to have an idea about the topic. Third, audiotapes are not expensive and can everyone gain from it. For instance, Burkett admired the role of audiotapes in teaching English to Chinese student as he stated: **"tapes play very important part in teaching English to the Chinese students, there is a definite place for audiotapes in teaching oral English"** the basis is how audiotapes are important especially for teaching English orally so that audiotapes is an advantageous tool for learning a foreign language.

Technology becomes more important for teacher and learners of other languages. Multimedia as a tool to facilitate the learning difficulties through its use learner get lot of information with simple and fast way, its use cover several areas of teaching among these areas the expansion of student four skills Speaking, reading, writing and listening in learning second language moreover listening skill based heavily on sounds and multimedia gives different types of sound as songs, videos so that learner of second language benefit lot from multimedia in many cases

1.6 Listening Process

1.6.1 Defining Listening

Listening has defined in different ways by several researchers and scholars from different perspectives. For example Rost (1994:1-2) defined **"listening as a word that we use every day without giving it much thought. Yet listening is a vital mental capacity. One of the principal means by which we understand and take part in the world around us.** "Also he claimed that "**listening is a process that is triggered by our attention.**" In other words listening refers to the human attention that attracts the most attractive words when listening through focusing on the important information. so listening is an important part of communication process and the case of listening go through objectives and purposes Harmer (1988: 97. 98) **"learning a second language by teaching listening exposes students to spoken language to give them opportunities to hear native speaker‟ language with different varieties of accent. "** According to Brown (2004: 119), **"listening plays a role as a key factor in understanding and facilitating language learning and emerged as a component in the process language acquisition."** . Namely, listening is the basic among the other skills through it learners can understand easily the native speakers' language and it can enhance level of speaking, reading and writing. Also Hedge (2000:288) said, **"Listening ability will develop automatically through exposure to the language and through practice of grammar, vocabulary and pronunciation."** so that listening has an influence on both classroom context and learner

Above all the definitions listening is an integrated, active skill in which learners during listening do not receive only sounds or speeches but also comprehension of meaning , clauses, phrases , sentences and connected discourse in which he/she has the ability to communicate with others. In other words, it is the ability to understand what the speaker is saying through understanding his accent, grammar, pronunciation, vocabulary and grasping the meaning, furthermore listening divided into strategies, three stages and two approaches

1.6.2 Listening Comprehension

The comprehension of listening has been defined by several researchers changing from one to another. For example; according to Vandergrift (1999 :168) **"Listening comprehension as a complex , active process in which the listener must discriminate between sounds , understand vocabulary and grammatical structures , interpret stress and intonation"** .Also he claims that **"listening comprehension as a separate and important component of language learning".** Namely listening comprehension plays a significant role in the process of language learning or language acquisition in which the listener should differentiate between sounds and the structure of the language spoken. Moreover, Nadig (2013) defined, **"listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences."** In this case, listening comprehension is the way that the listener translates the speech by understanding the meaning of every single word of sentences

1.7 Stages of Listening Process

Listening process has three main stages and they are very important in doing any listening task

1.7.1 The Pre-listening Stage:

Teachers before starting any step in their lectures, they should make a brief preparation about what student are going to listen to by selecting the appropriate text or passages according to the students' levels and understanding. The teacher may decide in advance what to listen to, students will be aware of what kind text that are going to listen to.

The pre-listening activities are the beginning of listening which teacher gives an overview about what is going to listen in order to help learners to understand the context of what is listening for.

1.7.2 While-listening Stage :

While students listen to texts or passages, they will do many activities as start asking questions, forming a group in order to exchange ideas with each others. for example making true or false activities or matching between lists from list 1 to the list 2. These entire activities can students do during listening which can help them to understand the task and even share the ideas with other to interact. They can ask the teacher about the difficult words, activities to help them gain time for understanding; of course these activities have been selected according to Students' abilities and levels.

1.7.3 The Post-listening stage:

The post listening stage is the final stage led to memorizing of what have been dealt in the previous stages; it is practical stage in which student understood the text so they need to be evaluated by the teacher to test their understanding. teacher asks several questions related to the task in order to investigate whether students get the genera l idea about the text / passage or not. After that the evaluation task will be used, and then they will make a final conclusion and summary about what have been understood, teachers will give their concluding ideas about the topic. This phase is considered a primary introduction to the lesson

1.8 The Listening Strategies

1.8.1 "Bottom-up" and "Top-down" Strategies

Listening process divided into two main strategies which are;

Bottom-up strategies are text based where the listener use the linguistic information in order to get meaning i.e. the listener focus on the language in the message through the combination of words, sounds and grammar that creates meaning. Peterson (1991:109) "**the lower level process (bottom-up) are triggered by the sounds, words and phrases which listener has as they attempt to decode speech and assign meaning."** Therefore the language spoken should be detailed from the smallest speech ingredients to the highest ones in order to

construct meaning. According to Nunan (1989:25) bottom-up processes includes the following:

> **-Scanning the input to identify familiar lexical items;**
> **-Segmenting the stream of speech into constituents, for example, in order to recognize that "abookofmine" consists of four words;**
> **-Using phonological cues to identify the information focus in an utterance;**
> **-Using grammatical cues to organize the input into constituents, for example, in order to recognize that in "the book which I lent you" [the book] and [which I lent you] are major constituents, rather than [the book which I] and [lent you].**

Top –down strategies depend on understanding the whole message rather than dividing language into words and sounds. For Nunan (1989)

> **Top-down processes use back ground knowledge to assist in comprehending the message. In addition to that Richards provides the following examples:**
> **-assigning an interaction to part of a particular event, such as, storytelling, joking, praying, and complaining;**
> **-assigning places, persons or things to categories;**
> **- inferring cause and effect relationships;**
> **-anticipating out comes;**
> **- inferring the topic of a discourse;**
> **- inferring the sequence between events;**
> **- inferring missing details.** (As quoted in Nunan, 2008, P: 26).

