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The Extent of Implementing Multimedia in Teaching Listening Comprehension

Case Study of Second Year LMD Students at Biskra University

A Dissertation Submitted in Partial Fulfillment of the Requirement for Master
Degree in English (Sciences of Language)

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Dedication

- ❖ To my dear parents.
- ❖ To my beloved brothers; Omar, Mohamed Islam, Ayoub, and Abd Rahmane.
- ❖ To my sweet unique sister, Sara.
- ❖ To my wonderful friends in University Fatima Zohra, Taous, and Khadidja.
- ❖ To all the exquisite Master students of English who will graduate this year.
- ❖ To whoever happens to read this paper.

I dedicate this dissertation

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Abstract

The present study aims to show the importance of multimedia in teaching listening comprehension, also it aims to investigate the extent to which multimedia is beneficial when incorporated in the classroom teaching. Also, this study tries to identify multimedia elements teachers frequently use in teaching listening comprehension if they do, and if they do not, the study wants to find out reasons of the negligence of multimedia in teaching. Moreover, this paper shows the importance of listening comprehension in Teaching English, and it displays the appropriate tools that can be used for teaching this skill taking into account certain principals before the practice of listening inside the classroom. In order to ensure if teachers of oral expression implement multimedia in teaching listening comprehension or not, we collected data from teachers' questionnaire, that is administered to oral expression teachers in English division at Biskra University. In addition to the classroom observation with second year LMD students, and interviews with their teachers of oral expression. Major findings revealed that teachers do not implement multimedia in teaching listening comprehension, and this goes back to the lack of the appropriate materials for teaching listening skill, besides to learners' lack of motivation and negative attitudes towards this skill. In the light of the obtained results, some suggestions and recommendations for both teachers and students are proposed to find out solutions to this problem.

List of Abbreviations

AVA: Audio-Visual Aids.

BA: License.

CALL: Computer-Assisted Language Learning.

CL: Center of Languages.

DVD: Digital Video Disc.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ICTs: Information Communication Technologies.

L1: First Language.

L2: Second Language.

LMD: License Master Doctorate.

MA: Magister.

MP3: Music Player 3.

PCs: Personal Computers.

PhD: Doctorate.

SLA: Second Language Acquisition.

TEFL: Teaching English as a Foreign Language.

TV: Television.

USA: United States of America.

USB: Universal Serial Bus.

%: Percentage.

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French Summary

General Introduction

1. Introduction

In the 21st century, the teaching profession has been regularly confronted with change in the form of new methodologies, approaches, organizational structures and a wide range of technological innovations. Multimedia as one of these technological revolutions has strongly invaded education in all over the world, and it impacts the teaching and learning process. Integrating multimedia in the classroom environment is regarded as a vital element because of its wide services in promoting the educational systems and engaging students to be active participants in the classroom. Also, it facilitates the task for teachers to present their lessons in a way that has never been offered before.

However, most of the conventional approaches to language teaching have emphasized the necessity of teaching the four macro-skills (writing, reading, listening and speaking) focusing on their importance in (TEFL). In many cases, EFL learners fail in using effective receptive skills that involve listening and reading. Those latter create different obstacles for students to understand the linguistic data and the oral discourses they receive. Consequently, this break down of communication in the oral comprehension tasks lead to students' failure in building effective productive skills (speaking & writing). Therefore, listening is considered as the basic skill that learners rely on to build the other skills. However, it is conceived by many teachers and researchers as the most difficult skill in which students may face serious drawbacks. As Buck (2001) stated: "listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works" (p. 1). i.e. teachers should be aware enough about the nature of this skill in order to provide radical solutions to this problem and real evaluation of their students' performance. Moreover, they are supposed not only to teach this skill in priority but also to facilitate learning it. Thus we propose that the

implementation of multimedia in teaching listening comprehension could be an effective technique to improve learners' listening proficiency.

2. Statement of the Purpose

Stemming from our experience as an English as a foreign language learners, we have faced different difficulties in the four skills in general and in listening to the target language in particular. Thus we used to fail in understanding the oral discourses in many situations, especially when we listen to native speakers or English songs. Moreover, depending on a previous study I have conducted with my colleagues about students' major difficulties on listening skill, we deduced from the obtained results that most of first year LMD students in English department at Biskra University -those who were our case of study- encountered certain difficulties in listening comprehension under several reasons, such as, the unfamiliarity with the topic, the type of language, the role of the teacher, lack of learning aids and lack of motivation. Therefore, the present work aims to shed light on this important issue and it tries to give it practical solutions by integrating multimedia as a collaborative technique in teaching listening comprehension. By doing so, both teachers and learners will benefit from the advantages of multimedia that allow the integration of texts, graphics, audios and videos in a range of combinations. As a result, learners can interact with textual, aural, and visual media. Therefore, this issue led us to pose the following problematic statement:

To what extent teachers of English at Biskra University implement multimedia in teaching listening comprehension? And what are the limitations of this implementation?

3. Significance of the Study

This work has a great importance in the field of research as well as in the scope of (TEFL). It tries to find out some practical solutions to learners' listening difficulties by implementing multimedia as an effective technique to teach this skill. In addition, we target

from this study to measure the limitations of implementing multimedia in English classes in our University to stand for the real situation of teaching, and to look for reasons behind the ignorance of multimedia if it is not used.

4. Research Hypotheses

To test the validity, reliability and the practicality of using multimedia in developing EFL learners' listening comprehension, we formulated the following hypotheses:

- 1- If teachers integrate multimedia in teaching listening comprehension then students achievements in aural comprehension tasks will be improved.
- 2- If teachers neglect the use of multimedia while teaching L2 listening then learners will face difficulties in comprehending the target language.

5. Research Questions

In order to know more about the effectiveness of implementing multimedia in enhancing EFL learners' proficiency in listening comprehension, we need to ask the following questions; where we are supposed to answer some of them:

- 1- What are the benefits from integrating multimedia in teaching listening comprehension?
- 2- How can multimedia improve learners' proficiency in understanding the oral discourses?
- 3- To what extent are teachers of oral expression in our University using multimedia in their classrooms?
- 4- In case when multimedia is neglected in teaching, what are the reasons beyond this negligence?

5. Research Methodology

To explore the effectiveness of multimedia in teaching listening comprehension and to measure the extent of integrating this element in our classrooms, we followed a descriptive method, and we gathered data from three research tools which are teachers' questionnaire, classroom observation, and unstructured interviews. Our sample composed of fifteen teachers of oral expression at Biskra University, and second year LMD students with whom with conduct our classroom observation.

5.1. Method

To investigate our hypotheses, we conducted a qualitative study that is based on descriptive method as the most appropriate method to fit best the outlined objectives, and to provide a general description of our study. Also we have chosen this method because the allocated time is insufficient to conduct an experimental study.

5.2. Population and Sampling

To test our hypotheses and to prove their validity, we conducted a descriptive study on a sample of 15 teachers of oral expression in English division at Biskra University during the academic year 2012/2013. To give our research more credibility we selected our sample randomly. Also we designed the classroom observation with second year LMD students in our university, and the interviews were conducted with their teachers of oral expression. Then, the population of our study was English teachers in Biskra University.

5.3. Research Tools

Since the nature of our research is a range between qualitative and quantitative, we found that the use of three data gathering tools, which are teachers' questionnaire, classroom observation, and the unstructured interview, helped us a lot in gathering information in

distinct ways from different recourses. First of all, teachers' questionnaire as one of the raw material of data collection contribute to valid and reliable findings, and it provided us with adequate evidence on teachers' claims, perceptions and arguments. Then, the classroom observation assisted the task of collecting data through our live and direct perceptions of the situation we want to describe. In addition, the unstructured interviews with some teachers were helpful in taking information from teachers themselves through direct and personal interaction.

6. Limitation of the Study

This study is limited to oral expression teachers and it attempts to look whether they implement multimedia in teaching listening comprehension or not. Since oral expression teachers are more concerned in teaching the oral-aural skills. Therefore, results obtained from this paper could not be generalized to other teachers of English as well as not for the other modules.

7. Structure of the Study

This study comprises five main chapters. Chapter one presents listening skill, its definition, purpose, importance, and its types, also it discusses the relationship between listening comprehension and the other skills, and the nature of this skill which is difficult. In addition, it shows some characteristics of the spoken language such as redundancy, non-verbal communication, accent and speech rate. Then, we dealt with some problems of listening assessment at the end of this chapter.

Chapter two is devoted to introduce multimedia in terms of definition, importance, objectives, and its role in developing ELT process. Also it deals with some useful materials in teaching such as texts, images, graphics, audiotapes, videos, and computers.

Chapter three concerned the use of multimedia in teaching listening comprehension. First of all, it introduces certain principals a teacher should take into account before teaching listening, and then it presents multimedia environment, its importance in teaching listening skill as well as it displays different types of multimedia used in teaching this skill such as audio-visual aids, video-display, Computer- Assisted Language Learning (CALL), internet, songs, and games.

Chapter four investigates the research findings, and it deals with the analysis of data gathered and results obtained from teachers' questionnaire, interviews, and the classroom observation with second year LMD students of English in our University.

Chapter five proposes some pedagogical implications and suggestions to solve the problem of 'lack of using multimedia'. Also it provides some guidelines for both students to enhance their listening comprehension, and for teachers to look for paths in order to improve the current situation of teaching listening skill, and others for the administration to find solutions.

PART ONE

AN OVERVIEW ON THE RELATED LITERATURE

CHAPTER ONE

A GENERAL OVERVIEW ON LISTENING SKILL

Introduction

Most of EFL teachers give much emphasis on teaching the four macro skills (listening, writing, speaking, and reading) in general and they consider them as the basis for effective teaching and learning process, as well as for developing learners' competence in producing and receiving well the target language. Listening as one of the receptive skills has become the main focus of many researchers and teachers rather than 'taken for granted skill'. Moreover, in the current teaching, the conception of listening took other dimensions that raise the difficulty of comprehension task for students; which means that they have to be able to understand the speakers' language linguistically (the semantic meaning of their utterances) and pragmatically (the interpretation of their intentions, and purposes). Therefore, listening is considered as a very complex process in which EFL learners with different levels may encounter various difficulties in catching the speakers' words, intentions, and meanings. Hence, this first chapter is general overview on listening skill starting by defining listening, showing its importance and types, its relationship with other skills, and what makes it difficult, characteristics of spoken language, as well as bottom-up and top-down processes of listening. In addition, it deals with some problems of listening assessment that we will cover at the end of this chapter.

1.1. Defining listening

Listening was defined by several researchers and scholars from different perspectives. For example, Lynch (2009) provided an explanation of the nature of listening when he related it to two main aspects; invisibility and complexity. According to him listening was considered by several researchers as a hidden process in which we may not observe the product or the performance, even though listeners sometimes produce responses to show their comprehension like (nod or ‘uh-huh’) but in fact they may misunderstand or misinterpret the speaker’s message and they keep on listening disguise the fact that they do not achieve a full comprehension. Then listening was perceived by Lynch as a complex process and he highlighted the dimensions of this complexity. Firstly, listening is a complex process; because of its processes which are seem to be complex too, although we manage them in a successful way in our native language or in L2. Secondly, listening complexity is due to the development of technology in the twenty-first century and the arises of Computer –Based Teaching that has a double-edged sword, it is positive on one hand since it allows learners to listen to the target language as much as they want with less cost, and it is negative on the other hand because it ignores the role of teachers in the classroom. Thirdly, listening is too complex when conducting a research on it, and this occurs under several reasons such as the inaccessibility of what is on the listener’ mind and fear from the consequences of success or failure in understanding the spoken language.

In addition, Verghese (1989) asserted that listening comprehension is an active skill that involves decoding the message and understanding it. Listeners show their comprehension through their responses and interaction with the language input. However, listening ability can be developed by practice including intensive and extensive listening activities. Then, from another point of view seen by Rost (2002), listening is considered as

receptive, constructive, collaborative and transformative process in which listeners receive the speakers' utterances then building a meaning of these utterances by combining them, as well as it involves the collaboration of both speakers and listeners to facilitate the interaction and comprehension. Moreover, it covers the transformation of the speakers' ideas that influence the listeners' imagination.

To sum up, listening is a complex process and difficult skill in comparison to the other skills, since it is related to listeners' ability to interpret and infer the speaker's speech.

1.2. Purpose and Importance of Listening

1.2.1. The Purpose

In our daily life, we listen to different types of speech in different situations according to our needs and purposes. Anderson and Lynch (2000) stated that our listening tasks are varied in different contexts, and they explained that from the spoken input we may recognize the emotional state of the speaker when we focus on his/her tone of voice which expresses that he/she is happy or sad...etc. In addition, we may find that the same spoken input may have distinct purposes by different listeners. So, the selection of our purposes is determined by the importance and relevance of the input as well as our personal interests.

From another point of view, Hedge (2000) classified the purposes of listening according to two principal types of listening; participatory and non-participatory. She stated that in the first kind of listening, our purpose is to enjoy the gossip and for amusing comment or anecdote, and sometimes our purpose in such kind of listening is to look for needed information to do something or to follow directions. However, in non-participatory listening our purpose is specific and precise, for example we listen to the general content without curiosity or for enjoyment as when we listen to a radio talk or a conference presentation.

Nearly the same idea was seen by Harmer (2001) who categorized our reasons for listening into two major types; instrumental and pleasurable. The former means that we listen to fulfill a need or to achieve something and, here we usually have an utilitarian purpose in our mind such as when we listen to a customer advisor to know how to make our computer or washing machine works, in this case we listen because we need a specific information to do something. Whereas, the later indicates that we listen for pleasure as when we listen to talk radio, and comedy tapes or programs.

Moreover, Harmer (1998) stated other reasons for asking students to listen to spoken English. One of these reasons is to allow learners to listen for varieties of accents which are different from the teacher's one, for example to recognize the variation of English such as British English, American English, Indian English, and African English...etc. The variation is found even in the same type of English, as in British English there are different dialects and accents which are varied not only in pronunciation but also in their grammatical structure.

Furthermore, when students became aware of these varieties of English, they will understand better the world of English language. To do so, teachers use taped materials that show for students different topics such as advertisements, news broadcast, and songs with lyrics...etc. Another reason for teaching listening is to help students to acquire the language subconsciously; which means that it is a vital requirement for the acquisition of any language. Additionally, when learners listen to appropriate tapes they will get wide knowledge about grammar, vocabulary, pronunciation, intonation, and stress (Harmer 1998).

All in all, our reasons for listening are varied and regarded by the context, our interest, needs, intentions and objectives.

1.2.2. The Importance

Listening, as one of the four skills, play an important role in language learning as well as in L2 instruction. Rost (1994) supplied several reasons for its importance. First, he perceived listening as vital skill in language classroom since it represents the main source of input that learners rely on to comprehend the spoken language. Second, learners need to interact with speakers to achieve comprehension and their attitude toward failure in understanding what they heard should be positive. Third, learners are often challenged by authentic spoken language; so that they try to understand the language of natives. Fourth, teachers may incorporate their learners to construct new forms of vocabulary, grammar, and interaction patterns via listening activities. In addition, listening may entertain learners, increase their enjoyment and stimulate their cultural interests through movies, songs, plays and TV as well as it appreciates the beauty of language such as figures of speech, colloquial expressions and sayings. Moreover, it fulfills the social needs, maintains relationships between people and strengths their confidence. However, Brown (2004) asserted that ‘the oral production ability’ is influenced by ‘the listening comprehension ability’ which underlies the fact that good speakers were good listeners, and this idea indicates obviously the importance of listening whether in our native language or in L2 instruction.

1.3. The Relationship between Listening and the Other Skills

In ELT syllabus, language skills are designed to be taught in isolation, and separately from each other, for example one lesson is devoted to teach academic writing, others for speaking, reading, or listening. But in fact the four macro skills are interrelated with each other and this was proved by the fact that learners acquire the four skills at one time when they are expected to learn one skill. Therefore, each skill affects the other ones indirectly. For

instance, listening skill is integrated with the other skills (speaking, writing, and reading) and affects them since it may facilitate or hinder their acquisition.

1.3.1. Listening and Speaking

Listening is regarded as the principle mean of communication that enables us to receive the input (the spoken language). However, we ought to be able to decode messages from the input in order to attain the speakers' meanings, intentions, and ideas. Anderson and Lynch (2000) claimed that to achieve proficiency in a conversation, L2 learners have to be skilled as both speakers and listeners. Furthermore, they insisted on the idea that teachers should not separate listening and speaking as discrete parts of language competence as well as they are supposed to give their learners the opportunities to practice both skills in order to be integrated in a conversation rather than depending on the traditional method of teaching listening skill in which learners listen to a piece of language, then they will be asked certain questions for comprehension. In this case, the two skills (listening & speaking) are separated in different stages. Consequently, learners may not interact with the input positively. i.e. they may not interrupt or ask for clarification when a comprehension problem occurs, and they may not show their understanding of a message. However, they praised any programme that makes the relationship between listening and speaking while developing listening skill and they said "we have already suggested that effective speaking depends on successful listening for L2" (p. 16). From this quotation it is assumed that the nature listening and speaking is interdependent i.e. we cannot teach or learn them in isolation.