The two strategies tend to make listener understand language meaning of what speaker is saying whether in the whole message or through the language individuals sounds and words

1.8.2 The Cognitive and Metacognitive Strategies

Listening in English is very important because true communication takes place only when listen attentively but it needs different strategies in order to make the listener get the meaning of each word spoken by the speaker in this case Buck (2001:104) identifies two kinds of strategies in listening:

- **Cognitive strategies: Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval**
- **Comprehension processes: Associated with the processing of linguistic and nonlinguistic input**
- **Storing and memory processes: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory**
- **Using and retrieval processes: Associated with accessing memory, to be readied for output**

The cognitive strategies which mean the work of the mind in understanding and storing the spoken words in the memory in order to recapitulate it later and it divides into first, comprehension process which is the understanding of language and either gestures. Second, storing and memory process which mean to stock the language in the memory. Third, using and retrieval process which is when the language reach memory in order to be transmitted, while Metacognitive as he identifies:

- **Metacognitive strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies**
- **Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task**
- **Monitoring: Determining the effectiveness of one's own or another's performance while engaged in a task**
- **Self-evaluating: Determining the effectiveness of one's own or another's performance after engaging in the activity**
- **Self-testing: Testing oneself to determine the effectiveness of one's own language use or the lack there of**

The second strategy of buck refer to metacognitive strategies which is the awareness of the mind work that carry out the function of cognitive strategies moreover, metacognitive strategies divide into firstly, assessing the situation which

means assessing the language spoken by taking into consideration the speaker's knowledge. Secondly, monitoring refers to find out the persons act while doing the activity. Thirdly, self-evaluating refers to how the person performs after doing the activity fourthly, self-testing stands for evaluating how language is used by the persons themselves

1.9 How to Improve Listening?

In developing listening skill there are many guidelines proposed by Rost (1991):

> **Talk to your student in English. Talk to all of your students… not just the better English speakers. make English a vital language for communication. Personalize the classroom: get to know your student through talking with them about topics of mutual interest**

In the classroom, teachers should discuss the famous topics for example sports events as World cup soccer, all students will be excided and interest for discussion even those with lower level. It is worthy to discuss well-known topics with student because the teacher will get the students interest

Rost continues ‘‘**make English the language of your classroom. Give opportunities in class for the students to exchange ideas with each other in English. point out to them how they becoming confident and effective users of English"** One of the most effective ways to achieve the students' communication is to let them to communicate in English by discuss the problems and provide solutions with each other. The teacher's work is to lead them by proposing instructions, opinions or ideas this way the teacher will build student's confidence and reduce his/her anxiety in the future

The third suggestion of Rost:

> **Introduce your class to other speaker of English ….personally or through use of video and audio tapes. Expose them to diffrents types and situations. Above all, encourage them to listen to understand things that are important to them**

For explaining that, many researchers and educators support the use of Multimedia's materials as a source of the target language such as, songs, videos, audiotapes which contains correct pronunciation, vocabulary, accent, and other aspects of language but this source should be used by the teacher or even advice their students with other sources. For instance, TV is a popular source which extend programs and news with English speakers from all over the world

Rost's final suggestion is;

> **Encourage the learners to become independent, to seek out listening opportunities on their own outside of the classroom. Help them to identify ways of using English language media (Tv and radio broadcasts, videotapes). Set up a self-access listening and learning centre. Help your students self-study listening programmes and goals.**

In other words, learners need an encouragement from their teachers in order to make them select the appropriate listening materials and the easiest one as using media TV, Radio broadcast and videotapes. For instance, every learners have smart phones so the teachers advice them to use application of audio books because it provides students with an interesting listening opportunities

1.10 Conclusion

To sum up, The process of listening in foreign language is a hard task because the learner does not receive the words of the speaker clearly and there are many ways to help the learner to fix this problem and through the use of materials in education for the purpose of obtaining the meaning required and this chapter summarizes how Multimedia gives many solutions to the learner to facilitate the task of listening

Chapter Two

Chapter two:

Data Collection, Analysis and Interpretation

2.1 Introduction

2.2 Methodology of Research

2.3 Research Questions and Hypothesis

2.4 Sample Population

2.4.1 Teachers' Profile

2.4.2 Learners' Profile

2.5 Research Instrument

2.5.1 The Questionnaires

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2.6.1 Teachers' Questionnaire

2.6.2 Students' Questionnaire

2.7 Data Analysis and Interpretation

2.7.1 Analysis of Teachers' questionnaire

2.5.2 Analysis of Students' questionnaire

2.6 Data Interpretation

2.7 Suggestion and Recommendation

2.8 Conclusion

2.1 Introduction

This chapter represents an overview of the practical phase of the study. It is referred to the research methodology followed in the current study. It will be consist of a description of the participants and research instrument i.e. data collection tools. In addition to data analysis and interpretation of the data collected. Accordingly, both quantitative and qualitative methods have been used to analyze data.

2.2 Methodology of Research

In every research work there is a methodology to show what the former is trying to reach, relating to the research problems in this study, the process used is a descriptive method that is based on descriptions, analysis and meaning of different items that serve the topic of the research which is the impact of using multimedia to enhance the learners' listening skill

2.3 Research Questions and Hypothesis

Teaching listening is not an easy task to do since it needs many devices as help for teachers to solve the learners' difficulties, one of these devices is the use of multimedia. So how can multimedia are used in EFL classes to enhance learners' listening skill? What are the multimedia's materials that can develop the learners' listening skill? And how learners benefit from the correct use of multimedia? In order to answer the question above the investigator proposed that multimedia offer learners with many tools that help them to enhance their listening. Moreover, learners benefit from these materials as having huge amount of vocabularies and fixing their pronunciation

2.4 Sample Population

The sample population is to select an appropriate group of people in order to represent a whole population for the purpose of accomplishing a research work. This research involves nine EFL teachers and 30 students at the Ahmed Salhi

university center. The following section gives an idea about the profile of both teachers and learners

2.4.1 Teachers' Profile

The teachers selected for this study are teachers from the Ahmed Salhi University center of Naama; they are nine teachers, one (1) male and Eight (8) females their age varies from 25 years old to 41 years old and their teaching experience from 3 years to 15 years.

2.4.2 Learners' Profile

The sample population included relating to this research work is 2nd year LMD students at Ahmed Salhi university of Naama who were chosen randomly, their age varies from 18 to 30 years old.

2.5 Research Instrument

The research tools chosen for this study are: two questionnaires, one of them for student and the other for teachers in order to gather the appropriate information about this research and to know more about the definitions of the research instruments the following section describes Questionnaire:

2.5.1 The Questionnaires

The Questionnaire is one of the research tools that are used for collecting primary data; it contains different questions asked relating to the research problem. For instance, Good & Hatt (1962:133) define a questionnaire as follows: "**In general the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself."** In other words, questionnaires are forms of questions which need to be answered for one purpose; they consist of two kinds of questions open-ended questions and closed-ended questions in which the first one refers to questions that allow someone to answer freely whereas the latter refers to the questions that either answered with

"Yes or No" or choosing the appropriate answers given by the researcher. In this case the researcher tends to use questionnaire in order to reach the results of this phenomena

2.6 Data Collection Phase

Data collection of this research began on 13th March 2018, on that day nine (9) questionnaires were distributed to teachers in the Ahmed Salhi University center. Whereas, the day after, thirty (30) questionnaires were distributed to students of second year English at the same university center. By the 19th March 2018 each of the teachers' questionnaires and students' questionnaires has been returned by the researcher.

2.6.1 Teachers' Questionnaire

The teachers' questionnaire contains two parts; the first part consists of four (4) questions to identify personal information for teachers, such as gender, age, academic level and teaching experience. However, the second part consists of Eight (8) questions; six questions are closed either for requiring from the teachers to choose Yes/no answers or to choose the appropriate answer from a number of options and for the last 2 questions are open questions in order to discover the teachers' opinion about these two questions. The questions of the second part are as follow:

Question one: Do you think that listening is important in EFL learning?

The purpose of this question is to know whether teachers give an importance to listening in EFL classes or not

Question two: Do EFL students face problem in listening ?

From the question above; teachers are asked if their students face problem in listening and what the reason behind it in order to know that their capacity is enough or not

Question three: Do you think that multimedia is essential for teaching listening skill?

For this question; the purpose is to show how the use of multimedia is significant in teaching listening skill.

Question four: According to what you know about Multimedia, would you prefer to use it in your class? If the answer yes, what are the most Multimedia materials you prefer to use in classroom?

For this question; the aim is to know if the teachers like the idea of using multimedia in classroom by mentioning some of the materials of multimedia

Question five: How often do you use multimedia in the classroom?

The fifth question aim at knowing how many times teachers would use multimedia in the classroom

Question six: How do you think the role of Multimedia in EFL Classes?

From the question above, the purpose is to see how necessary the role of multimedia in the EFL class

Question seven: How do you think multimedia assist to enhance EFL students' listening skill?

This question aims at showing if the use of multimedia in EFL classes helps students to fix the difficulties in listening skill

Question eight: Please, suggest any other materials you think they are helpful in teaching listening skill

From the question above; the purpose is to propose other materials that solve the problems of listening for them.

2.6.2 Students' Questionnaire

The students' questionnaire consists of three parts; the first part contains three questions which are related to personal information as age, gender and the learning experience. Whereas, the second part is the use of multimedia in EFL classroom, it contains six questions; five among these questions are closed questions and the rest one is open question. For the last part is the part of listening skill and multimedia which contains eight questions; six among them are closed questions and the rest two questions are open questions due to all the questions are as fallow:

Part one: background information

For the first part of every questionnaire; the question are about the personal information for the informants in order to know the gender, age and the learning experience for the purpose to describing the sample designing for this study

Part two: the use of multimedia in EFL classes

Question one: does multimedia simplify the learning difficulties?

For the question above; the purpose is to know whether students like the use of multimedia in order to facilitate the difficulties that they face during learning

Question two: does the use of multimedia effective in EFL classes?

For this question; the purpose is to show whether the role of multimedia in the class helpful or not

Question three: does your teacher use multimedia in the classroom?

This question aims at showing whether teachers during teaching their students use multimedia as tool for helping their students in understanding the lecture and gaining time or not

Question four: what kinds of multimedia's materials does your teacher use in the classroom?

The purpose of this question is to show which of the multimedia materials that the learners like to be used in their study

Question five: how often does your teacher use multimedia's materials in the session?

The aim of this question is to show how many times teachers use multimedia in the session

Question six: in your opinion, what are the outcomes of using multimedia in learning foreign language?

The aim behind this question is to figure out the students' opinions about the benefits of multimedia in learning foreign language

Part three: listening skill and multimedia

Question one: do you like oral expression lecture?

The purpose of this question is to know whether students like oral expression deeply, it is to lead where does multimedia effective and in which session

Question two: what are the skills that your teachers give more importance during oral expression session?

For this question: the aim is which of the skills that learners use in the oral expression session and what do teachers insist on in this session

Question three: how do you assess your listening ability?

The purpose of this question is to estimate the students' abilities in listening skill

Question four: listening is important in learning English language?

The aim of this question is to discover the function of listening in learning English language

Question five: do you face any difficulties in listening?

This question aims at showing the reasons that makes students face difficulties in listening

Question six: what do you think about learning through the use of multimedia?

For this question; the purpose is to show how important to use multimedia in every domains of learning

Question seven: what is the best way to enhance listening skill?

From the question above the aim is to confirm that listening skill needs authentic tools to be developed for every student

Question eight: what do you suggest as materials for your teachers to use in oral expression?

The purpose of this question is to make students aware of using other materials in order to facilitate the task of listening for them

2.7 Data Analysis and Interpretation

In order to collect the require amount of data the researcher had used two (2) questionnaires, one of them is for teachers and the other is for students, these questionnaires are composed of two types of questions, closed an open questions The former are going to be analyzed the quantitatively and the latter are going to be analyzed the qualitatively through using tables, pie charts and bar charts

2.7.1 Analysis of Teachers' Questionnaire

- **Quantitative analysis**

The first part: For the first part as it appears in the table below the analysis for the demographic question

Table 2.1 Background Information of Teachers

	Teachers									
	Gender		Age				Academic level			Teaching experience
Option	male	female	23-29	30-39	40-49	Over than 50	BA	MA	PhD	**Ranged from 3 to 15 years**
Numbers	1	8	3	5	1	0	0	7	2	
Percentage (%)	11%	89%	33%	56%	11%	0%	0%	78%	22%	
Total N/%	9 100%		9 100%				9 100%			9 100%

For the first section which is used to collect the demographic information; it has been found that teachers are different gender 89% females and 11% males, their age varies between 33% from 23 to 29 years old, 56% from 30 to 39 years old, 11% from 40 to 49 years old. However, their academic level 78% among them have Magister degree and the rest 22% of them have doctorate. In addition to that, their teaching experience ranged from 3 to 15 years.

The second part: Teachers 'opinion about listening skill and multimedia

Item 01): Do you think that listening is important in EFL learning?

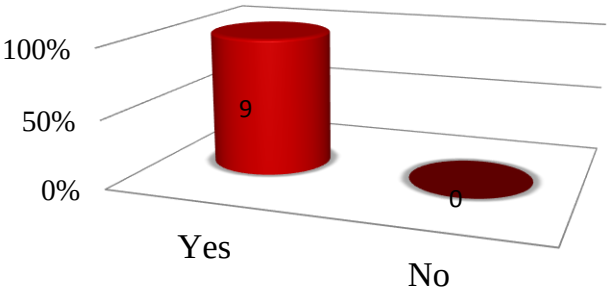


Figure 2.1 The Importance of Listening in EFL Learning

For the first question of the second part; it has been found that 100% of the teachers agreed that listening is important in EFL learning whereas none of them said the opposite

Item 02): Do EFL students face problem in listening ?