In the same context, Gilbert (2005, p. vii) emphasized the relationship between the two skills saying that: "Intelligibility involves both speaking and listening comprehension. Which means that both skills contribute in our comprehension and language proficiency"

1.3.2. Listening and writing

Listening is considered as the first skill that we rely on to build the other skills. It is not only interrelated to speaking and reading, but also it seems to be integrated with writing skill too. For example, when we write we usually call for our previous knowledge of vocabulary, grammar and the other linguistic items that we have acquired via listening. However, one of the basic techniques that are used by EFL teachers for testing learners' comprehension is through dictation. Lynch (2009) suggested the so called 'speaking log', which is an activity that integrates listening with speaking and writing; the log's work is based on making learners speak and record their voices, then listen and write down their mistakes to make a feedback. Thus from Lynch's log, we may conclude the importance of the integration of skills, and we may recognize the role played by each skill in the development of the other skills. Therefore, the four skills may not be taught in isolation.

1.3.3. Listening and Reading

The two receptive skills are interrelated in both L1 & L2 use, and this relationship was proved by Neville (1985) on her research about a large-scale L1 survey of 6,000 schoolchildren, and she found that learners' performance in cloze tests of reading and listening comprehension was consistent at ages 8, 11, and 13 as well as their scores were interrelated. Hence, she concluded that "good listeners were usually good readers and poor listeners were generally poor readers". (As cited in Anderson & Lynch 2000)

In addition, Lynch & Anderson (2000) stated that researchers have pointed out that there is general processing skill that affects the performance in listening and reading, and one of its features is the capacity to adjust and monitor our own comprehension of the message; which indicates a similarity between the two skills in terms of problems experienced in both. For example, Grrod (1986) revealed that the processing has to take place sequentially in both

reading and listening i.e. whenever we read; we usually sample words by combining the individual letters to form words. However, to achieve a successful conception of the message, we are supposed to analyze the input as a whole including phrases, sentences, and paragraphs.

Also, he supported this idea by his experiments on adult native readers, those who followed this mental model while reading a text, then it was noticed that similar results have been obtained from experiments done by Cole and Jakimik (1978, 1980) on adult native listeners, who noticed that mispronounced words were noted very quickly in continuous speech when they are contextually appropriate. So, native adult readers and listeners construct a general understanding of what they read or hear depending on their prior knowledge and information. (Lynch & Anderson 2000)

Furthermore, Housel (2001) stressed the importance of reading activities in developing students listening skills, and he suggested four main activities to develop listening comprehension. The first activity named ‘directed listening’ in which students listen to make predictions about what they are listening to, here the teacher may read aloud and use the title to help students predict the subject of the text or story. The second activity is called ‘retelling’ that aims at increasing attentiveness to characters and understanding the details. In this stage, students retell the story to demonstrate their listening skills. The third activity is ‘solve the mystery’ that seeks to improve active listening and promoting visualization of information received aurally. However, the fourth activity called ‘complete the sentence’ which encourages students to predict the speaker’s next point while listening.

1.4. Listening is Difficult Process

As far as ELT instruction is concerned, listening was perceived as the most difficult and complex skill in which learners faced various challenges that impede their proficiency in understanding the spoken language. Therefore, researchers were intervened in the field of

educational research to investigate these problems in depth by looking for the main reasons behind this complexity. For instance, Lynch and Anderson (2000) asserted that our difficulty in listening comprehension is due to three main reasons, the type of language we are listening to, our listening task or purpose, and the context in which listening occurs. However, they focused on the first and the third variables that are related to the language input and the context in which it occurs. Subsequently, they pointed out that the input can be difficult to understand or to follow when the content is unpredictable, abstract, or it may deal with set of complex topics, different linguistic forms as well as a lot of speakers with distinct voices and accents. Whereas, we may face a difficulty to determine the context in case when we are listening to the radio since we have no visual support to decide who is speaking. In addition, they (Lynch & Anderson) related the complexity of the input to our purpose of listening, for example it is too difficult when we come to listen to the broadcast debate from Westminster or business executive that needs more attention than any kind of listening tasks.

Besides to that, Wilson (2008) categorized the listening difficulties into four general types including characteristics of the message, the mode of delivery, the listener and the environment. Concerning the message, it seems to be difficult to recognize it when the speaker use irregular spelling system in their speech as the following sentence shows “Mr. Clough from slough bought enough dough”, the construction of pronounced letters in such a way lead to students’ failure in pronunciation even though they knew these words. Other features of message complexity can be touched in ‘slips of the air’ as well as in other linguistic difficulties such as unknown words, lexical density, complex grammatical structures and non-linguistic characteristics of the message as the familiarity with the topic, text type, and cultural accessibility.

However, to recognize the mode of delivery, we have first of all to differentiate between reciprocal and nonreciprocal listening. The former refers to the interaction between speakers

and listeners in a conversation involving the use of repair strategies .i.e. listeners may ask for clarification or to slow down the speakers' speech. Whereas, the later refers to a situation where learners have no chance to participate in a conversation as when watching television or listening to the radio; so that listeners are lacked from asking for repetition and clarification. Therefore, nonreciprocal listening is often perceived as more difficult than reciprocal listening. However, there are other characteristics of delivery such as speech organization (jumping from one topic to another), duration, number of speakers and accent. Then, listeners' motivation, attitude, and cognitive abilities are conceived as the most important factors behind their proficiency in listening comprehension, since listeners are different in their needs, interests, intelligence, styles, and cognitive strategies, added to the that the age factor which affect the listening process as well. In addition, the environmental conditions may influence our listening performance such as the temperature of the room, noise (for example; heavy traffic), or defective equipment that disturb the recording. (ibid)

From another perspective, Rost (1994) covered the difficulties of L2 listening from different angles including four main variables; motive, transfer, input and neurological development. First, he explained how our motivation for listening in L1 differs from that in L2, since in L1 we need to acquire the language in order to communicate in our native language as well as for self expression whereas in L2 we are not obliged to acquire the language because we already have our L1. Then, language transfer appears whenever we use the target language and we lack the knowledge about it, so that we call our L1 knowledge to perform in L2, and it is considered as the main source of errors. However, second language learners are usually affected by the input that seems to be incomprehensible as well as their neurological development, hence it has been proved that after the age of twelve the brain loses its plasticity; which means the flexibility of the brain to learn various functions will vanish (the role of the critical period).

To sum up, these are the sources of listening complexity in general added to that some psychological barriers such as; lack of attention, self-esteem, and anxiety, besides to other spoken language characteristics that will be tackled in details in this chapter.

1.5. Characteristics of the Spoken Language

The spoken language is commonly different from the written one and it has special features that characterized it. As Lynch (2009) stated that many people face more difficulties while listening to the second language rather than reading it and this is due to the features of spoken input. For example the grammatical features of the spoken language may involve chaining, rather than subordination, ellipsis (omission), shorter sentences (gonna instead of going to) rather than long speaking turns, unfinished utterances and false starts such as (cause instead of because). Concerning vocabulary, we find general words rather than specific terms, fillers and hesitation markers (well, um, like, uh...), deixies to refer to things in a context (such as; this one, here, over there...etc.), lexical chunks (no sooner said than done, never better...etc.), and less explicit or vaguer language (kind of, a bit, in a way, or something like that..). Moreover, the information provided in the spoken language is not well structured and more redundant as well as repeated.

1.5.1. Redundancy

Redundancy is helpful for L2 listeners and it facilitates their comprehension of the target language. As Buck (2001, p. 6) said “because the language is redundant, we do not need all the information to be clearly expressed, we only need enough to activate our knowledge, we can then construct the meaning ourselves”. Which means; that we are able to deduce the meaning of what is said from our knowledge without looking for details. Also, he added that redundancy is a way in which the language elements are connected together for example, when we hear in a conversation the word ‘yesterday’, we directly understand that

the verb is in the past without focusing on the tense marker “ed” which is redundant. Moreover, the speech can be redundant on different levels; acoustic, phonological, morphological, and syntactic level, and it is increased by the context, co-text, the topic and the situational context (Buck 2001, p. 67)

In addition, Lynch (2009, p. 18) viewed that “speakers repeat and rephrase more than writers do, which helps the listener to process the intended meaning of what is being said by allowing more time to take in what we are hearing” .i.e. when speakers repeat words, phrases and give enough time for listeners to cope with meaning, the spoken input will be understandable and clear. Furthermore, he insisted on L2 listeners to benefit from the advantages of this redundancy by showing that not every new utterance carry new information and by listening out of the discourse markers that isolate redundancy such as ‘in other words’. Another positive aspect of redundancy is to provide the listener with the information that is less dense than is in usual written language. So, redundancy is very essential aspect of the spoken language that provides comprehensible input for L2 learners.

1.5.2. Implicit Reference

This aspect of the spoken language is often used to imply the meaning in a conversation and to convey hidden messages between two or more persons. In this case, participants are aware about the implied meaning of their utterances, and they usually share the same cultural knowledge. Lynch (2009) explained that one of the noticed features of natural or unplanned speech is that the amount of information is hinted out (not shown or implicit), then he gave us an example of a bus conversation in Edinburgh between an elderly woman and a youngest one who were talking to each other since they do not meet for a long time, the conversation was as follows:

Older woman: what about Jackie? Is it still sort of off?

Younger woman: well, you ken (= know) our Jakie. With her it is never really off, if you get my drift.

Older woman: Oh, aye, (= Oh yes) I get your drift fine.

Lynch analyzed this conversation and he deduced that the younger woman uses the expression “if you get my drift” in order to make the older woman understands that she has implied a meaning and she wants to realize if the older woman gets the meaning or not. In addition, the younger woman did not want her to go in details because they were in inappropriate setting (the bus). However, the discussed topic can be an engagement, a wedding or something else.

From this example, it seems that for making a successful conversation, both speakers and listeners should share the same background knowledge as well as the same cultural norms; otherwise a breakdown of communication will happen. Moreover, Lynch claimed that indirect reference and ellipsis are more useful between friends, family and close colleagues.

Furthermore, Cutting (2000) deduced from a research that she has conducted in Edinburgh University about conversations among students that students use more indirect and implicit expressions gradually over time; and she added that when we know more about each other, we will get more shared knowledge, thus we do not need to refer indirectly. (As stated in Lynch 2009)

1.5.3. Non-Verbal Communication

This way of communication is more useful in spoken language and it facilitates interaction among speakers. As Lynch (2009) pointed out that in this type of communication a listener will have additional information as in face to face interaction with its two kinds of non-verbal and visual clues to meaning. Concerning the first type (non-verbal cues), Harmer

(2001) explained that as any kind of interaction, speakers already have at their disposal a set of expressive devices that help the listener to understand and to grasp the meaning easily. Under these non-verbal expressions, he included changes in pitch and volume as well as the placement of stress to highlight specific words, besides other non-linguistic cues such as facial expressions and body language (Cited in Lynch 2009). However, in the second type that is related to the visual expressions provided by speakers, Riley (1981) stressed on his study the role of visual in listening comprehension and that we should not despise the visual aspects of communication; and in order to understand them, we have to be able to interpret the verbal component semantically and pragmatically. Then he added the main functions of visual information such as deictic expressions (to point an object), interactional (signals of turn taking), modal (expressing the speaker's commitment to what they are saying, as movement of mouth), indexical (indicators of self as, posture), and linguistic (replacing certain linguistic expressions such as beckoning instead of 'come here'), (Stated in, Lynch 2009).

What is more, it is noticed that these non-verbal cues are useful and universal in any language all over the world, but in fact they have different interpretations according to each region's culture for example, Brazilians use finger clicks to mean "a long time ago" and to attract someone's attention. However, in Britain; people use the finger clicks too, but to indicate that 'we are trying to remember something'.

From the above example, we may deduce the importance of non-verbal expressions besides the spoken words especially in case of L2 learners; they should have background knowledge about them and how they are used differently in different spoken languages for better interaction with native speakers as well as for well interpretation of the intended meaning.

1.5.4. Accent and Speech Rate

Among the other characteristics of the spoken language are related to accents and speech rates. Those two variables play an important role in learners' listening comprehension of the target language.

Accent is one of the most common features of the oral language, and it is varied in several areas and geographical settings in the world. Speakers with unfamiliar language pronounce words in non-standard manner which make L2 learners face obstacles in grasping the message. Moreover, accents are different not only among countries but also within the same country and we may find distinct accents in regions of the same country. For instance, the English language is pronounced differently in the following countries; Australia, America, and Britain. It is also varied from the north to the south of England as in Scotland and Wales. In United States of America, English is pronounced differently in Texas, Minnesota and New England.

In fact these variations are common in several languages not only according to geographical regions, but also according to social groups for example, in England accent of people from working class is different from people's accents in the middle and upper class. (Buck 2001)

As far as speech rate is concerned, it is highly noticed in native speakers' talk that the rate of delivery of their speech is very fast in many cases. Thus, L2 learners find themselves in a situation where the interaction with native speakers became more difficult if not impossible. Consequently, they will fail in grasping the speaker's words, ideas, and meaning. As Buck (2001) said "All second-language listeners have probably had the experience of listening to something and not quite understanding it because it seemed too fast, of feeling that they could have understood if only it had been a little slower" (p. 38), which indicates that L2 learners

perception of fast speech is often negative taking into account that they will achieve better comprehension if the rate of speaking is slow. Moreover, Buck concluded that the listening comprehension declines whenever the speaker talks rapidly and vice versa. He also added that there are other variables that may interact with speech rate such as vocabulary, syntax, or the topic. (Buck 2001)

1.6. Bottom-up Vs Top-down Approaches to Listening

Those two models of listening are used in different listening comprehension contexts. The listener relies on them to infer the meaning of speakers' utterances. The two processes are completely different and independent but both of them are used to achieve comprehension. According to Flowerdew (2005), in the bottom-up model listeners construct comprehension by combining the smallest units of the acoustic message such as individual sounds , or phonemes in order to form words, phrases, clauses and sentences, after that the listener relates them to create ideas and concepts making the relationship between them relying on his/her previous knowledge. This model is similar to the traditional approach of communication like the transmission of information.

Supporting to this idea Wilson (2008, p. 15) said “the bottom-up model emphasizes the decoding of the smallest units-phonemes and syllables- to lead us towards meanings”. Similarly, Hedge (2000) stated that “In the bottom-up part of listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of our sounds that speech presents to us” (p. 230). Hence, depending on these views about the bottom-up process, we deduce that in this model listeners use their linguistic information (sounds, words, clauses, sentences...etc) in order to attain a meaning.

Again, for making the difference between the two models, Flowerdew (2005) explained the top down model as the one in which we use our previous knowledge to reach the meaning

rather than depending on the linguistic signals such as sounds and words. He added that this model is achieved when researchers revealed that truncated sounds may not be identified in isolation from words while subjects may identify them within a specific surrounding context. In addition, Wilson (2008) stated that in the top-down model, we use our background knowledge for predicting a content; this later may include the knowledge of both world and speaker or the context when listeners guess the following part of a speaker's speech, so this model is based mainly on listeners and what they have in their mind before they listen (p. 15)

Moreover, Buck (2001) goes further in his description of this model when he said "listening comprehension is a top-down in the sense that various types of knowledge involved in understanding language are not applied in any fixed order- they can be used in any order, or even simultaneously, and they are all capable of interacting and influencing each other" (p. 3), which indicates that the top-down model is the basic process in listening comprehension when we use our previous knowledge to solve a linguistic problem or to predict a meaning.

All in all, listening comprehension is made up of the two models, and we may not ignore the role of any one since both of them contribute in our comprehension but in different ways.

1.7. Problems of Listening Assessment

The assessment of listening skill is more difficult than the other skills; it requires teachers to pay more attention while preparing listening tests that should be appropriate to learners' levels. So that Buck and Tatsuoka (1998) proposed an educational testing service for making second language listening more effective through a well planned assessment of students' listening proficiency; using the rule-space technique that was used to breakdown the test items into cognitive attributes, then count each candidate answer to calculate the individuals' degree of mastering each attribute. The test involves five passages ordered from the easiest to the most difficult ones and it was taken by 412 Japanese students, the statistical

analysis of their answers revealed that 15 attributes accounted for virtually all the variance in their performance. Among these abilities we state the recognition of the task, scanning fast spoken text automatically and in real time, processing a substantial information load and dense information, using previous items to locate information, making text-based references, incorporating background knowledge into text processing, exploitation of redundancy, constructing a response quickly and efficiently...etc. (As stated in Lynch 2009)

However Lynch (2009) belonged the complexity of assessing L2 learners listening skill to three main obstacles, he named; the inaccessibility of mental processes, the difficulty of isolating listening skills, and test anxiety.