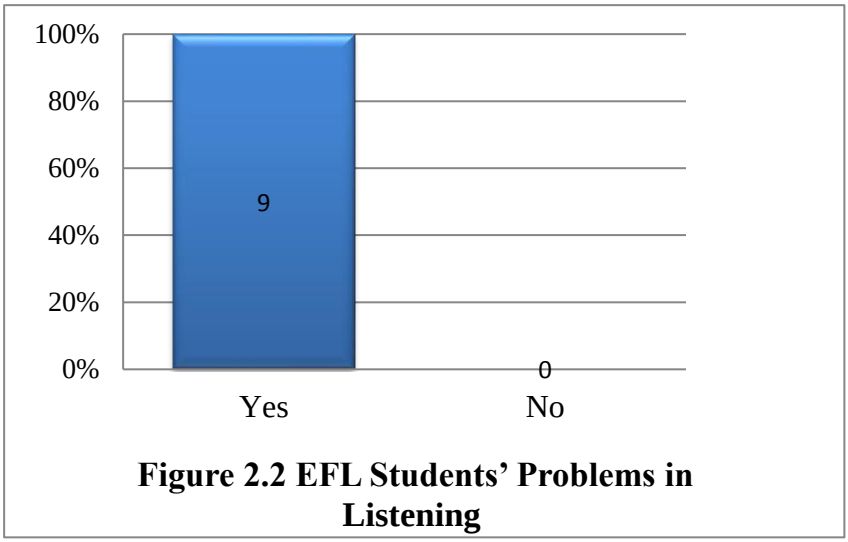


Figure 2.2 EFL Students' Problems in Listening

As shown from the graph above, the results are different, 9 (100%) of the teachers believe that the EFL students face difficulties. All the teachers who claimed that EFL students face problem in listening, they have been asked about the reasons behind that. The results are 2 teachers said that EFL students do not master the listening strategies and they do not know how to listen. Whereas 2 teachers said that the reason is due to the lack of training and practicing in the daily life and students do not listen to programs in English. However, the rest of the teachers said that because of the pronunciation and the lack of the labs in Algerian schools

Item 03): Do you think that multimedia is essential for teaching listening skill?

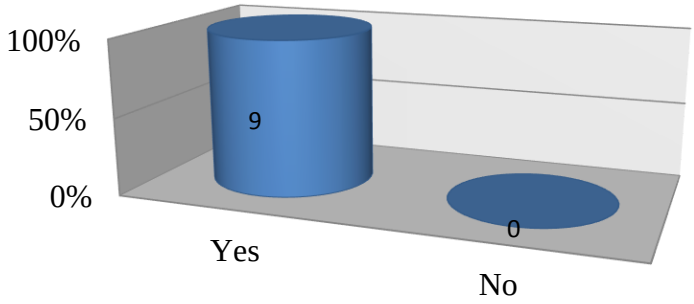


Figure 2.3The Significance of Multimedia in Teaching Listening Skill

As shown in the graph above, the analysis of the data indicated a general view among English teachers at the Ahmed Salhi University center about the importance of multimedia in listening, their response to the item; 100% of the teachers have confirmed that the use of multimedia in EFL classes is essential in teaching listening skill while none of them said the opposite

Item 04): According to what you know about Multimedia, would you prefer to use it in your class?

Table 2.2 The Teachers' Use of Multimedia

Responses	Number	Percentage %
Yes	9	100 %
No	0	0%
Total	9	100%

Concerning this question, the results at the table shows that (100%) of all the teachers of the Ahmed Salhi University Center prefer the use of multimedia in their classes

If yes, what are the most Multimedia materials you prefer to use in classroom?

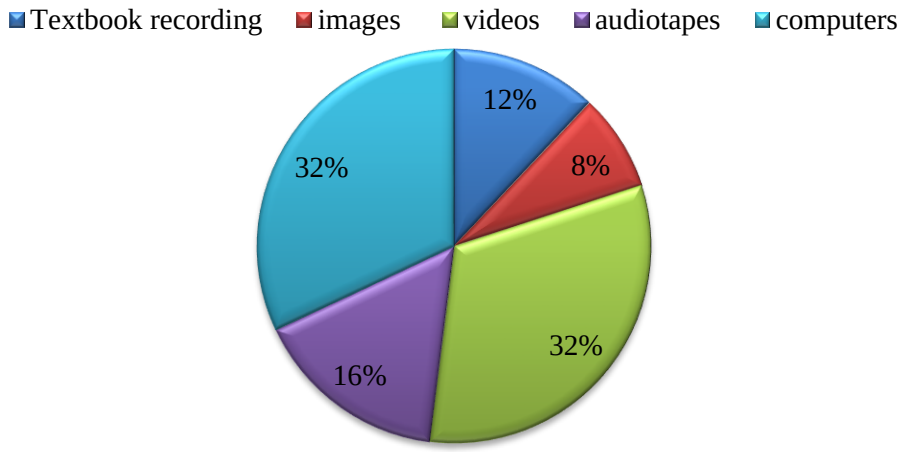


Figure 2.4 The Multimedia's materials that teachers prefer to use in the classroom

The item 4 teachers are asked about whether teachers would use multimedia in their classes and relating to this question teachers were asked about the multimedia's materials that teachers would use in their classroom, the results show that 32% of the teachers would use videos and computers while 16% of teachers would use audiotapes. In addition, 12% of the teachers prefer to use Textbook recording and 8% of the teachers would use images in their classroom

Item 05): How often do you use multimedia in the classroom?

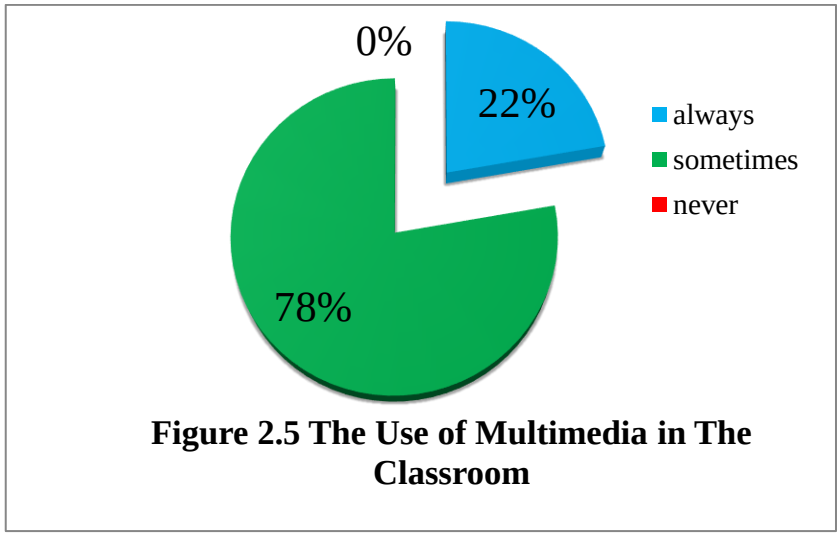


Figure 2.5 The Use of Multimedia in The Classroom

The analysis of this question shows that 78% among teachers of Ahmed Salhi university center use multimedia from time to time whereas 22% of them use it all the time

Item 06): How do you think the role of Multimedia in EFL Classes?

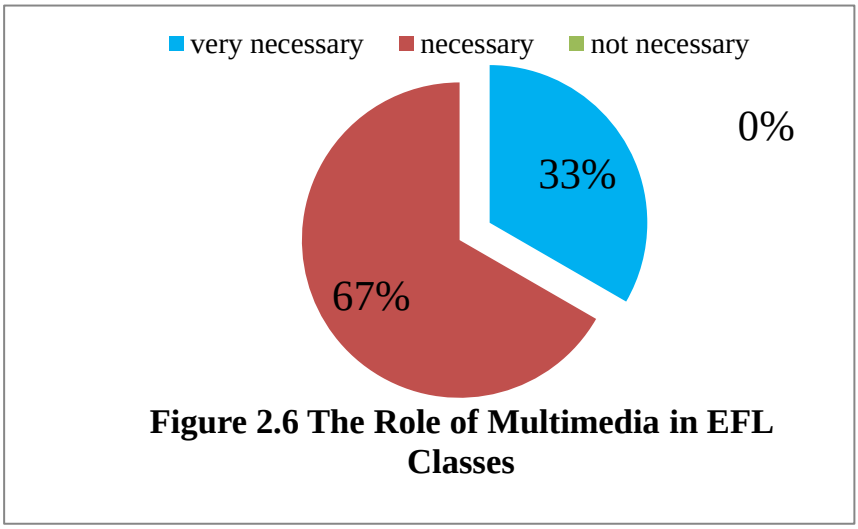


Figure 2.6 The Role of Multimedia in EFL Classes

Concerning this question, the results show that teachers consider the role of multimedia is necessary by 67% among them however 33% of teachers consider it very necessary in EFL classes

- **Qualitative analysis**

Item 07): How do you think multimedia help to enhance EFL students' listening skill?

Concerning the seventh question, teachers are asked about the aim of using multimedia for listening skill, the results show that the majority of teachers take multimedia as the first tool to enhance listening skill and students benefits from it by getting correct pronunciation and having a huge amount of vocabulary and they consider it as appropriate means which creates a good atmosphere to students by motivating them. However, few of teachers see that multimedia helps in exploring different areas of study in short time

Item 08): Please, suggest any other materials you think they are helpful in teaching listening skill

The analysis of item eight indicates that teachers suggest other materials to improve listening skill as using CMC, reports of stories, playing dialogues, listening to records of native speakers and watching videos and listening to songs

2.5.2 Analysis of Students' Questionnaire

- **Quantitative analysis**

The first section: Background information

Table 2.3 The Personal Information of Students

Responses / Students	Option	Number	Percentage (%)
Gender	Male	11	37%
	Female	19	63%
	Total	30	100%
Age	18-20	12	40%
	21-25	15	50%
	More than 26	3	10%
	Total	30	100%
Learning experience	Ranged from 9 to 23 years		

for the first section which is used to collect demographic information; it has been found that students are different gender, 37% males and 63% females and their age varies 40% from 18 to 20 years old, 50% from 21 to 25years old and 10% more than 26 years old in addition their learning experience of English language ranged from 9 to 23 years

The second section: The use of Multimedia in EFL classroom

Item 01): Does multimedia simplify the learning difficulties?

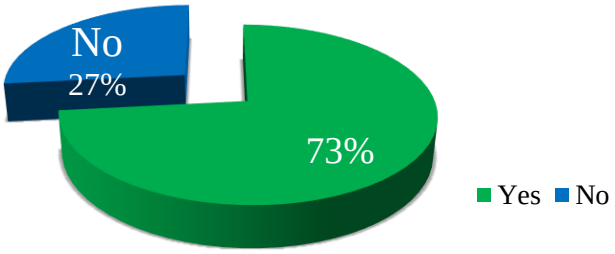


Figure 2.7 Multimedia's Work in Learning

The analysis of the first item as it appears in the graph above indicates that 73% of students confirm that multimedia simplifies the learning difficulties whereas 27% among them said the opposite.

Item 02): Does the use of multimedia effective in EFL classes?

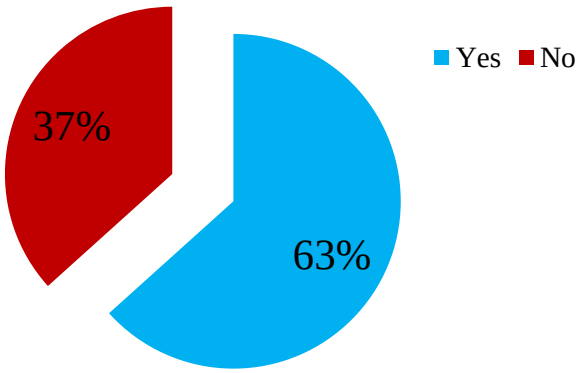


Figure 2.8 The Effectiveness of Multimedia in EFL classes

The analysis of the second item indicates that 63% of students confirm that the use of multimedia valuable in EFL classes, whereas only 37% of the students are not interested in the use of multimedia in EFL classes

Item 03): Does your teacher use multimedia in the classroom?

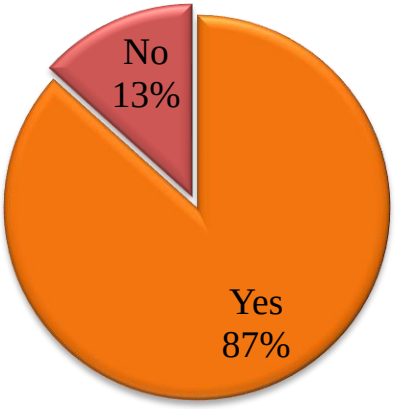


Figure 2.9 The Use of Multimedia in The Classroom

As shown in the graph above, the results indicate that 87% of the students confirm that their teachers use multimedia in the classroom while only 13% of students their teachers are not interested in multimedia in the classroom.

Item 04): What kinds of Multimedia's materials does your teacher use in the classroom?

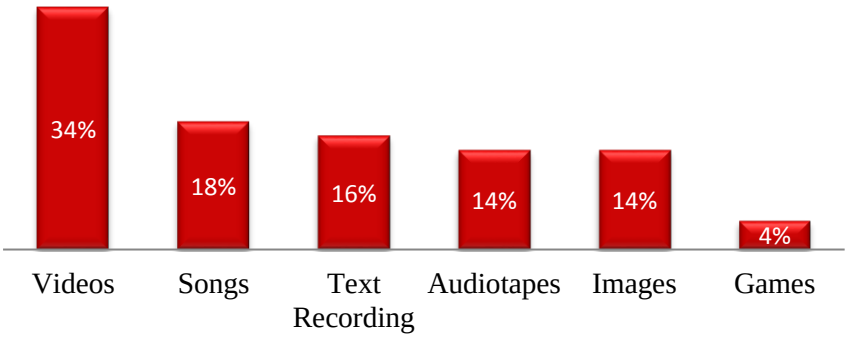


Figure 2.10 Multimedia's materials used by teachers

The results of item four indicate that 34 % of students, their teachers use videos as the first source of multimedia while songs with 18% as a second source. In addition to that the third source was Text Recording, the fourth source with 14%

both audiotapes and images and the last source were games with 4%. Furthermore, other students state another material as data show

Item 05): How often does your teacher use multimedia's materials in session?