1.7.1. Inaccessibility of Listening Processes

Researchers have found that it is too challenged to explain the mental processes of the human brain while listening, even nowadays with the advance of technology, because the brain functions are highly abstract and implicit. Lynch (2009, p. 121) pointed out that “it is still impossible for the observer to see the listener’s thoughts”, though the neuroscientists have been studied the activities of the brain while listening. However, Thompson (1995) proposed certain ways for assessing listening by equating it with behaviors, that are observable, monitored and quantified including answering questions, recalling propositions, and identifying pictures correctly (ibid).

In addition, Lynch claimed that it is not an easy task to design tests for listening comprehension that aimed at reflecting purposes of real life listening, since it depends on listeners’ responses and background knowledge. In other words, listening processes are too complex in the sense that we may not reach a real assessment of learners’ performance in L2 listening even though we plan for a successful testing.

1.7.2. Isolating the Listening Components

Since listening complexity is related to certain factors such as the knowledge of the world, language and culture, experience, emotions, and intelligence. The listening assessment of learners' listening task is influenced by those variables and it makes it hard to distinguish between the different levels of processing (Lynch 2009). In addition, he viewed that there are other aspects of listening test that may affect learners' performance besides previous complexities as well as the difficulty of isolating what we plan to test. However, Brown and Yule (1983a) have discussed four reasons behind the incorrect answer of learners about items in listening test. Firstly, learners may not understand the question; because of reading competence. Secondly, they may have made a slip in their answer; because of writing ability. Thirdly, they may ignore specific details necessary for correct answer; because of lack of attention. Fourthly, they may forget what they heard or understood; because of memory. Moreover, they suggested remedial solutions to each problem and they proposed to reduce the effects of reading, make questions simple. To reduce the effects of writing make L2 less useful by learners and allow them to use their L1, then to reduce the effects of lack of attention, raise learners' prediction of what they are going to listen. Finally, to reduce the memory load, use the while listening questions with making pauses for clarification (As cited in Lynch 2009).

1.7.3. Test Anxiety

Anxiety is one of the affective psychological factors that prevent L2 especially when it comes to assessment tasks since learners usually feel anxious in the testing environment. Moreover, a high anxiety is noticed in listening tests under specific reasons summarized by Joiner (1986) in the negative attitude towards listening in general, low self-esteem and lack of control over speed of delivery. Whereas, Brindley (1998) suggested some practical solutions

to reduce learners' stress while testing, such as making the text instruction clear, giving learners enough time to be familiar with the test, and including sample items as a preview (as stated in Lynch 2009).

Furthermore, teachers are supposed to find radical solutions to these problems by controlling their ways of testing, and creating a comfortable environment where learners feel relaxed, so that they will perform well.

1.7.4. Lack of Observing the Performance

Unlike the other skills, listening performance characterized by its implicit nature; therefore EFL teachers face various difficulties while assessing their learners competence in L2 listening. As Brown (2004) pointed out that teachers usually rely on observable performance in their assessment of students' competence, but this is not the case with receptive skills when teachers may only observe learners when they are performing (their behavior), and not their real product. He said "the process of listening performance itself is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain" (p.118). Based on this statement, listening assessment is usually affected by this variable (observing the performance) that is conceived as the main source of complexity while testing.

Conclusion

To conclude this chapter, we state that listening comprehension is very complex process in which students in many cases fail to understand the aural discourses. Then developing learners' listening skills is considered as the basis for second language acquisition and language proficiency. In fact listening is interrelated to speaking, writing and reading in a way that we cannot deal with them in isolation. In addition listening is considered as the primary channel for learning .i.e. we rely on our listening abilities to understand the language

input. Moreover we concluded that there are several reasons behind learners' difficulties in understanding the target language, such as the characteristics of the spoken language (accent, speech rate, redundancy, non-verbal communication...etc). Also in this chapter we treat the two processes of listening comprehension (Bottom-up & Top-down) that contribute in our understanding of the spoken language, added to that some problems faced by teachers in listening assessment.

CHAPTER TWO

INTRODUCING MULTIMEDIA

Introduction

Recently, the use of technology in education highly increases which makes the shift of learning to be an active process in which students search for, and explore their answers instead of receiving just standard interpretations. One of the technology gadgets that is considered as a beneficial instrument in education in general and in ELT instruction in particular is what is known as ‘multimedia’ in which teachers use a combination of materials in specific environment. However, the well-known elements of multimedia used in teaching are texts, audios, graphics, animations as well as videos. The integration of multimedia in teaching can cater to students’ learning preferences and fulfill their styles and needs simultaneously. For more details, this second chapter is devoted to introduce multimedia starting by defining it, showing its importance in education, its objectives, and its role in developing ELT process, as well as the uses of multimedia in ELT classroom including texts, images, graphics, audiotapes, and computers as the most used tools.

2.1. Definitions of Multimedia

The term multimedia has got several definitions proposed by a number of researchers from different perspectives, and each one attempted to give an appropriate definition. For example Mayer (2005) defined multimedia as follows:

I define 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, or using dynamic graphics, including animation or video (p. 6)

From Mayer's definition, it seems that the use of multimedia comprises of two main types of materials; the one which is verbally stated from written or spoken text, and the other one which is presented visually via pictures. Whereas, Feldman (1994) saw multimedia as "the seamless integration of data, text, images of all kinds and sound within a signal, digital information environment" This indicates the nature of the integration of multimedia materials which is 'seamless' .i.e. the different types of individual media are incorporated together in multimedia environment for application. In addition, nearly the same idea was expressed by Reddi (2003) in his definition of multimedia 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 quoted in (Mishra & Sharma 2005, p. vii). So, multimedia was perceived as more effective and beneficial in teaching since it combines set of media types to be presented together rather than in isolation, and this will provide learners with a comprehensible input to help them understand better the target language.

In another occasion, Caladine (2008, pp. 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". This means to use more than one element including the two types of media; audio and visual.

To sum up, from these proposed definitions, we have noticed that the concept of multimedia was similarly explained by scholars who focused on the idea that multimedia involves the use of combined materials in a specific environment to present a teaching task.

2.2. The Importance of Multimedia in Education

Nowadays, technology takes place in all over the world, and it touches most of life domains. Therefore, with the wide use of computers and internet websites, communication becomes easier than before and it encourages the development of several approaches and disciplines. Education as one of these disciplines, was invaded by technology and it witnessed a radical change in the teaching and learning strategies, which brought education into one step higher from the traditional technique that was 'chalk and talk' to a more interactive and interesting teaching and learning process.

The effectiveness of the new teaching methods is reflected by the great role played by multimedia and technology; those which became a vital requirement in education. However, this was proved by their valuable benefits in developing teaching process and helping teachers to practice their professional tasks. According to Ivers (2003, p. 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.

In addition, the use of technology in the classroom is considered as a valuable resource for learning in which students may acquire new information, participate in lesson projects, engage in discussions, manipulate, organize, and evaluate their information.

Furthermore, Ivers and Barron (2002, p. 3) have summarized the importance of multimedia as follows:

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.

From this quotation, it seems that the use of multimedia in teaching is an effective and facilitator tool since it enables students to be in touch with the real world, strengthens their knowledge, and maintains communications and sense of interaction.

From another point of view, Vyas and Patel (2009, p. 114) showed the importance of multimedia in the teaching environment 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. (p. 114)

2.3. Objectives of Multimedia

Designing objectives is an important task for effective and successful teaching, thus teachers are supposed to set down their objectives before planning any project depending on the curriculum content, as well as their learners level and background knowledge. Moreover, objectives have to be concise and precise so that learners may determine the intended goals, and work to reach them. In addition, objectives need to be measurable .i.e. they are conceived as an evidence to prove that students have learned what they are supposed to learn, and they have accomplished what the teacher planned for. (Simkins 2002)

Moreover, Dimarco (2004) asserted that teachers have to decide their objectives and goals of teaching before the presentation of any task, in order to give students a general idea about what will be discussed in the lesson. For example, when a teacher planned for using multimedia in teaching, h/she should take into account particular objectives achieved from this integration; such as developing students' language proficiency, their cognitive abilities in solving issues and problems in real life situation, and to evaluate their performance through critical feedback and guidance.

2.4. The Role of Multimedia in Developing ELT Process

The intrinsic role of multimedia in teaching was proved by its high qualities in enhancing students' proficiency in English language. Therefore, to provide a comprehensible input about the target language and culture, EFL teachers integrate multimedia as one of the techniques to improve students' performance, to fulfill their academic needs, and develop their English language skills by giving them opportunities to be active participants in the classroom through interaction with diverse lesson contents and sharing opinions and thoughts.

Xian Tang (2011) emphasized the role of multimedia construction tools in foreign language that were used since a long time, however with the advance of technology and the expansion of internet use, web-based education becomes more effective and popular than the conventional way of teaching. In addition, the use of computers in the classroom environment may humanize and improve the act of language learning which is considered as the act of creativity, imagination, exploration, expression, construction, as well as the act of social and cultural collaboration in order to help students to get a wide conception about the tackled subject. Therefore, the ultimate aim of teaching the target language is to enable students to communicate in different contexts using that foreign language.

Moreover, he claimed 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. (2011, p. 294)

Subsequently, with the use of multimedia as a technique in teaching English, students will be provided by several recourses of real life situations which give them a clear idea about the target language and how it is used by native speakers. They also identify the social and

cultural norms of the target language which are different from the students L1. When students are aware of these principals, they can be good communicators of the target language and develop their communicative competence.

In addition, Tomlinson (2008) pointed out the role of ELT materials in facilitating the language acquisition process, and he listed some advantages of using them in teaching. Firstly, they provide experience of several genres and text types through illustrations and design to enable students conceptualize ideas and grasp the message easily. Secondly, they help learners to make discoveries and became independent learners of the language. Thirdly, they are rich resources that help students to localize and personalize the language experience through mental conception of the language contexts.

2.5. The Use of Multimedia in ELT Classroom

As far as the new approaches and methods of teaching are concerned, EFL teachers try to make the use of more current and effective technology particularly multimedia into their classroom teaching focusing on its influences in enhancing students' achievement and language proficiency.

With the use of multimedia in ELT classroom students will be more interested and engaged in the learning process. Consequently, they may learn more language skills and strengthen their knowledge. In addition, the effectiveness of multimedia was reflected by the ability to expose students to real situations, fluent language and good pronunciation through video, sounds, graphics as well as computer interaction. Moreover, the integration of multimedia tools into English language teaching makes a high quality instruction, investigates issues related to education and supports learners' ambitions and self-confidence. However, the useful multimedia tools for teaching English might include texts, images, graphics, audiotapes, videos, and computers. (Parekh, 2010)

2.5.1. Texts

Text is one of multimedia tools that was used in teaching since a long time, and it is considered as the main source of language input in the classroom. Banerji & Ghosh (2010) described a text as one of the most predominant and useful medium for communication since the invention of papers and printing materials. It is viewed as the principle mean for storing knowledge and exchanging information which allows people to access different resources of knowledge that was limited to some handwritten books. However, with the advent of technology and the wide use of computers, texts are reached with valuable features in digital form that takes a new dimensions and provides beneficial services such as allowing mass production storage (i.e. the use of different types of mass media materials to produce and register information), and it enables to distribute textual information with less cost, so that the application of digital text can be done in an instant and reliable way and inexpensively stored.

Furthermore, they showed the importance of text in communication when 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” (Banerji & Ghosh 2010, p. 103)

In addition, Parekh (2010) asserted that textual medium is characterized by its flexibility and ease of use which makes it an ideal and effective tool for learning, as well as for multimedia presentations when a text is combined with other different types of media powerfully to express moods, feelings and to present information. So, texts are used to simplify the input and make the relationship between multimedia materials, in order to facilitate the comprehension task for students and to make them participate and interact with their teachers and classmates in the classroom.

Furthermore, Strop and Carlson (2010) focused on the point that learners have to be able to make the combination not only between the text and the other media, but also to be competent in making link between a set of multimedia texts in order to enhance their capacities in interpretation and recognition of the text context besides the implied messages. Thus, teachers are supposed to use in their teaching different types and genres of texts and a set of instructional focuses such as writing and reading practices, discussion about the texts, vocabulary...etc. However, Tomlinson (1998) asserted that texts have to be more intellectual, hence teachers should be aware of the useful texts in teaching, and they have to control their authenticity before using them. So that, it is not an easy task for teachers to find out texts with generative topic that provides a comprehensible input with cultural reference and humour. Moreover, teachers' selection of texts is related to their ambition of the most interesting ones, in addition to the students' expectations and prediction about the text content.

2.5.2. Images

Recently, with advances in information technology, images are considered as one of the most effective based materials in ELT classrooms, as well as the highly useful medium for communication. Consequently, the integration of images in classroom raises the interaction among stakeholders (teachers & students) as well as it provides a comprehensible input to learners and brings them to environment that resembles the real world. Moreover, the use of images in teaching makes the shift of learners' role from 'passive listeners' to 'visual thinkers'. Subsequently, learners activate their cognitive abilities and use their higher order thinking to grasp the meaning and the conveyed messages. However, teachers use authentic image-based materials as a resource to make students comprehend better the language used in the classroom. Then, with the wide use of technology-oriented classroom, images can be used easier than before and they can be digitally obtained, stored and displayed. In addition, teachers are supposed to facilitate the comprehension task for students and avoid their

confusion by the careful selection of the type of images. Those later work better when they are authentic, since visual communication can cross the boundaries that are caused by the spoken language. (Keddie 2009)

Concerning the importance of images in teaching visual activities and their collaborative role in creating interaction among learners, Keddie (2009) stated:

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. (p. 11)

Furthermore, Goldstein (2008, p. 1) emphasized the role of using images while teaching and he said:

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 these quotations, we conclude the importance of images as one of the visual aids in facilitating the task for teachers and students and prepare the ground for effective classroom interaction. Moreover the use of images in teaching is more beneficial since they save time and energy .i.e. the teachers' role will be easier and their objectives are frequently determined, so that h/she will not take too much effort and time to present a lesson. Therefore, the saying that 'a picture is worth a thousand words' is strongly proved and supported. For example Patrino (2007, p. 42) appreciated this statement by stating a certain positive aspects of using pictures that are summarized in the following statement: "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".

All in all, images provide learners with precise and worth information in a short length of time as well as they develop their creative thoughts, memory, and cognitive abilities. Therefore the organization of knowledge and information is too difficult if not impossible without the benefits of images.

2.5.3. Graphics

Graphics are one of the rich sources used in nowadays teaching, they are characterized by their high qualities in enhancing teaching and learning process. Graphics were defined by Saunders (1994, p. 184) as follows “Graphics may be simply defined as a *prepared form of visual message* or a *visual form of communication*” .i.e. graphics are one of the visual aids in which we rely on our visual perceptions to understand the content. In addition, she stated that graphics can be classified into several forms of visual communication , these forms might include symbols, maps, graphs, diagrams, illustrations, photos,...etc, and each one of these graphic forms has a specific function used for communication (Ibid).

In addition, Hollis (1994) suggested a definition to graphic design stating that “Graphic design is a form of ‘visual communication’. More precisely, it is ‘the business of making or choosing marks and arranging them on a surface to convey an idea’”. (As stated in Barnard 2005)

So, we may deduce that graphics are visual forms used for different communication tasks. Moreover, (Koenig & Holbrook 2000) considered the use of graphics in teaching as one of the map-reading methods that is used by teachers to help students focus on the lesson tasks as well as to build a comprehensible input. This technique is more appropriate for students who rely on reading tactical map. Therefore, teachers are supposed to take into account certain principals before using any kind of graphics. First of all, they have to design a specific instruction for students with visual impairments, and then they have to identify the features of

tactical map with organization and scanning system, besides to showing the main points to focus on the lesson, so that students may understand the subject to great extent. They also stated that “By starting with simple graphics, a student can develop the skills needed to interpret more complex displays later” (Koing & Holbrook 2000, p. 344). Therefore, teachers have to choose the simple ones to help students grasp the message easily.

Furthermore, (Prabhakaran 1997) viewed graphics as one of the multimedia data base that are used in teaching as well as for scientific and industrial purposes. Besides to that, he conceived graphics data as a mean to represent concepts based on formal descriptions through drawings, images, programs, or data structures. In addition, Exley and Dennick (2009) have showed the importance of including graphics, diagrams, clipart, and other types of images in the classroom. Since they add interest and raise interaction among stakeholders. They highlighted some advantages of using graphics and pictures within a presentation. First of all, they improve learners’ comprehension of complex ideas, concepts and process. Second, they help learners to keep attention and focus on the lesson. Third, they are considered as ‘aid memory’ because students may remember visual explanation easily rather than a long series of words. Fourth, they are entertaining tools for creating enjoyment and relaxed atmosphere in the classroom.

2.5.4. Audiotapes

Audiotapes are one of the teaching aids that are considered by Maskill and Ranglova (2000) as one of the successful technologies that is used for teaching second language. It was integrated in the literature-based curriculum to help students cope with the displayed lesson content. Students in USA are allowed to use tape recordings in literature courses in order to record a set of selected dialogues and passages from a sort of stories, so that students may recognize the aspects of the spoken language used in that piece of literature including stress

and intonation, as well as the extent that the recorded text was representative and appropriate of plausible discourse. Moreover, recorded texts are highly incorporated in EFL curriculum to develop listening, speaking, and pronunciation, as well as to enhance students' proficiency in understanding different types of oral discourses and the language of native speakers. In addition, recordings are used in the context of literature as 'spring board' for discussion with students about their opinions, thoughts, and conceptions.

Packard and Race (2000) have emphasized the effectiveness 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. (p. 82)

This statement shows the authority of audio tapes in teaching through the combination of sounds and digital images, which make an effective reaction on students' performance with less cost.

Moreover, Burkett (2009) praised the role of audiotapes in teaching English to Chinese students, especially for teaching oral English and he believed that it is an effective exercise if Chinese teachers ask students to read a text with English-speaking teacher in order to see and hear the pure English. They will also accomplish their objectives of speaking with a foreign teacher, through their perceptions of his/her speech and pronunciation. Consequently, tapes are considered as vital parts in their teaching process.

Furthermore, Acero, Javier and Castro (2000) claimed that the use of tapes in educational setting is needed and crucial in a natural complement to programmed instruction, and then they maintained the role of the teacher in writing and producing the tapes by selecting the appropriate films, and controlling them.

From another point of view, Mayers (2005, p. 6) described audiotapes as ‘a magnetic’ in which sounds are recorded in a form of narrative, a story, or message. Moreover, she pointed out some advantages of using audiotapes in teaching. First, she viewed that short segments of audiotapes are effective means to capture learners’ attention and lay emphasis on certain points. Second, audiotapes give more opportunities for learners to listen before training in order to have an idea about the topic, and after training to strengthen and reinforce the points covered. Third, audiotapes are inexpensive and less cost which make them available for teaching and learning.

2.5.5. Videos

Videos are one of the basic tools in ELT classroom; they are characterized by their important role in developing teaching and learning. For example, Stempleski pointed out the positive aspects of video materials taking into account the teacher’s role in selecting and planning their video lessons carefully and effectively. Among its advantages is that they provide a rich resource for language learning in which learners will be in direct contact with the real world. However, the effectiveness of videos depends on teachers who will select the video, design the tasks for teaching, objectives and activities which facilitate active learning. In addition, they prepare students for previewing, viewing, and post viewing activities, and raise their awareness and expectations of specific language points. (As stated in Richards & Renandya 2002)

Moreover, Sherman (2003) focused on the role of videos and drama clips in language learning and he specified four main dimensions that are developed by the use of videos which are: the grammatical structure, social language, pronunciation, and the practice of notional areas for daily life interaction with humans. Concerning the grammatical dimension, Sherman emphasized the effectiveness of videos in helping students to improve their grammatical

competence and memorize rules through the displayed activities that involve introducing the clip, focusing on the structure, rehearsing words, then explaining the use of the rule. However, videos are considered as valuable source for social interactive language, whether in daily life or in the language classroom, they help learners to be incorporated within the social community, introduce social variations in terms of accent, norms and speech act. Also, it gives them opportunities to be productive and extend interaction beyond the classroom limits. Furthermore, the use of videos as a teaching tool will provide students with correct pronunciation of language, and help them to adjust and monitor their mistaken pronunciation of certain words. Also they enable them to recognize different accents of the target language. Videos are used for teaching new vocabulary items by choosing specific words and focusing on them using pictures in the clips. These are in general the main focused dimensions of using videos in classroom.

However, Rimondini (2011) highlighted the importance of video and other audio materials in developing communication skills teaching, and she praised the role of video recordings in helping students to learn through visuals and observation. Moreover, video recording are characterized by their ease of use so that learners may use the video material without any obstacles. Added to that, video is an interactive mean of communication which makes the focus on feedback and self-assessment possible whether from nonverbal (gestures) and verbal (words) behaviors.

Furthermore, Caladine (2008) mentioned the effectiveness of video in teaching and learning and he considered it as an appropriate tool for students to record their opinion or sentiment, and he said:

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. (p. 166)

Hence, videos are reliable tools especially for teaching, since they help teachers to follow the development of their students' performance in the classroom and they are affordable medium to make assessment and provide a suitable feedback.

The same idea was investigated by Packard and Race (2000, p. 282) who stressed the role of videos in teaching and learning and 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.

Videos are vital aids in teaching and they provide a comprehensible input to students who sometimes fail to cope with the lesson content. They place the theoretical concept in context rather than providing it from a text or diagrams and images. Therefore, teachers are supposed to select carefully the most appropriate ones, taking into account the planned objectives that are included in the syllabus.

Besides to that, Harmer (2001) asserted that videos used in education took further dimensions of interests rather just 'listening with pictures', they are considered as the most needed component for teaching since they have got several positive aspects. For example, videos help students to understand the target language and grasp the message easily because they allow them not only to listen to the English of natives, but also to see how that language is used in its context including the paralinguistic features such as gestures, facial expressions and to comprehend the text in depth. In addition, videos raise students' awareness of the social-cultural norms of the target language. For instance, to look for the difference between American and British accents, social norms, traditions, attitudes, food and clothes...etc.

In addition, the use of videos cross the boundaries of the classroom limits and put students in authentic environment conducive to learning; which is the environment of natives. Also,

when students use videos by themselves, they establish a sense of power creation, develop their genius, and create something enjoyable and memorable. Thus, videos are considered as motivational tools for teaching to make students interesting with the topic, and to raise their attention and curiosity.

2.5.6. Computers

The use of technology in the classroom provided another rich source of linguistic input through interaction of learners with computers. This interaction happens whenever the learners click to look for further information about the input such as to define words or to look for the cultural aspects of that input. To do so, there are several ‘objects’ provided by the software environment to facilitate the task for students. These objects might include a text, images, audio segments, or video clips. The links between these objects allow students to move from one mean to another by clicking on bottoms or highlighted text, and this process is familiar to all web users. (Chapelle 2003)

Furthermore, Computer-based language learning became a practical, affordable and reliable medium in EFL classes taking into account its valuable services for successful teaching and learning. Moreover, in the first Computer-Assisted Language Learning (CALL) programs, teachers used to incorporate computers while teaching in order to manipulate words and sentences produced by learners, playing games with them, test them, and give them a feedback on their performance. Therefore, a computer is said to be ‘medium of second chance’ i.e. students are given more opportunities to monitor and adjust their answers till they discover the correct one. It is characterized by its risk-taking feature; which indicates that learners are free in starting their answers hence they are not threatened by a controlling environment where they feel stressed and anxious. (Windeatt & Eastment 2000)

From another perspective, (Cumming, Kamoto, and Gomez 1999) viewed that incorporating computers in education will give teachers the opportunity to invent and develop new pedagogical processes and methods for teaching, in addition to solve all the instructional problems.

Conclusion

To sum up, multimedia has an effective role in enhancing and increasing productivity in education in general and ELT in particular. It permits the educational system as a tool for effective teaching and learning. With multimedia, the communication can be done in more effective manner and it can be a valuable instructional medium for delivering information. The instructional media have emerged in a variety of recourses and equipments such as videos, images, texts, graphics, audiotapes, and computers. Those later can be used to supplement or complement the teachers' efforts in ensuring effective learning. Moreover, the power of multimedia technology adds new dimension to learning experiences because it enables students to comprehend the input when words are complemented with images and animations, and it raises their attention and motivation when a variety of senses are engaged in impacting knowledge. Furthermore, it gives learners the opportunity to be involved in learning process as active participants instead of just being passive learners of educational content.

CHAPTER THREE

USING MULTIMEDIA IN TEACHING LISTENING COMPREHENSION

Introduction

Listening comprehension has often been seen as a passive activity. It is, in the contrary, an active process in which learners must discriminate among sounds, understand words, the grammatical structure of these words and interpret them in the context in which the exchange takes place. Therefore, listening is considered as a complex process which requires substantial mental efforts. Hence, to control the level of difficulty and complexity in this skill as well as to facilitate and enhance the process of teaching and learning listening comprehension, teachers assigning their learners with a unique environment conducive to practice this skill which is ‘the multimedia environment’. This later is conceived as effective condition in developing listening skills since it allows the integration of texts, graphics, videos and other audio-visual aids in a range of combinations. As a result, learners may interact with textual, aural, and visual media in a range of formats. Moreover, the integration of multimedia in teaching listening skill may help students to activate their background knowledge, provide them with a comprehensible input, and motivate them to practice listening activities. For more details, this chapter is assigned to explore the role of multimedia in teaching listening comprehension. First of all, it covers some basic principals before teaching listening, then it introduces the multimedia environment and its importance in teaching this skill, after that it shows some useful materials in teaching this aural skill such as audio-visual aids, video, CALL, internet, songs and games.

3.1. Principals behind Teaching Listening

For making teaching listening comprehension more successful and effective there are certain principals teachers should take into account before the practice. For example, Harmer

(1998) proposed six main principals behind teaching listening skill. The first principle is to control the tape recorder before using it; here the preparation is related to the validity of the useful materials in teaching listening. The second principle is that both teachers and learners should be prepared for listening tasks and they have to listen to the tape several times before using it in the classroom to avoid any problem. The third principle is that the teacher should give students the opportunity to use the tape many times in order to pick up things they missed in the first listening. The fourth principle is that students should be encouraged to respond and interact not only to the language features but also to the listening content. In this case, the teacher may ask questions such as ‘do you agree’ to check whether students understand the topic or not. The fifth principle is that listening tasks should be varied in different stages, for example students are allowed to listen for the first time to get general understanding about the topic, and then in later stages they will listen for detailed information. The sixth principle is that good teachers may use the listening texts for different tasks and applications after the first play of the tape.

In addition, Ur (1984) asserted that teachers should have objectives before presenting any listening activities in order to help students have some idea about the subject and raise their awareness and expectations about what they will listen to. In addition, she stated that designing objectives is one of the most important conditions for successful listening comprehension i.e. when learners listen to what they expect and need, they will accurately understand better the lesson. Therefore, Ur concluded that “it would seem a good idea when presenting a listening passage in class to give the students some information about the content, situation and speaker (s) before they actually start listening” (1984, p. 4)

Moreover, to make students understand the listening content, teachers have to activate their learners’ prior knowledge in the pre-listening stage, as well as they are supposed to control the listening materials that will be used. First of all, they should state the purpose for

listening to particular text for example. Then, they have to decide if the purpose is similar to the one students might have in real life. After that, they have to evaluate the given task whether it encourages that listening purpose or not (Hedge 2000).

Besides to that, Hedge (2000) discussed some other principals before the practice of listening skill after the statement of purposes and reasons for listening, teachers have to make sure that all students have understood what they will do in the coming stage (while listening) for example by asking them to fill in a chart. Then, teachers have to inform their students that they will carry out the task individually, and without the intervention of the teacher unless for monitoring when a misunderstanding happens. In addition, teachers have to rely on ‘follow up’ activities to focus on features of the text, and the bottom-up processes that seem to be more appropriate to assist further development of effective listening.

Furthermore, Richards (1990) suggested some theoretical principals for designing listening materials. Among these principals; the knowledge about the role of the two listening processes (bottom-up and top-down) as well as the difference between the interactional and transactional dimensions of language use that affect listening. According to him, it is very important to distinguish between the types of listening processes which are different; the bottom-up process involves the use of incoming data as a source of information to reach the meaning starting from sounds, words, clauses, and sentences. So that, the process is viewed as decoding data, whereas the top-down process involves the use of the background knowledge in order to understand the message. Then, he concluded that “the kinds of exercises and listening activities used in teaching listening comprehension should reflect the different processes and purposes involved in listening: bottom-up, top-down, interactional, and transactional” (1990, p. 59)

3.2. Multimedia Environment

In the recent years with the expansion of technology advances, it becomes supposedly and more feasible to integrate multimedia into classroom teaching, in order to provide meaningful content and powerful tools for teaching. The classroom environment is one of the main conditions for effective instruction presentation. Krashen (1982) emphasized the importance of instruction for L2 acquisition, and he asserted that classroom should function to provide students with a comprehensible input about the target language in affectively motivating climate to learning. (As stated in Chaudron 1988)

Multimedia instruction (or environment) is very efficient to promote learning, through the presentation of words and pictures and other visuals in ways that help learners to build mental conceptions and representations about the content (Mayer 2005).

In addition, Brett (1994) describes the multimedia environment as an ideal setting to provide learners with a comprehensible input. It is characterized by its high qualities in developing teaching and learning, since it accompanies the language input with a range of support features. Those later effectively assist comprehension.

Then, Brett insisted on the role of multimedia environment for successful classroom interaction between stakeholders when he mentioned that:

Multimedia environments provide further and possibly more powerful dimension to communication when the control and manipulation of meaningful information is passed into the hands of the learner. The ability to interact with these communication elements via interactive multimedia allows language learners to explore, discover, ponder, search, question, answer and receive feedback. (Stated in Cameron 1998, p. 81)

However, Mayer (2009, p. 288) summarized the importance of multimedia environment in the following words:

In short, multimedia presentations have the potential to foster generative processing. They foster generative processing by making it easier for learners to build connections between words and pictures-that is, they encourage learners to build connections between verbal and pictorial representations.

Moreover, Lia (2011) reported that multimedia provides a rich content to language learning with presentation of graphics and images that helps learners to understand things in depth. Also, the use of multimedia in teaching helps teachers to deal with difficult subjects and convey information smoothly coupled with intuitive images and sounds. In addition, multimedia gives the opportunity to students to be actively engaged in the content by showing them examples in real life situations in which they may further expand their thinking.

3.3. The Importance of Multimedia Environment in Teaching Listening

Multimedia environment provides learners with rich sources that are prevalent in L2 learning contexts; particularly for listening comprehension. Much research has been done in second language acquisition (SLA) and Computer-Assisted Language Learning (CALL) provides a list of advantages of using multimedia for listening over the traditional way of teaching. Among these advantages is the combination of media in multiple representations to help learners understand the input easily and sustain their needs and interests successfully. As Gilbert and Treagust (2009, p. 278) said “Providing multiple representations as one of the advantages of multimedia is important and necessary in order to meet different individuals’ needs in learning”

Tang (2011) viewed that the application of multimedia in English language teaching is more beneficial and effective. It provides teachers with new teaching approaches and methods. Also, multimedia technology provides learners with two different environments (the classroom environment & self-access of multimedia environment), which makes students’

learning not affected by time and place. Hence, multimedia environment is still more suitable and efficient to accommodate teachers and learners' objectives, and it will provide new implications in English language teaching as far as multimedia technology develops. Furthermore, multimedia environment has great importance in teaching because:

In multimedia environment, the teaching materials have been greatly enriched by adding the related online materials and combining the related texts, pictures and videos. The application of multimedia makes the teaching of English language more effective than the traditional teaching method (Tang 2011, p. 294)

Multimedia environment is regarded as an effective tool for teaching the aural-oral skills (listening & speaking) because of its high qualities in creating authentic environment to practice both skills. As Tang states "The multimedia labs and multimedia-based network system provide authentic and native English listening and speaking environment and enable students to have more opportunities of practicing their listening and speaking in class and out of class" (ibid)

Then, in the same context, Asher (1977) emphasized the role of virtual reality technology and multimedia environment for teaching effective listening comprehension. Whenever students practice listening in such environment, they will be able to interact with the useful materials through several sensory channels. Performing actions while learning give learners the opportunity to be engaged in the different listening activities, and they may participate as active members in the listening process. (Stated in Vincenti & Baram 2011)

3.4. Types of Multimedia Used in Teaching L2 Listening

Using multimedia for teaching listening comprehension is conceived as vital condition for successful interaction between teachers and students. Multimedia represents a unique environment appropriate to practice listening activities. It gives learners opportunities to interact with more than one medium of communication. Hence, multimedia is characterized by its power of combining between materials in authentic way. The major useful tools in

teaching listening comprehension might include audio-visual aids, videos, computers, internet, songs, and games.

3.4.1. Audio-Visual Aids (AVA)

The past two decades have brought to language teaching and learning a wide range of audio-visual technologies, which became accessible to both English language teachers and learners. Their potential as tools to enhance language skills became practical option, especially for teaching aural-oral skills.