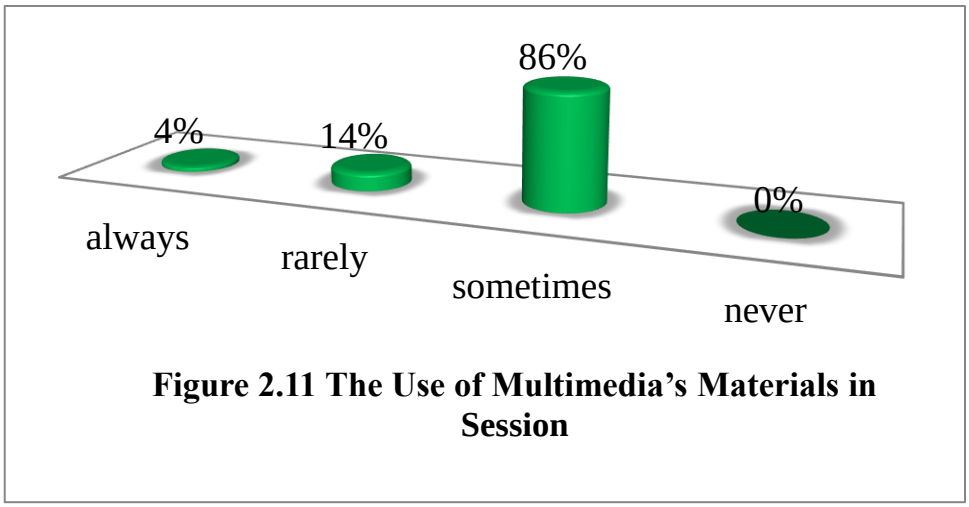


Figure 2.11 The Use of Multimedia's Materials in Session

The analysis of the item four indicates that 86% of students use multimedia's materials from time to time in the classroom. Whereas, 14% among them, use them infrequently and 4 % of them use them for all time

Item 06): In Your opinion what are the outcomes of using Multimedia in learning foreign language?

The analysis of item six shows that the majority of students consider the benefits of multimedia as making learning easier by developing their knowledge in general as well as in learning a foreign language, it offers learners with new vocabularies with correct pronunciation by enhancing their speaking skill and making them learn the target culture

Section three: listening skill and multimedia

Item 01): Do you like oral expression lecture?

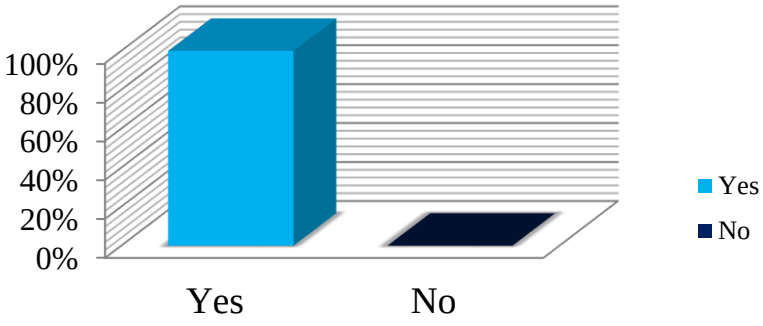


Figure 2.12 Students' Opinion about Oral Expression Session

As shown in the graph above, it has been found that 100% of the students like the oral expression lecture, which is the most session that teachers use multimedia's materials while none of them said the opposite

Item 02): What are the skills that your teacher gives more importance during oral expression session?

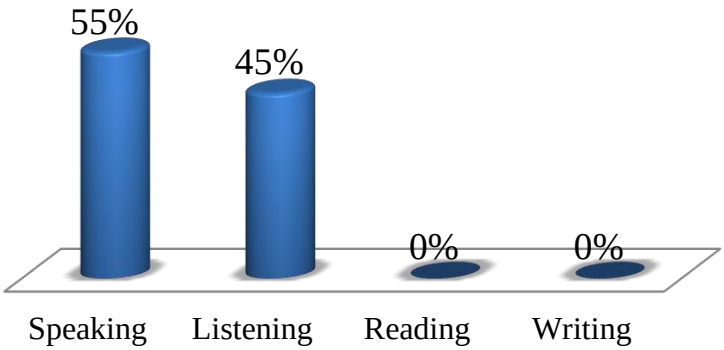


Figure 2.13 The Important Skills in Oral Expression session

For this question, the analysis as shown in the graph above, 55% of students picked speaking as it the first skill that their teachers give importance to it while 45% among them picked listening which their teachers give importance to

Item 03): How do you assess your listening ability?

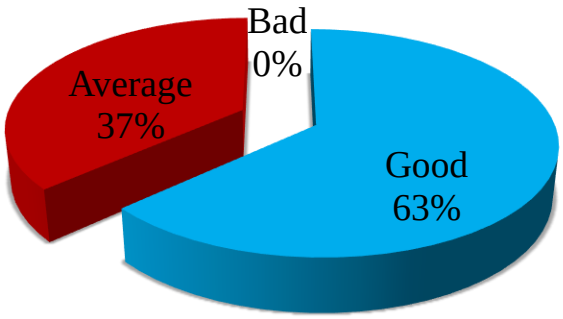


Figure 2.14 The assessment of Students' Listening ability

The analysis of the item four indicates that 63% of students are good at listening and they do not face any difficulties. While, 37% among them are average at listening

Item 04): Listening is important in learning English language?

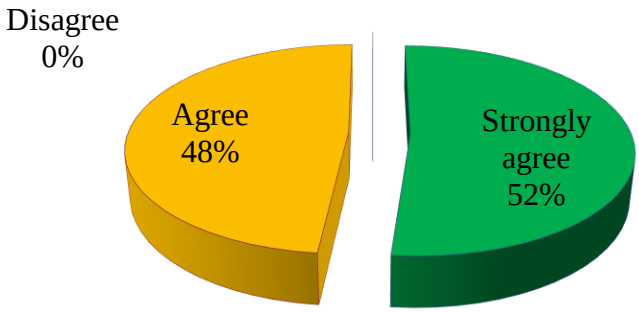


Figure 2.15 The Impact of Listening in Learning English language

The results of the item four indicate that 52% of students strongly agree that listening is important in learning the English language, whereas 48% among agree about the importance of listening in learning the English language

Item 05): Do you face any difficulties in listening?