Woods (1996) argued that audio-visual aids have significant role and objective in classroom teaching and learning, and he considered them as ideal tools for explanation that help learners to understand the subject by adding concreteness and realism in the language input, they also support teachers' verbal explanation by personalization and visualization of things. Moreover, they facilitate learning, add interest, motivation and promote curiosity. Then, audio-visual aids break-up teachers' long explanation with something more touchable (stated in Chandra 2008)

Concerning the advantages of using audio-visual aids in teaching Sampath, Panneerselvan and Santhanam (2007, pp. 80-82) summarized them into eight aspects:

- 1- Using AVA in the classroom may help teachers to solve all the communication problems they may face in the classroom (such as class size, time...etc), and help them to select the available information according to their students' level.
- 2- AVA are ideal for knowledge acquisition, they provide learners with meaningful sources of experiences that enable them to participate actively in learning.
- 3- AVA can provide students with effective substitutes for direct contact with social and physical environment; the teacher may use some audio-visual materials that would be valuable and interesting for students.

- 4- AVA are available to change students' attitudes, regulate behaviors, and add interest to the lesson.
- 5- Proper AVA materials may provide learners with a variety of experiences from abstract to concrete.
- 6- AVA help students to develop their communication skills by using a multi-sensory approach (more than one sense).
- 7- AVA are useful to motivate students and simulate their interest to gain more knowledge.
- 8- AVA took the role of teachers in the classroom, and they are concerned as 'supplements' to illustrate, clarify and keep attention. Also they help students to learn independently using individualized instruction. This later makes them responsible and self-confident.

Moreover, Brown and Atkins (1988) claimed that audio-visual aids are very important to provide a clear explanation. They may sustain attention and raise students' interest among the presented topic. So, that they are useful in teaching and learning.

Whenever visual aids used properly, they do not only contribute for effective communications but also they add more credibility to our efforts. Besides that, valuable visual aids save time and energy and raise students' comprehension of the spoken language. (Patrina 2007)

Furthermore, Baruah (1991) stressed on the role of audio-aids in developing students' listening comprehension and he insisted that teachers have to include the radio broadcasts and the other recordings in the classroom as much as possible. The ultimate aim behind that is to have authentic environment conducive to practice listening programs. Thus, audio-aids are

conceived as indispensable tools for enhancing learners' pronunciation and listening comprehension.

3.4.2. Video- Display

In nowadays teaching, the video display has become the most useful medium in the classroom, since it is characterized by its valuable services in enhancing the teaching and learning process.

Chin (2004) emphasized the role of video display in helping students to deal with all subjects in different domains and give them a comprehensible input about the lesson in motivating way. Then, he summarized that in the following words:

It is possible to support students learning for just about all subject areas through the use of video. By its very nature, video has the ability to convey information in ways that other media can never hope to do. Through the dramatization of the literature, video can bring to life characters and cultures, as well as exploring surrounding issues, such as social and political influences. In science, inherently difficult concepts can be visualized more easily and complicated topics can be explained using a variety of animations and examples. Language teaching is another area to exploit the benefits of video through a multitude of ways. (p. 66)

In addition, Cintas (2008) praised the role of video display in developing the language acquisition process, and its valuable qualities in teaching. It is considered as the most appropriate tool to make students interact with native speakers, their behavior, linguistic cues, and their paralinguistic cues. In addition, it allows students to see the language in use in different cultural contexts. Moreover, it improves students' language skills, for example Rubin (1990) deduced that late-beginner students of Spanish improve their listening comprehension significantly in comparison to students who didn't use video support in developing their listening skills (ibid).

Moreover, Wilson (2008) asserted that using video and other audio-visual materials such as television and DVD is authentic and topical with real world information. These materials

are characterized by their visualization aspect that enable students to see the speakers, the context in which the language is used, and the body language. This fact will motivate students to interact with natives in their natural habit and it will help them to acquire some cultural information. In addition, he described the video as a ‘dramatic media’, since it is available to cope with students’ interest and those with short attention spans, as well as for those who cannot read or write well. Also, the video is appropriate to young learners because it combines color, action, characters and story lines. Another positive aspect of videos is that they can be controlled through the pause button, which allows the teacher to divide the recording into pieces in order to explain each part individually and engage students to participate. As a result, the teacher may follow and control the progression of the teaching process.

However, Baltova (1994, cited in Flowerdew 2005) asserted that videos provide an obvious contextualization of language which makes it as the most popular medium in non-English speaking countries. In addition, researchers have found a set of facets of using video to language learners. For example, it promotes learners’ motivation to listen and focus on lesson, makes the authenticity of language use through a rich context, and it shows a set of paralinguistic features of the spoken language available to learners. Also, it helps them understand the cultural contexts in which language is used.

Moreover, Flowerdew (2005) provides the case of ‘active viewing activity’ as an example to help learners develop their listening skills, and he stated a set of principal conditions that a teacher should take into account when using the video in the classroom. For instance, when the teacher comes to select the video material, he should first decide how to integrate it into the lesson and the types of listening skills the video encourages. In addition, the teacher should be able to control the video playback facilities and the other technical problems, as well as the type of follow-up activities and tasks. Moreover, he added that all learners should

participate in the listening process in the pre-, while, and post viewing activities to develop their listening skills.

3.4.3. Computer- Assisted Language Learning (CALL)

Among the different useful materials for teaching and learning, no single tool has greater impact than computer. It allows the interaction with a set of combined media in a perfect way such as text and graphic, combined with sound and images.

In the current teaching, the use of computer-assisted language learning (CALL) has become an urgent necessity and the most useful medium in the world with the advent of technology and web-based teaching. Stockwell (2012, p. 14) stated “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 (CALL)”.

In attempt to define CALL, Levy (1997) has proposed a definition as follows “Computer-Assisted Language Learning may be defined as the search for and study of applications of the computer in language teaching and learning”. (p. 1)

From another point of view, Fotos & Browne (2008) considered CALL as an integral part of language teaching and learning. Recently, it is used in different instructional situations. Therefore, language teachers are highly required to have a CALL expertise and a wide knowledge concerning both practical skills and experience of information technology theory. In addition, for successful use of CALL in the classroom, teachers have to design, implement and evaluate the use of CALL in the classroom. So that, they may help their students to cope with them, and give them clear directions when they fail to use it appropriately. Thus, it becomes very necessary for teachers to be familiar with CALL options in the classroom.

3.4.3.1. Songs.

Songs play an important role in the development of language teaching and learning. They are considered as valuable pedagogical tools that are used in most of English language classrooms all over the world.

Murphey (1992) showed the importance of integrating music and songs in the classroom environment, and pointed out certain positive aspects of them. For example, he claimed that songs are helpful in the development of speech; hence it seems that language can be easier learned when it is singed rather than spoken, and they help the development of young children language. Songs are very important for adult since they satisfy their emotional needs, desires, and feelings. Also, songs affect and activate children's repetition mechanism of the language acquisition device, so that they learn songs effortlessly. In general, songs use simple language with repetition which makes them effective in teaching. Added to that, songs are appropriate to different types of listeners' purposes, as well as good for relaxation, fun and for harmony.

Also, songs can help young learners to improve their listening skills and they can be useful tools in learning of vocabulary, sentence structure, and sentence patterns. Another greatest benefit of using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers. Songs can add interest in the classroom routine and potentially improve students' motivation (Murphey 1992).

Then, songs can help to improve listening skills because they provide students with practice of listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Murphey believes that music has power to engrave itself into our brains, stating that "songs work on our short-and long-term memory" (p. 3). Therefore, they are adequate tools used for language classroom.

In addition Harmer (2001, p. 242) emphasized the role of music in changing the classroom atmosphere saying that:

Music is powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning.

Also, he added that there are two ways to choose the right song for teaching; the first one is to ask students to choose their songs and bring them to the class, or the teacher him/herself uses older songs, then he/she asks students if they still have a merit, and whether they like them or not. (ibid)

Moreover, Wilson (2008) viewed that songs as an enjoyable and memorable means for teaching and students' simulation. Songs build students' self-confidence, and they are often familiar when teachers ask students to bring their favorite songs to listen in the classroom. Moreover, songs are beneficial in developing the language skills, aspects of pronunciation such as stress, the use of rhyme to predict vocabulary, and help students to understand the lyrics. In addition songs encourage and motivate students to learn because they contain stories, and they bring accents, voices, and cultures to the language classroom.

Furthermore, Argondizzo (2004, p. 97) said:

Songs have been considered a good source of input for students learning a second language. If wisely used, they can play a meaningful role in the language classroom since they can create a unique input and an enjoyable atmosphere that will easily attract students' attention and enhance their motivation in learning.

Also, she claimed that songs are very important to develop the listening skills. First of all, songs are effective means for teachers to develop their students' listening skills, since they give them the opportunity to deal with different genres, and topics in more amusing and relaxing way. Secondly, listening activities combined with songs can be easily integrated with reading activities that include skimming, scanning, and summarizing the content. Thirdly,

songs can provide cultural insights and social variations, and encourage discussion in the classroom. (Argondizzo 2004)

3.4.3.2. Interactive Games.

Using games is one of the most important ways to teach efficiently in a language classroom, they are conceived as perfect tools for teaching with enjoyment.

Games were defined by Wright, Betteridge and Buckby (2006) as follows: “...we have taken the word ‘game’ to mean an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others” (p. 1)

In addition, they highlighted a set of positive aspects of using games for teaching. Firstly, since the nature of learning is difficult and it takes an effort to understand and intensive repetition accurately over a long period of time, games are considered as the most helpful tools to encourage learners, motivate them, and sustain their needs and interest. Secondly, games are affordable means that help students to experience the language rather than just study it. They facilitate the teachers’ role in providing a comprehensible input by creating contexts in which the language is useful and meaningful. So that students may actively involved in the classroom and share their opinions. Thirdly, most of games are characterized by the repeated use of language items in form of drill exercises, so that students will focus more on the language form and the conveyed information. Fourthly, games can provide a powerful and meaningful use of language, thus they should be included by the teacher as central to language teaching rather than just a way of passing time. (Wright et al 2006)

Moreover, Lee (1979) asserted that teachers are supposed to bring enjoyment into their classroom environment in order to motivate their students to learn in an enjoyable and relaxed atmosphere reliable to language learning. Then games are favorable and important tools to include enjoyment in teaching and learning, as well as to banish boredom, raise students’

willing and ambition for learning, encourage co-operative learning in which students work in teams to surpass the other groups. So that games create a sense of competition among learners and engage them to focus on the lesson.

Furthermore, Lee (1979) proposes that “games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do” with this in mind, games should be put into the center of classroom teaching and they should not be treated as a merely warm-up activity. Then, she added that games have very clear beginning and ending, and they are governed by rules. Competition, which is associated with games, plays a crucial role as the nature of games requires. Learners are excited by competition because the question of who will win or lose remains unanswered until the game is over. Similarly, games are full of fun which leads to successful learning. In many games, learners are required to cooperate to achieve the goal and most learners enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible.

Then, Plauger (2001, p. 123) emphasized the role of games in developing the listening skills. He said “games can be another fun way to improve listening skills. Most of them contain an element of listening and there is something for everyone available from excellent publishers, especially Mini-flashcards Language Games”. Also, he added that games are ideal for learning since they are enjoyable and bring fun to students, and they enable them to register the sound of that word with conception of visual image in the brain which make them a powerful trigger for learning. (Plauger 2001)

3.4.4. Internet

The term ‘internet’ is often abbreviated to the Net, and it is considered as the biggest communication revolution since the advent of the printed books, as well as the perfect and

ideal medium for communication process that is used by language teachers , those who looked for the quality and authenticity of the selected materials. Now, their role becomes easier than before, also their preparation and selection of the teaching tools are done very quickly within a short amount of time. Moreover, internet based teaching provides teachers with infinite resources for language input in terms of texts, visual stimuli, vocabulary, video files, line TV , radio, and listening materials. (Dudeney 2000)

Moreover, by using internet in teaching, both teachers and learners will benefit from its valuable services, since it facilitates the task for them. In one hand, it helps students to determine their needs and objectives. In the other hand, it helps teachers to gain access and introduce it to their students. Consequently, this enables students not only to access the ‘world knowledge’, but also to be in touch to other students of the same language around the world. (Dudeney 2000)

Furthermore, Dudeney and Hockly (2007) have emphasized the intrinsic role of the internet in the following statement: “Internet based simulations bring real-life contexts to the classroom, helping our learners to deal with situations that they may come across during foreign travel or in countries with other speakers of English”. In addition, they claimed that whenever teachers integrate internet in their classrooms, their role will be easier than the traditional way of teaching, and students will be provided by authentic websites that will help them to simulate the important elements as well as to focus on content.

Then, they have insisted on the idea that teachers are supposed to use the internet not as an occasional activity without specific objectives related to the curriculum, but they have to maintain its role in learning by giving their students an explanation, and reasons for choosing such material as a resource. Teachers can do that by involving students in discussion and looking for their attitudes towards the use of technology and computers in the classroom, and

how much they consider the use of internet as collaborative tool in enhancing their level, vocabulary, and their listening skill such as the use of songs, visuals, and video materials. (Dudeney & Hockly 2007)

Wilson (2008) considered the internet as an effective tool for teaching that replaces the teacher's role in many cases. Also, he emphasized the role of English language-learning websites in developing students' listening skill, since they contain a set of listening texts, questions, answers, and explanations. Moreover, websites used for teaching are usually free .i.e. students may practice listening individually and repeatedly, since they are provided by a scope for extensive and intensive listening.

Conclusion

To sum up, comprehensive listening serves as a primary channel for learning, require that students function effectively as listeners to cope with language input. Therefore, it is very important that teachers prepare their students for successful listening practice. In doing so, multimedia technology supports listening skills development and it is considered as powerful tool to improve students' comprehension. Moreover, multimedia is characterized by the logical match of system characteristics (i.e. the combination of text, audio, and video) which simultaneously makes it ideal and basic medium for teaching listening comprehension. Then, multimedia environment encourages students to be actively involved in the learning process, and empowers their manipulation of the language input. Also, it assists learners to practice listening activities by using a range of authentic materials.

PART TWO

THE FIELD WORK

CHAPTER FOUR

DESCRIPTION AND ANALYSIS OF THE CLASSROOM OBSERVATION, TEACHERS' INTERVIEWS AND QUESTIONNAIRE

INTRODUCTION

The present chapter is devoted to the analysis of the classroom observation, the unstructured interviews, and the teachers' questionnaire as the research data gathering tools. The collected data and the obtained results will enable us to investigate the extent of incorporating multimedia in teaching listening skill as well as to identify the limitations of this integration. Thus, departing from a real situation (context) through classroom observation may provide us with concrete evidence through direct and live insights about the situation we want to describe. However, the participation of teachers is of prominent importance because they are more concerned and aware about the useful materials in teaching, particularly in listening comprehension. So, the main objective behind devising such a questionnaire, interviews and classroom observation is to draw some conclusions and to suggest relevant solutions and recommendations for better development of this vital skill.

4.1. Description of the Classroom Observation

The classroom observation was conducted with second year LMD students in English division at Biskra University with their teachers of oral expression during the second semester of the academic year 2012/2013. We have attended seven sessions with different groups to look for the variations in the teaching methods and the useful materials in teaching listening skill. The time devoted for the classroom observation was varied as much as possible in

different days and hours in order to have better insights about the observed classes. In addition, to make our observation more organized we have designed a checklist that consists of five main sections. The first section focuses on the teacher's preparation of the lesson. The second is about the classroom management. The third is related to the physical environment and the fourth one is concerned the communication and motivation skill among teachers and learners. However, the fifth is about the teacher-student interaction and it involves two sub-sections; one about listening skill, and the other one deals with the integration of multimedia in the classroom. Our main objective from doing the classroom observation is to have direct perspectives from a real world environment (classroom) and to be in contact with teachers who are more concerned with our subject. Moreover, it has been proved that the classroom observation has high-qualities which make it a reliable tool for gathering data. The classroom observation measures directly the behavior and provides concrete evidence about the observed phenomenon, as well as it enables us to observe the behavior in its context.

Besides to the classroom observation, we have made an unstructured interview with some teachers at the end of sessions in order to gather more data about the subject and to look for their views and arguments.

4.2. Description of the Checklist

4.2.1. Section One: The Teacher's Preparation

This section contains three items, and it attempts to look for the lesson preparation, the designed materials and the categorization of the useful materials

4.2.2. Section Two: Classroom Management

This section consists of four items, it tries to control the classroom environment whether it is well organized or not, the teacher's movement in the classroom, and his/her

directions in the lesson, also it aims to evaluate the classroom environment if it is conducive to learning or not.

4.2.3. Section Three: Physical Environment

This section contains three items and it deals with the physical setting of learning. It aims to see whether it is clean, attractive, and safe or not as main conditions for the learning environment.

4.2.4. Section Four: Communication and Motivation Skill

This section involves two items concerning the teacher's language whether it is appropriate to students' level or not, as well as his/her involvement in the task; since effective communication skills are important in teaching to enhance the learning environment and increase positive on-task responses with teacher.

4.2.5. Section Five: Teacher-Student Interaction

This section consists of two sub-sections, and it attempts to measure the interaction between stakeholders in the classroom. Since exchanging verbal comments between teachers and students is an integral part of any lesson as well as for successful teaching and learning. Therefore, the first sub-section is devoted to listening skill and how teachers consider it in their teaching program. However, the second sub-section focuses on the implementation of multimedia in teaching listening skill, and it attempts to diagnose the useful materials in teaching listening comprehension.

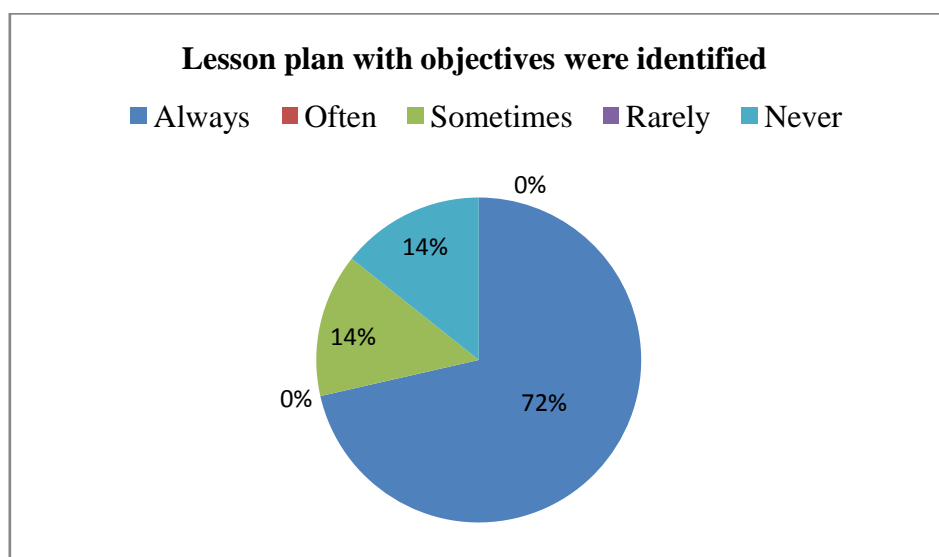
4.3. Analysis of the Observation Checklist

Section One: Teacher's Preparation

ITEM ONE: Lesson plan with objectives were identified

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	5	0	1	0	1
percentage	71.42%	0%	14.28%	0%	14.28%

Table 1: Identification of lesson plan with objectives



Graph 1: Identification of lesson plan with objectives

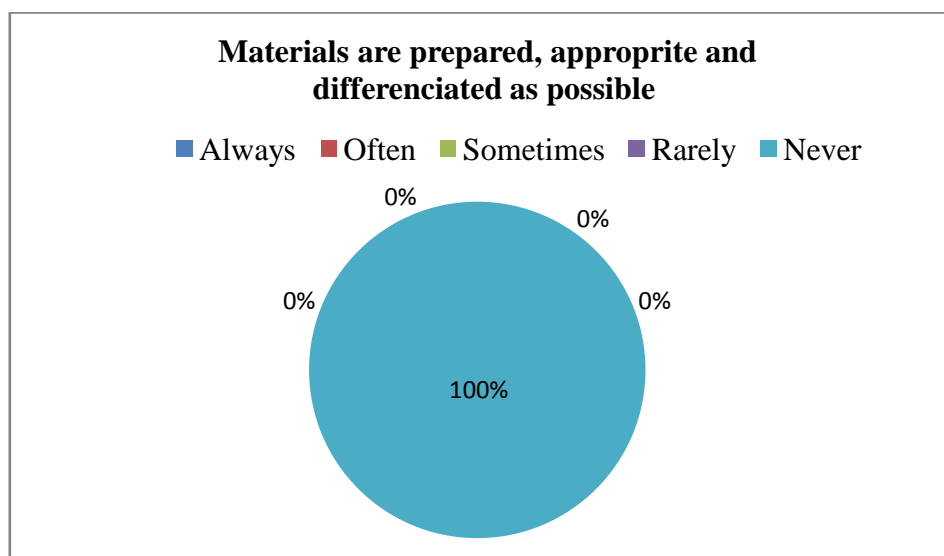
From the above graph we noticed that the majority of teachers whom we attended with prepare their lessons and state their objectives from the beginning, except two of them who give a chance to students to choose free topics for discussion. For example one teacher wrote down the lesson objectives in the board; asked students some questions, and made the brainstorming activities to activate learners' background knowledge. However, we emphasized the role of lesson plan as a vital component for successful teaching and learning process. It provides a coherent framework for smooth and efficient teaching, and it helps the

teacher to be more organized and more confident when delivering the lesson. Also it directs learners' concentration on specific elements that will be presented in the lesson and gives them a clear idea about what they will learn.

ITEM TWO: Materials are prepared, appropriate and differentiated as possible

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	0	0	7
Percentage	0%	0%	0%	0%	100%

Table 2: Preparation of the appropriate materials



Graph 2: Preparation of the appropriate materials

According to the above table, we observed that all teachers did not prepare the appropriate materials for teaching oral expression, and this may affect students' achievements in this module. Thus, the useful materials should be well prepared, carefully selected, and differentiated as much as possible in order to help students understand the input.

Section Two: Classroom Management

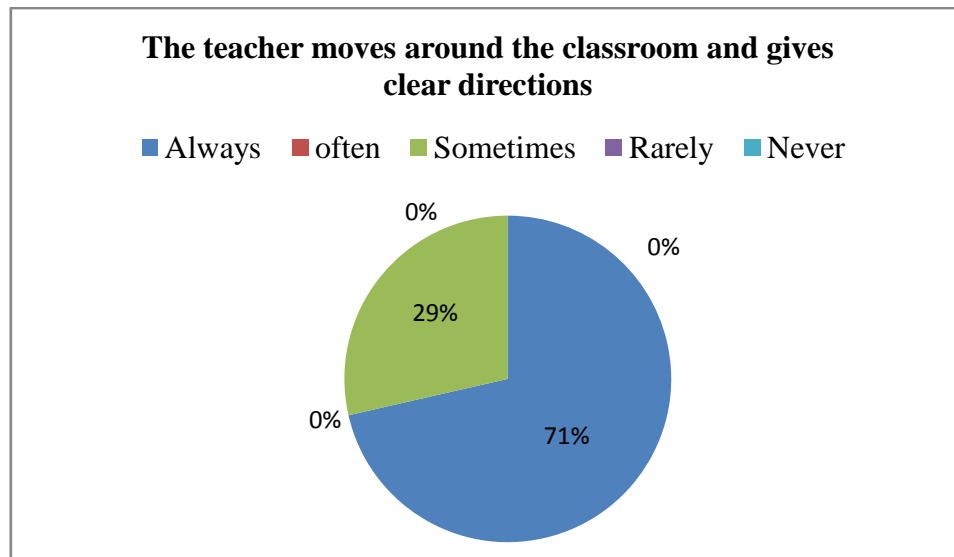
ITEM ONE: Organization of the classroom and the learning environment

According to the sessions that we have attended, we observed that most of the classes were not organized, and the environment was not conducive to learning. Most of the classrooms were overcrowded and full of empty chairs and tables, that disturb teachers to move around the classroom and control their learners' work, and it hinders students' participation in the classroom. Also we noticed that there was darkness in some classes with no electricity, so that the teacher cannot use data show or computers. Moreover, tables were full of dust in most of the classes, and some papers were thrown on the floor (lack of cleanliness). Consequently, these bad conditions of learning and teaching will actually bother and disturb students' concentration, and create obstacles for teachers to go through their job, decrease their motivation and kill students' competition spirit.

ITEM TWO: The teacher moves around the classroom and gives clear directions

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	5	0	2	0	0
Percentage	71.42%	0%	28.57%	0%	0%

Table 3: Teachers' directions in the classroom



Graph 3: Teachers' directions in the classroom

The data shown on the graph (3) indicates that most of teachers move around the classroom, control their students' work, and give them clear directions to follow. So that students' participation will be more organized, appropriate and guided by the teacher. This organization plays an important role for effective classroom management. Since it develops students' sense of responsibility, self regulation and maintains it. Also, it is good for both teachers and learners to make discipline in the classroom and create an environment conducive to teaching and learning.

Section Three: Physical Environment.

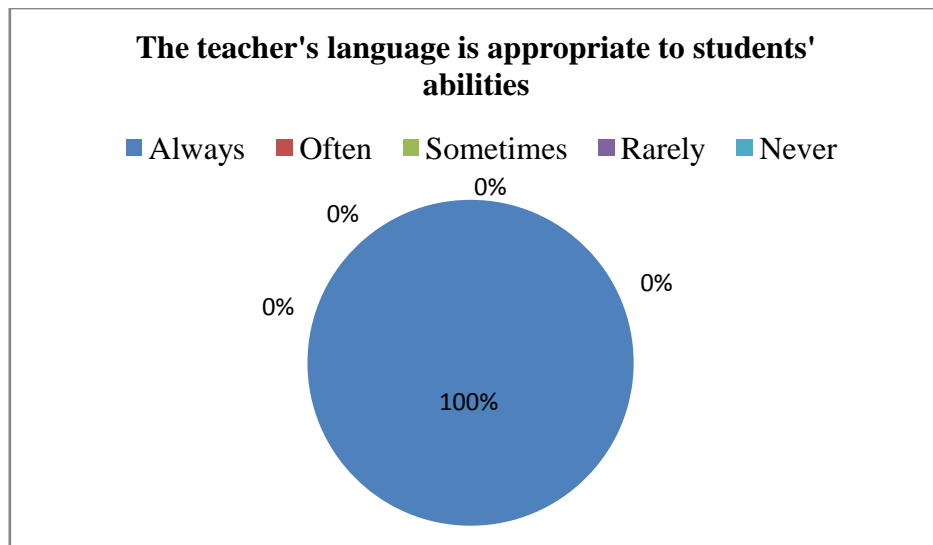
Depending on our perceptions about the physical environment which is the 'classroom', we observed in general that most of the classrooms were not well cleaned, not attractive, and rarely safe. Of course these variables hamper the teaching and learning process and reduce teachers and students' ambitions to perform well. So, the physical environment is vital requirement for effective teaching and learning.

Section Four: Communication and Motivation Skill

ITEM ONE: The teacher's language is appropriate to students' abilities

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	7	0	0	0	0
Percentage	100%	0%	0%	0%	0%

Table 4: The appropriateness of teachers' language to students' abilities



Graph 4: The appropriateness of teachers' language to students' abilities

As the table (4) shows, the language of all teachers was appropriate to students' level and ability, teachers use common English with simple vocabulary, standard pronunciation, and sometimes they explain new words and expressions. So, the more teachers' language is appropriate and clear, the more learners comprehend the input and interact with their teachers successfully.

ITMEM TWO: The teacher actively involved on the task

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	6	0	1	0	0
Percentage	85.71%	0%	14.28%	0%	0%

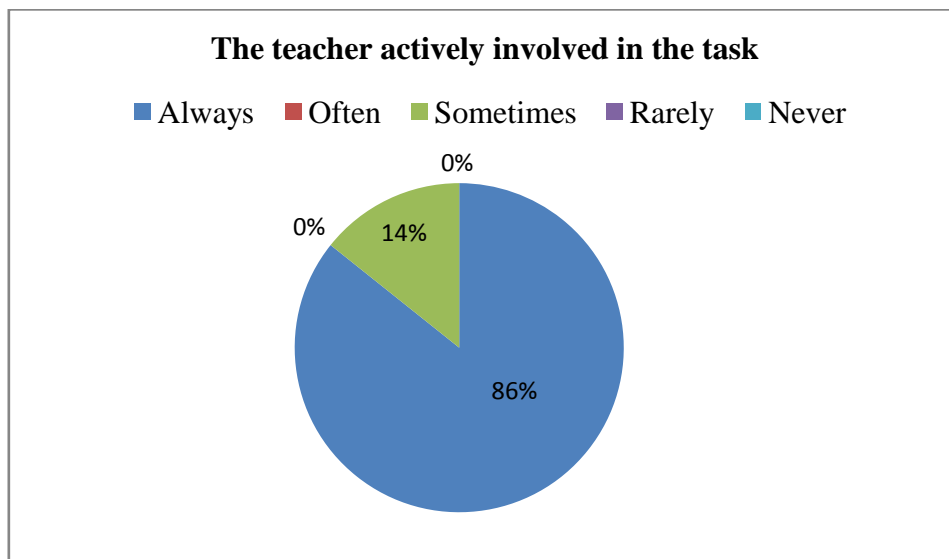
Table 5: Teachers' involvement in the task**Graph 5: Teachers' involvement in the task**

Table 5 indicates that most of the teachers are actively involved in the task; they participate with their students, share their opinions and thoughts, and they give them instructions from time to time to follow. Thus, when teachers are actively involved on the teaching process, they may encourage their students to be 'active learners' and both of them will reach the outlined objectives of the lesson.

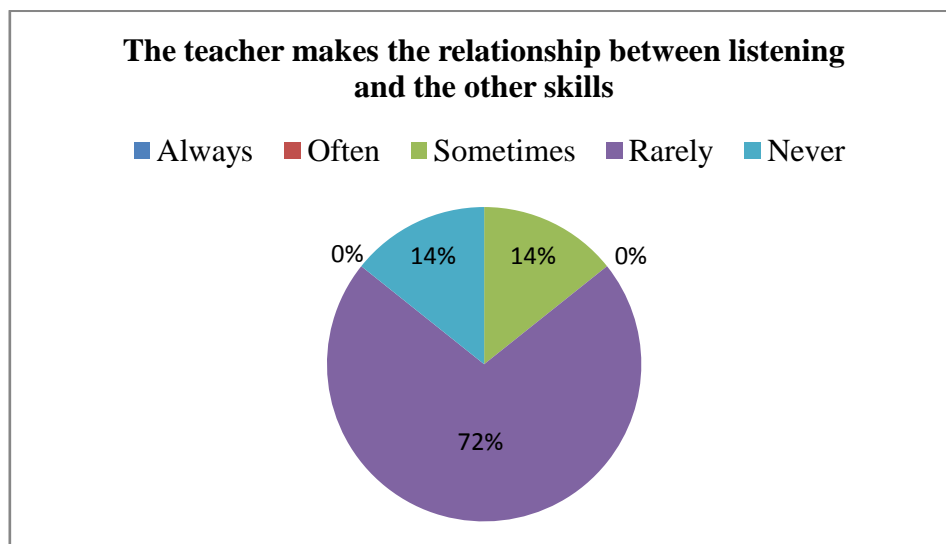
4.3.5. Section Five: Teacher-Student Interaction

A- Focus on the Listening Skill.

ITEM ONE: The teacher makes the relationship between listening and the other skills

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	1	5	1
Percentage	0%	0%	14.28%	71.42%	14.28%

Table 6: The relationship between listening and the other skills

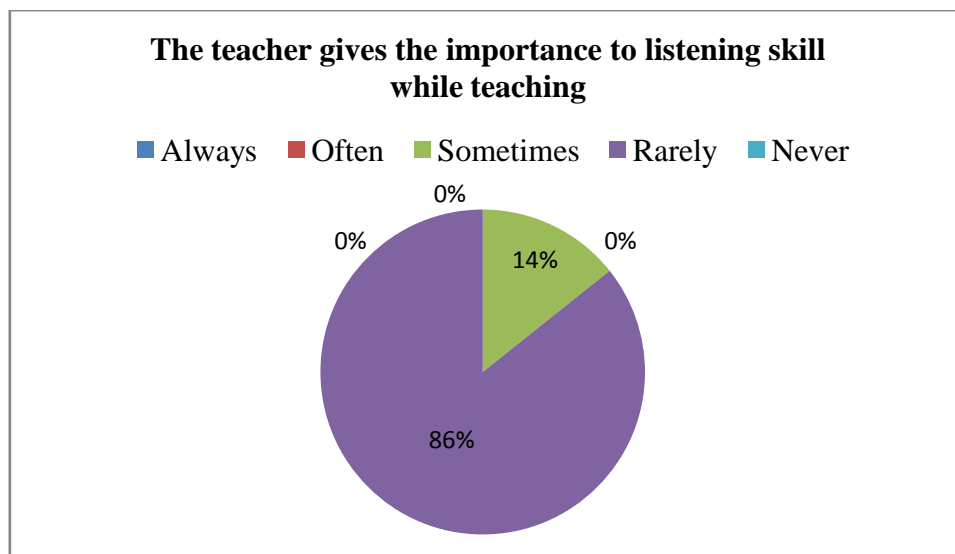


Graph 6: The relationship between listening and the other skills

We have noticed that most of the oral expression teachers, whom we attended their lectures, do not make the relationship between listening and the other skills. In addition, we have observed that they actually teach the language skills but they do not give too much importance to the relationship between them. Each skill was taught in isolation.