If yes because of:

Pronunciation ☐ speed of speech ☐

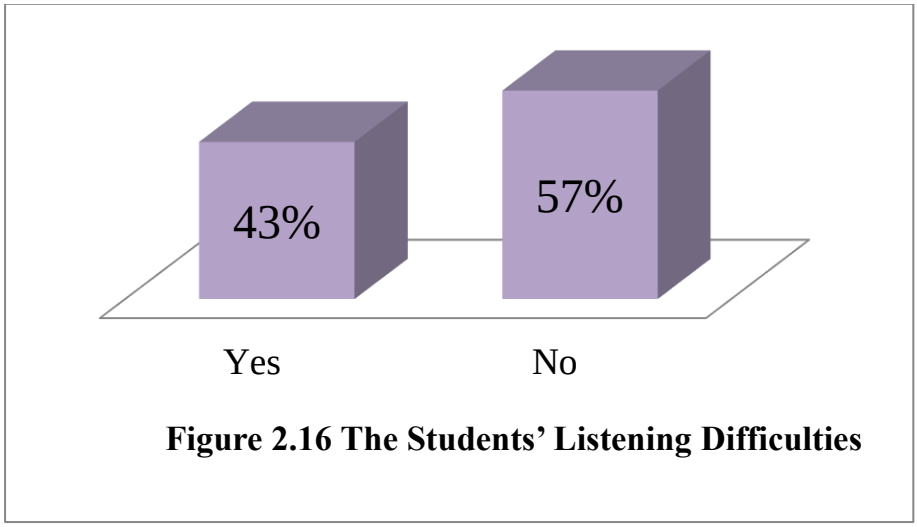


Figure 2.16 The Students' Listening Difficulties

The analysis of the item five indicates that 57% of students face no difficulties in listening while 43% among them face difficulties.

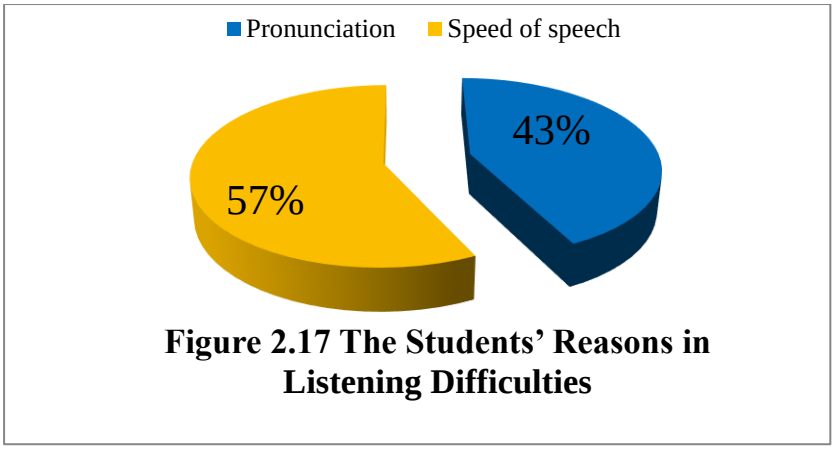


Figure 2.17 The Students' Reasons in Listening Difficulties

Concerning the item five students are asked about the reason that made the face difficulties in listening by proposing some reason about that. The results show that 57% of students face difficulties because of the speed of speech while 43 % of other students face difficulties because of pronunciation.

Item 06): What do think about learning through the use of multimedia?

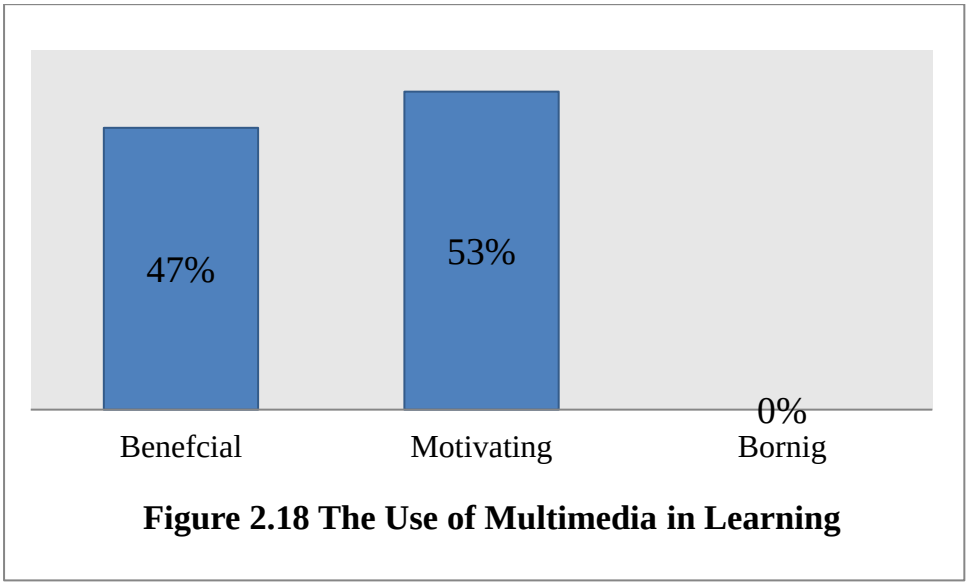


Figure 2.18 The Use of Multimedia in Learning

Concerning the analysis of the item six, it has been found that 53% of students consider that the use of multimedia in learning is motivating while 47% of other students consider it as beneficial while 0 % for boring

- **Qualitative analysis**

Item 07): What is the best way to enhance listening skill?

Concerning the item seven, the results show that the majority of students believe that the best ways to enhance listening skill are daily listening and watching videos of native speakers in addition to listening to music with lyrics without forgetting the students' discussion with each others in the classroom

Item 08): What do you suggest as materials for your teachers to use in oral expression?

The results of the item eight indicate that the majority of students propose to their teachers other materials, like using quizzes in computer with data show, games, songs, making interviews between students and acting plays

2.6 Data Interpretation

The data analysis has shown the results of two research instrument; the teachers' questionnaire and students' questionnaire. Concerning the first one, teachers support the use of multimedia in EFL classes for the reason that EFL learners face

difficulties in listening and they consider multimedia as one of the materials that should be used in learning a foreign language which is the most important for students to solve their issues in listening. Furthermore, teachers sustain the use of multimedia, especially in the oral expression module since the basis is on the speaking and listening in order to make learners catch speech correctly and speaking fluently. However, the latter one shows that the EFL learners at the Ahmed Salhi university center confront problems in listening even their teachers confirmed that as well as the issue is their teachers use multimedia from time to time and it is not enough for them while the daily use of multimedia provide learners with different benefits such as correcting their pronunciation, enhancing the level of vocabularies and decreasing the time of lessons

Students believe that multimedia's work in learning is not important only for enhancing skills, but it can make learning of any subjects more attractive while teachers take it as source of learning in order to get special information for improving the learners' knowledge.

2.7 Suggestion and Recommendation

The data gathered from these two research instruments give a clear image about EFL teachers and learners towards the use of multimedia in teaching listening skill. Therefore, teacher and learners suggest other materials as use in EFL classes. For instance, teachers' suggestion;

- The use of authentic materials and methods in laboratories in order to prepare learners for real world communication and guide them about how to use language
- The use of native speakers conversations' records, stories and novels to fix the students' pronunciations and having lots of vocabularies
- Directing learners towards online conferences via Facebook or YouTube channels in addition to the importance of TV programs as well as BBC
- Making students in groups to let them exchanging ideas and correcting their errors by themselves.