ITEM TWO: The teacher gives the importance to listening skill while teaching

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	1	6	0
Percentage	0%	0%	14.48%	85.71%	0%

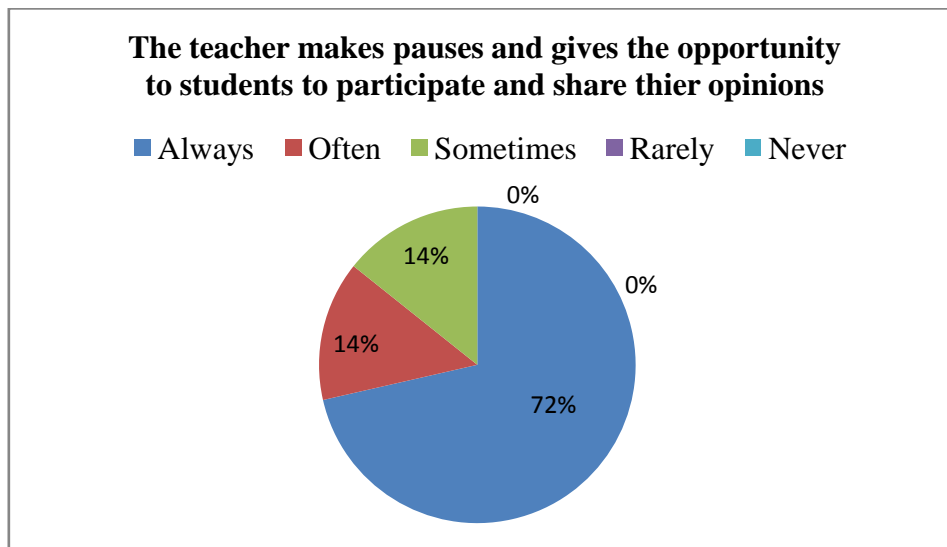
Table 7: The importance of listening skill**Graph 7: The importance of listening skill**

According to the table (7), we have found that six teachers among seven rarely give importance to listening skill. Whereas, only one teacher who sometimes does. Also, we have noticed that most of the oral expression teachers give much importance to speaking skill rather than the other skills. Consequently, this variable will affect students' language proficiency because listening skill is a crucial need that helps them to acquire the other skills.

ITEM THREE: The teacher makes pauses and gives the opportunity to students to participate and share their opinions

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	5	1	1	0	0
Percentage	71.42%	14.28%	14.28%	0%	0%

Table 8: Pauses and opportunities given to students for participation



Graph 8: Pauses and opportunities given to students

As the above graph reveals, the majority of teachers make pauses while teaching and give opportunities to students to participate and share their opinions, and we observed that there are some teachers who took too much time in discussion and they supported their students' involvement on the subject. These opportunities for interaction motivate students to focus on the lesson, increase their self-confidence, and give them the chance to be active participants in the classroom.

ITEM FOUR: Teachers' accent and rate of Delivery

According to our perceptions of teachers' language, accent, and speech rate, we confirmed that all teachers use standard accent and slow rate of delivery while talking, except one teacher who uses the American accent with standard speech rate. But in general their language was understandable, clear, and appropriate to students' level. As a result, the teachers' accent and speech rate may affect positively learners' comprehension of the language input.

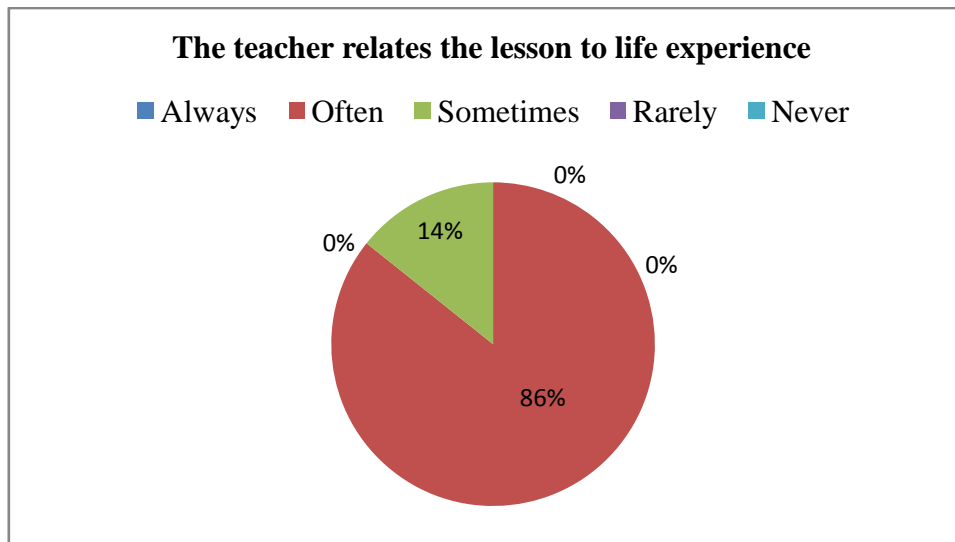
ITEM FIVE: Students' interruption for repetition and clarification

Concerning the students' participation in the classroom, we have observed that students often raise hand for help and ask for clarification when they do not understand. In addition, they always participate and share their opinions whenever the teacher gives them the opportunity. Hence, learners' participation in the classroom is beneficial for both teachers and learners. From one hand, it helps teachers to recognize students' misunderstanding of the lesson, which makes them monitor and simplify their language. In the other hand, it encourages learners to state their answers and thoughts freely and it aids them to benefit from their teachers' feedback.

B- The Integration of Multimedia in the Classroom.**ITEM ONE: The teacher relates the lesson to life experience**

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	6	1	0	0
Percentage	0%	85.71%	14.28%	0%	0%

Table 9: the relationship between the lesson and life experience



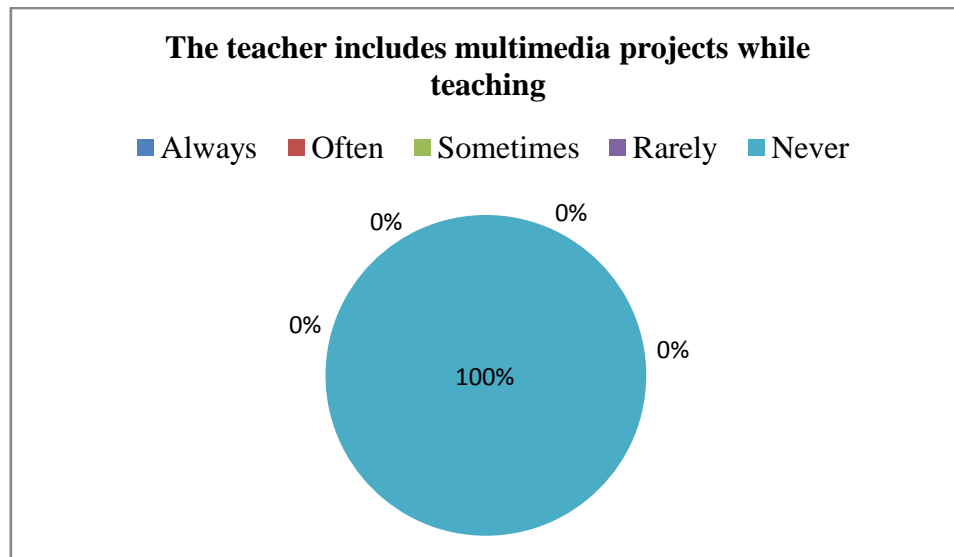
Graph 9: The relationship between the lesson and life experience

The graph (9) shows that most of teachers often relate the lesson to life experience, especially when they explain new ideas or vocabulary in order to facilitate the understanding of the subject calling for the students' background knowledge and life experience. Thus, it is important that teachers include life experience as a contributory factor in developing students' comprehension abilities.

ITEM TWO: The teacher includes multimedia projects while teaching

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	0	0	7
Percentage	0%	0%	0%	0%	100%

Table 10: The use of multimedia projects in teaching



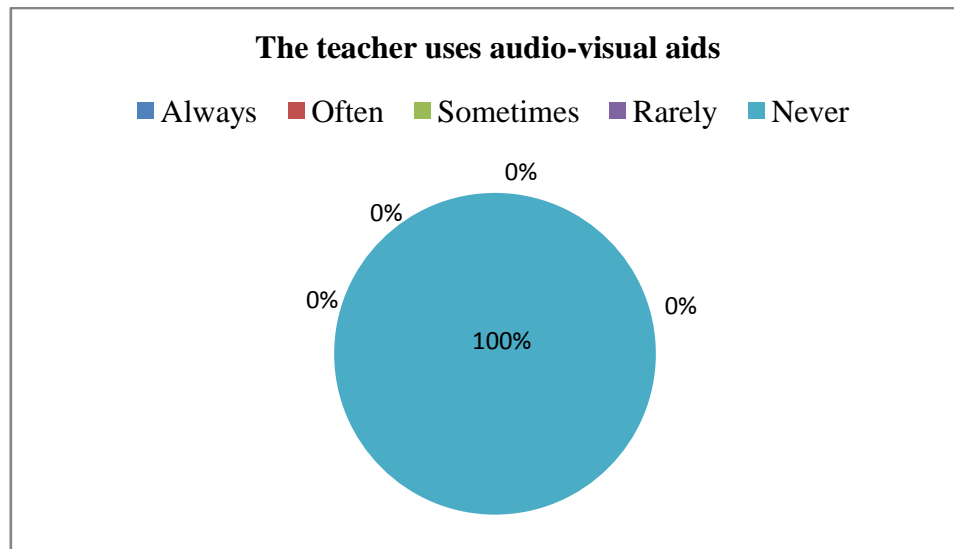
Graph 10: The use of multimedia projects in teaching

As the above table shows, there was a total ignorance of using multimedia projects in classrooms. In fact it was a poor environment for learning and teachers were not provided by the needed and the appropriate equipments for teaching oral expression. Consequently, this bad fact will affect negatively on students' performance and achievements in the target language, because it is a crucial condition to develop students' proficiency in the four skills.

ITEM THREE: The teacher uses audio-visual aids

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	0	7	0
Percentage	0%	0%	0%	100%	0%

Table 11: The use of audio-visual aids



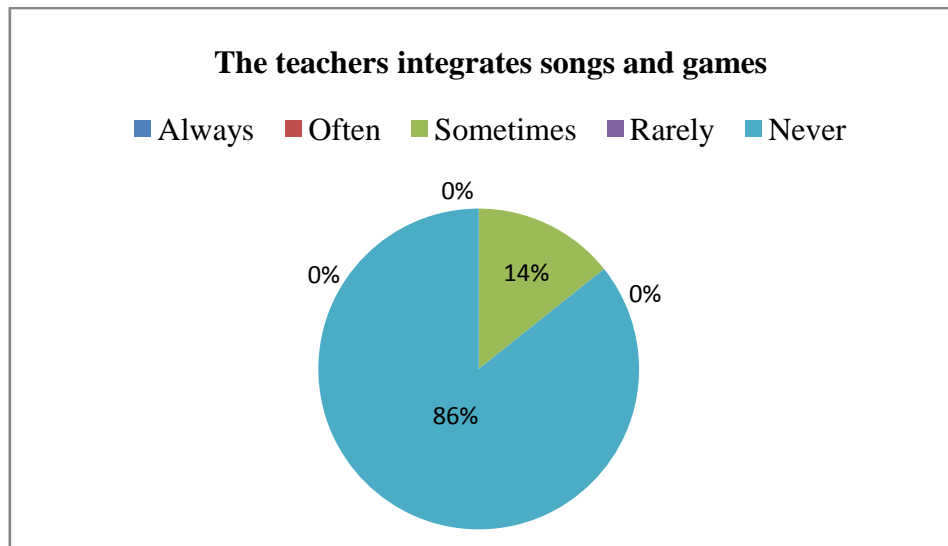
Graph 11: The use of audio-visual aids

Following the graph above, our observation indicates that teachers rarely use audio-visual aids in their classrooms. Even in teaching the aural-oral skills (listening & speaking) in which learners require a vital environment with authentic materials to practice both skills. Then, audio-visual aids are helpful tools for teaching since they accommodate learners' needs and interests, facilitate the learning process, and save time and energy (a picture is worth a thousand words). Also, they involve students and motivate them to learn. Therefore, the more students are deprived from these authentic materials, the more learning obstacles and problems they will face.

ITEM FOUR: The teacher integrates songs and games

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	1	0	6
Percentage	0%	0%	14.28%	0%	85.71%

Table 12: The integration of songs and games



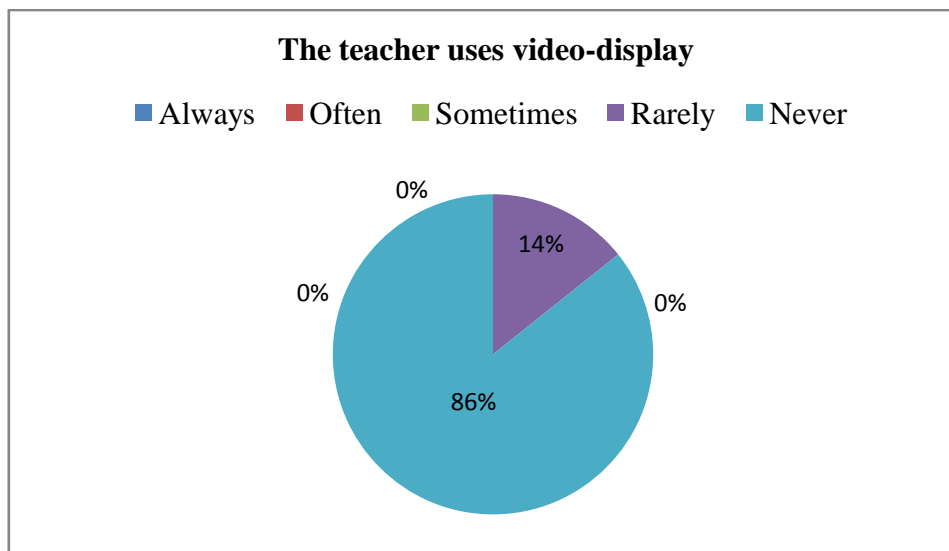
Graph 12: The integration of songs and games

The obtained data concerning this item confirms that most of oral expression teachers do not integrate songs and games in teaching language skills particularly listening and speaking, only one or two teachers who sometimes include them. Again, the negligence of songs and games in the classroom may negatively affect students' mastery of language. In addition, it was proved that songs and games are ideal and effective tools for teaching the aural-oral skills, because they provide learners with authentic English spoken by natives, entertain them, satisfy their emotional needs and feelings, motivate them to learn, and create an enjoyable and relaxed atmosphere favorable to learning.

ITEM FIVE: The teacher uses video-display

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	0	1	6
Percentage	0%	0%	0%	14.28%	85.71%

Table 13: the use of video-display



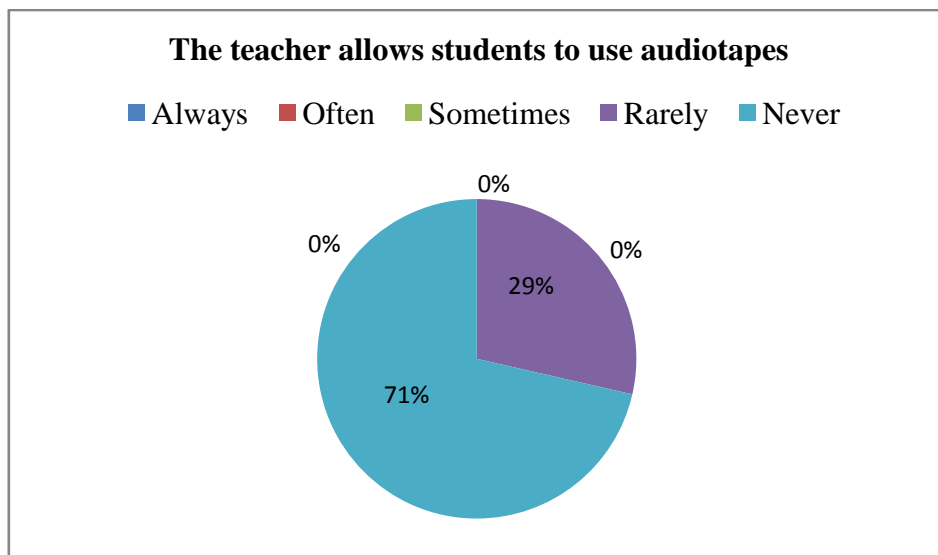
Graph 13: The use of video-display

Results shown on the table (13) revealed that the majority of teachers never use the video display in teaching oral expression, except one teacher who rarely uses it. Video display with data-show is conceived as a reach source for efficient presentation of lessons. Videos stimulate students' interests, attract their attention, and motivate them to concentrate on the lesson. In addition, they are used for better understanding of real life situations, and they help students to comprehend the target language used in its context by natives with body language. Therefore, videos should be included in the classroom environment as much as possible.