- Using virtual classes where students can assist to discuss with other students from different universities through direct contact online

However, students suggest other materials to improve the learners listening skill as;

- Making students acting a play inside the classrooms has benefits of others as well as increasing the level of comprehending
- The use of songs and lyrics through letting students singing with the song to get used to the accent
- Changing teachers' ways of explanation through using movies with subtitles in the classroom in order to boost learners' abilities in the other skills
- Using comedian tapes in oral expression session that aims at enjoying students, at the same they demonstrate the understanding of familiar word and phrases

2.8 Conclusion

This chapter is devoted to collect and analyze the research data instruments derived i.e. teachers' and students' questionnaires; their analyses reveal that teachers opinions and attitudes towards the use of multimedia in EFL classes is essential and helpful while they do not use it much time and that is the reason behind making learners face problems in listening. However, students reflect on the use of multimedia in learning is significant and its materials are the basic in improving and strengthening the learners' listening skill.

General Conclusion

This study tried to investigate the importance of multimedia in enhancing EFL listening skill .the case study involved the second year English students at Naama university centre. This was done by trying to understand their difficulties and thus finding solution to overcome them.

The current research work was conducted in the form of a case study .The main objectives were to find answers to the following research questions:

- How can multimedia be used in EFL classes to enhance learners' listening skill?

- What are the multimedia's materials that can develop the learners' listening skill?

- How learners benefit from the correct use of multimedia?

Besides, the hypotheses designed to answer the research questions are that Through the usual and organized useful of multimedia, it may offer learners with many tools as clear sound that help them to enhance their listening, while, it may provides learners with authentic tools as video, songs, computers and others while learners profit from these materials as having huge amount of vocabularies and pronouncing the words correctly

In order to fulfill the present work, the researcher has divided his work into two interrelated chapters, starting with the definitions of two concepts listening and multimedia by mentioning their characteristics in the first chapter. On the other hand, the second chapter reflects data collection and analysis of research tools and their interpretations, since this investigation has been conducted to answer the research problem of the multimedia's work in EFL classes. In addition to its materials and benefits on learners in order to enhance their listening skill

After analyzing the data, it has been concluded that Multimedia plays a basic role in enhancing the listening skill to English learners at Ahmed Salhi University Center by offering them with different vocabularies with correct pronunciation in addition to having ideas about the target culture of the target language

To conclude it is hoped that the suggestions proposed will offer successful instruction .However, this work has some limitations as far the number of participants is concerned, and the period of time involved.

All in all, this research is very vast and the researcher did not reach some points as well as mentioning the consequences of misusage of multimedia in learning, hoping from the future researchers to go further in this study by including the missing points in their investigations.

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Appendices

A/Students' Questionnaire

Dear informants

For the sake of investigating the impact of using multimedia to enhance learners' listening skill. The present questionnaire is designed. Therefore, you are kindly invited to answer the questions by putting a tick (✓) on the appropriate answer and expressing your opinion where necessary

Thank you very much for your collaboration

Part one: Background information

1. Gender **:** Male ☐ Female ☐
2. What is your age?
   a. 18-20 years old ☐
   b. 21-25 years old ☐
   c. More than 26 years old ☐
3. Learning experience: how long have you been learning English?

……..

Part two: The use of Multimedia in EFL classroom

1. Does multimedia simplify the learning difficulties?

   Yes ☐ No ☐

2. Does the use of multimedia effective in EFL classes?

   Yes ☐ No ☐

3. Does your teacher use multimedia in the classroom?

   Yes ☐ No ☐

4. What kinds of Multimedia's materials does your teacher use in the classroom?

   Videos ☐ Audiotapes ☐

   Songs ☐ Images ☐

   Text recording ☐ Games ☐

   Others. Please state them……

5. How often does your teacher use multimedia's materials in session?

Always ☐ Rarely ☐ sometimes ☐ never ☐

6. In Your opinion what are the outcomes of using Multimedia in learning foreign language?

……
……
……
……
……

Part three: Listening skill and multimedia

1. Do you like oral expression lecture?

Yes ☐ No ☐

2. What are the skills that your teacher gives more importance during oral expression session?

Speaking ☐ listening ☐ reading ☐ writing ☐

3. How do you assess your listening ability?

Good ☐ Average ☐ bad ☐

- If it is << bad >> why? ……

……..

4. Listening is important in learning English language?

-Strongly agree ☐ -agree ☐ -disagree ☐ -strongly disagree ☐

5. Do you face any difficulties in listening?

Yes ☐ No ☐

If Yes; because of

Pronunciation ☐ speed of speech ☐

Others ☐ please specify

…….

6. What do think about learning through the use of multimedia?

   Beneficial ☐ Motivating ☐ Boring ☐

7.What is the best way to enhance listening skill?

……
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8.What do you suggest as materials for your teachers to use in oral expression?

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B/ Teachers' Questionnaire

Dear teachers

Your participation in this study is completely important, thus this questionnaire is designed for the sake of investigating the impact of using multimedia to enhance learner's listening skill. Therefore, you are kindly invited to answer the following questions by putting tick on the appropriate answer and expressing your opinion where necessary

Thank you very much for your collaboration

Part one: Personal information

1. You are: Male ☐ Female ☐
2. What is your age?

   a. 23-29 years old ☐
   b. 30-39 years old ☐
   c. 40-49 years old ☐
   d. Over than 50 years old ☐
3. What is your academic level?
   - License (BA) ☐
   - Magister (MA) ☐
   - Doctorate (PhD) ☐
4. How long have you been teaching English?

   ……..

Part two: Teachers 'opinion about listening skill and multimedia

1. Do you think that listening is important in EFL learning?

   Yes ☐ No ☐
2. Do EFL students face problem in listening ?

   Yes ☐ No ☐

   If yes. What do you think the reason is?

……
……
……

3. Do you think that multimedia is essential for teaching listening skill?

   Yes ☐ No ☐

   If no,
   why……..
   ……
   .

4. According to what you know about Multimedia, would you prefer to use it in your class?

   Yes ☐ No ☐

   If yes, what are the most Multimedia materials you prefer to use in classroom?

   Textbook recording ☐
   Images ☐
   Videos ☐
   Audiotapes ☐
   Computers ☐
   Others ☐

   If no, explain why

   …….....
   ……
   …….....
   .....

5. How often do you use multimedia in the classroom?

   Always ☐ Sometimes ☐ Never ☐

6. How do you think the role of Multimedia in EFL Classes?
   - Very necessary ☐
   - Necessary ☐
   - Not necessary ☐

7. How do you think multimedia help to enhance EFL students' listening skill?

   ……
   ……
   ……

8. Please, suggest any other materials you think they are helpful in teaching listening skill

   ……
   ……
   ……
   ……
   ……
   ……
   ……