ITEM SIX: The teacher allows students to use audiotapes

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	0	2	5
Percentage	0%	0%	0%	28.57%	71.42%

Table 14: The use of audiotapes in teaching listening skill



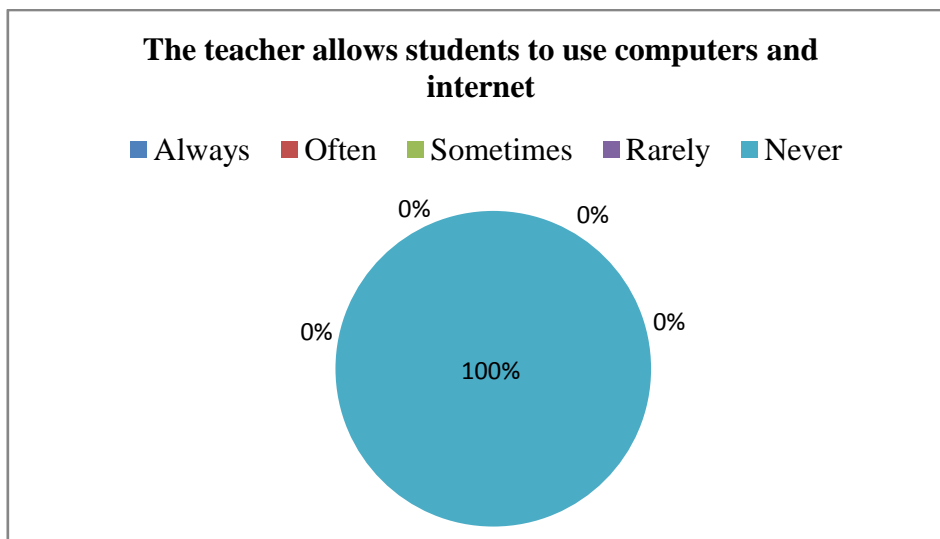
Graph 14: The use of audiotapes in teaching listening skill

As the results demonstrated in the graph (14), the highest proportion of teachers (5) never use audio-tapes in teaching listening comprehension, and there are just two teachers who rarely do. This fact may lead to students' difficulties in developing their listening skills, because audio-tapes are very necessary for teaching listening comprehension in which students are allowed to record their voices and listen again as much as they want, and they allowed be familiar with the target language, new vocabulary, and accents. Moreover, audio-tapes help teachers to save time and energy and direct their learners successfully.

ITEM SEVEN: The teacher allows students to use computers and internet

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	0	0	0	0	7
Percentage	0%	0%	0%	0%	100%

Table 15: The use of computers and internet



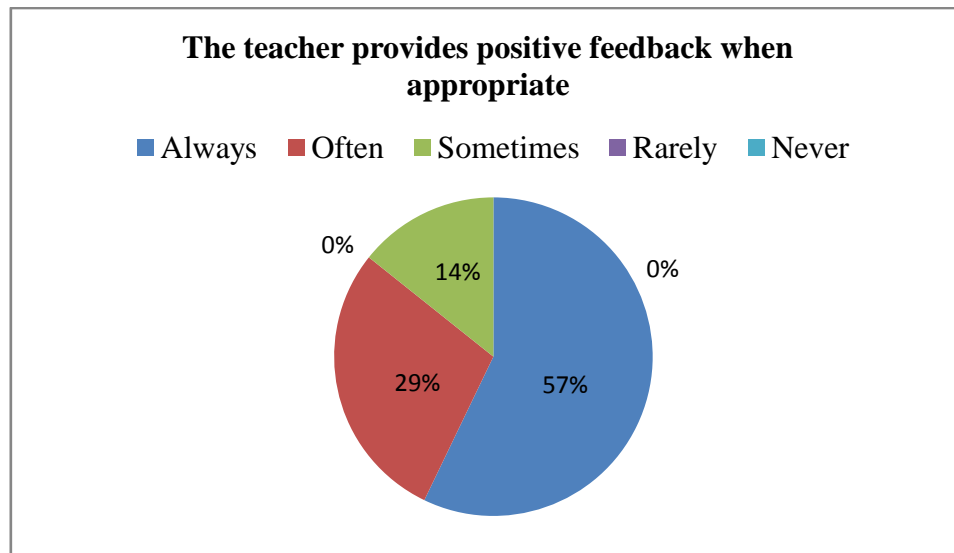
Graph 15: The use of computers and internet

As the table (15) confirms, all teachers never use computers and internet in teaching oral expression. They only use simple and traditional tools for teaching. Therefore, lack of including computers and internet in the classroom environment leads to negative impact on the teaching and learning process. In addition, with the advent of technology and language sciences, the internet based teaching and Computer-Assisted Language Learning (CALL) became an ideal and perfect medium for effective teaching and for successful communication process.

ITEM EIGHT: The Teacher provides positive feedback when appropriate

Scale	Always	Often	Sometimes	Rarely	Never
Teachers	4	2	1	0	0
Percentage	57.14%	28.57%	14.28%	0%	0%

Table 16: The teachers' feedback



Graph 16: The Teachers' feedback

Concerning the shown data on the graph (16), we have noticed that most of teachers always provide a positive feedback to their students' performance when it is appropriate. Also, they give them clear directions to follow, correct their grammatical, pronunciation, and spelling mistakes, and monitor their speech construction. So, the teachers' feedback is crucial requirement for teaching since it helps students to determine their faults and control their language.

4.4. Analysis of the Unstructured Interviews

As we have mentioned before, our classroom observation was followed by short interviews with some teachers at the end of oral expression sessions. Our main purpose from doing such interviews is to discover the reasons behind the lack of using multimedia in teaching listening comprehension.

After the discussion with some teachers, we confirmed that they really do not implement multimedia in teaching listening skill and they rely on just simple tools such as storytelling, plays...etc, except one teacher who said that sometimes she uses the video, data show and songs. For example in the first interview, I have asked a teacher "Do you integrate

multimedia in teaching oral expression?” and she said “sometimes, not often”. Then I asked her about the useful tools that she relies on in teaching oral expression and listening comprehension, and she said “sometimes I use songs and audiotapes”. After that I asked “what are the reasons beyond the lack of using multimedia in your classroom?” the teacher answered “there are several reasons beyond that, and I consider the lack of appropriate materials for teaching as the main reason, the department provided us with poor equipments, imagine that we have only one data show devoted to all the classes, and we have to take the permission before using it”.

However, in the second interview, done with another teacher, I have asked again “why you do not use multimedia in teaching listening comprehension?” She replied: “it takes time and effort to decide the appropriate materials according to students’ level and interest, and it is too challenging to incorporate multimedia in teaching listening skill because of the students’ level and attitudes toward the useful materials; students may not work effectively with materials they are not familiar with, and they may face difficulties in using them appropriately, as in case when using videos and songs. Also it depends on their motivation and interest because most of students prefer to practice speaking rather than listening, and they think that they need to speak and use the target language in the classroom” (negative attitude towards listening skill).

in addition, another teacher belonged learners’ difficulties in listening comprehension to the lack of practice and she said: “unfortunately, there is a lack of intensive listening practice, and we do not give too much importance to listening skill, we have only 3 or 4 sessions devoted for teaching listening per a year, and I personally focus more on developing the speaking skill, because students need to practice it to develop their oral proficiency in the classroom”.

Moreover, another teacher argued the lack of using multimedia to the class-size and he said “there is a huge number of students per a class; which takes a long time to manage my classroom, also students are not allowed to listen to the tapes only few of them, who are in the front, and the sound of the audio-tape is bad and not clear”.

Concerning the followed methodology in teaching oral expression, teachers said that they do not have a specific program in teaching this module, and each one prepares his/her own lessons and sometimes they give the opportunity to students to choose free topics for discussion.

To sum up, according to the teachers’ reports stated above, multimedia it is not implemented in teaching oral expression, and listening comprehension is regarded as passive skill by both teachers and learners. Whereas, lack of the appropriate materials for teaching, negative attitudes towards listening, and the classroom size are conceived as the main reasons behind the absence of multimedia in the classroom environment.

4.5. General Description of the Teachers’ Questionnaires

The questionnaire is designed to oral expression teachers in English division at Biskra University; it is distributed to 15 teachers who were asked to answer the questionnaire by ticking the appropriate answer or to state what they think about listening and multimedia in open questions. In addition, they were sometimes asked to justify their answers. The questionnaire consists of both open-ended questions which include yes/no questions, multiple choices and close-ended questions. Also, it is composed of three sections, the first section aimed at gathering background information about participants, and the second section revolves around teachers’ consideration and experience in teaching listening comprehension. However, the third section tackles the extent of implementing multimedia in teaching this skill.

4.5.1. Section One: Personal Information

This section contains five questions, and it attempts to obtain personal information about teachers such as: gender, age, and type of qualification, their experience in teaching oral expression, and whether their teaching of this module was personal or imposed by the department.

4.5.2. Section Two: Listening Comprehension

This section involves ten (10) questions, all about listening comprehension. It seeks to gather information about whether teachers follow specific program in teaching oral expression in general and in listening skill in particular. In addition, it looks if the allocated time to oral expression is sufficient or not, and it highlights the importance of listening in EFL learning, its relationship with other skills, learners' difficulties in understanding oral discourses, and problems faced by teachers while assessing their students' performance in listening skill.

4.5.3. Section Three: Implementing Multimedia in Teaching Listening Skill

This section consists of seven (7) questions; it aims at measuring the extent of implementing multimedia in teaching listening comprehension. It looks for teachers' attitudes towards the role of multimedia in ELT process and its importance in teaching this aural skill. Also, it tackles the most useful materials in teaching, besides to the challenges and difficulties faced by teachers while using multimedia in the classroom, added to that the department contribution in this implementation.

4.6. Results Analysis of Teachers' Questionnaire

Section One: Personal Information

Item one: Gender distribution.

Responses	Male	Female
Participants	5	10
Percentage	33.33%	66.66%

Table17: Teachers' gender distribution

As results shown in table (17), the total number of participants is fifteen (15) teachers of oral expression. Whereas, we have found that the highest number of them are females (66.66%) and males' participation is only (33.33%). The fact that most participants are females can be reflected by some professional purposes. For example, most of females in our country consider 'teaching' as a perfect job and more appropriate to feminine, however their interests in learning and teaching foreign languages could be another reason behind their dominance.

Item two: Teachers' age distribution.

Responses	23-29 years old	30-39 years old	40-49 years old	Over than 50 years old
Participants	8	4	1	2
Percentage	53.33%	26.66%	6.66%	13.33%

Table18: teachers' age distribution

From the results shown in table (18), we notice that over half (53.33%) of teachers ranges between 23-29 years old, four teachers (6.66%) from 40-49 years old, and two teachers

(13.33%) are more than 50 years old. Since the majority of teachers are young, and most of them are new graduates and novice teachers, they may face problems in the teaching process because of lack of experience.

Item three: Teachers' qualification

Responses	License (BA)	Magister (MA)	Doctorate (PhD)
Participants	5	9	0
Percentage	40%	60%	0%

Table19: Teachers' qualification

Table (19) reveals that the highest proportions of oral expression teachers (60%) have the Magister degree (MA), six of them (40%) have the license degree (BA), and none of the respondents has the (PhD). In general their educational level is satisfactory since most of them are magister holders.

Item four: Teachers' experience in teaching oral expression

Responses	Less than one year	1-5 years	6-10 years	10-20 years	More than 20 years
Participants	0	11	2	2	0
Percentage	0%	73.33%	13.33%	13.33%	0%

Table 20: Teachers' experience in teaching oral expression

The above table shows that the majority of teachers' experience in teaching oral expression ranges between 1-5 years (11 teachers), and the same percentage (13.33%) was shared between teachers of 6-10 years and 10-20 years experience. However, none is more than 20 years experience. The result that most of teachers are inexperienced is due to their age; since most of them are young teachers, or they did not get a job early.

Item five: Teachers' choice of teaching oral expression

Responses	Personal	Imposed
Participants	10	5
Percentage	66.66%	33.33%

Table 21: Teachers' choice of teaching oral expression

According to teachers' answers concerning the choice of teaching oral expression, results indicate that most of them (66.66%) teach this module as their personal choice according to their interests and desire. Whereas, only five teachers (33.33%) claimed that it is imposed. The fact that most of teachers choose to teach oral expression by themselves, may reflect their teaching proficiency and performance, since they are motivated in teaching this module.

Section Two: Listening Comprehension**Item one: The use of specific program in teaching oral expression**

Responses	Yes	No
Participants	9	6
Percentage	60%	40%

Table 22: The use of specific program in teaching oral expression

The obtained data shown on the table above indicates that the highest number of teachers 9 (60%) responded positively (yes). i.e. they follow a specific program in teaching oral expression. However, six teachers (40%) answered that they do not really do.

Item two: The program involvement of listening aspects

Responses	Yes	No
Participants	5	10
Percentage	33.33%	66.66%

Table 23: The program involvement of listening aspects

As table (23) shows, among teachers who previously answered that they follow a specific program in teaching oral expression, only five teachers (33.33%) who stated that the program emphasizes listening aspects with specific materials, and when we asked to state them, one teacher said that he uses songs, dialogues, interviews, tape recorders and stories, another teacher uses TV shows with native speakers. Others said that sometimes they use Pc or mobile speaker. However the program focuses on certain aspects of listening such as stress, intonation, pronunciation and accent. The rest of teachers (66.66%) stated that they do not include such listening aspects.

Item three: Time allocated to the course of oral expression

Among fifteen teachers, the majority of oral expression teachers (13) stated that the number of hours devoted to oral expression session is three hours per a week. However, only two teachers said it is two hours per week.

Item four: Teachers' evaluation of the allocated time

Responses	Enough	Just sufficient	Insufficient
Participants	0	2	13
Percentage	0%	13.33%	86.66%

Table 24: Teachers' evaluation of the allocated time

According to the results displayed in the table (24), almost all teachers (86.66%) answered that time allocated to oral expression is insufficient, and two teachers said that it is just sufficient; which means that they will not be able to fulfill all the outlined objectives in short period of time. Thus, they need extensive sessions to achieve their pedagogical aims and to develop their learners' performance in oral expression.

Item five: The importance of listening in EFL learning

Responses	Not important	Fairly important	Important	Very important
Participants	0	0	4	11
Percentage	0%	0%	26.66%	73.33%

Table 25: The importance of listening in EFL learning

As table (25) shows, the highest proportion of oral expression teachers (73.33%) stated that listening comprehension is very important in EFL learning. However, the rest claimed that it is just important .i.e. since most teachers are aware of the importance of this aural skill, they try to find the suitable methods and equipments to develop their learners' abilities in understanding oral discourses.

Item six: The skill that is strongly related to listening

Responses	Reading	Speaking	Writing
Participants	1	13	1
Percentage	6.66%	86.66%	6.66%

Table 26: The skill that is strongly related to listening

The data displayed in the table above confirms that the majority of participants (86.66%) consider speaking as the most related skill to listening. One teacher (6.66%) said reading, and another one (6.66%) ticked writing. According to this result, we assumed that the relationship between listening and speaking is interdependent; since effective speaking

depends on successful listening. Learners already rely on their listening abilities to understand the language input i.e. good speakers are in fact good listeners.

Item seven: Making the relationship between the four skills

Responses	Always	Often	Sometimes	Rarely	Never
Participants	3	4	6	2	0
Percentage	20%	26.66%	40%	13.33%	0%

Table 27: The relationship between the four skills

Answers about this item reveals that there are only three teachers (20%) who always make the relationship between the four skills, four teachers (26.66%) said often, six (40%) sometimes, and two teachers (13.33%) rarely do. However, none of them stated 'never'. In fact the four skills are inseparable and they are interrelated i.e. a teacher may not teach each skill in isolation. For example when a lecture is devoted to speaking skill, the other skills are indirectly intervened in a way that the teacher asks students to listen, write and read in the same lecture, even though they are not the main focus of the lesson.

Item eight: Reasons behind learners' misunderstanding of the oral discourses

Responses	Participants	Percentage
Lack of background knowledge	2	13.33%
Lack of practice	3	20%
Influence of the target language	1	6.66%
All of them	9	60%

Table 28: Reasons behind learners' misunderstanding of oral discourses

As table (28) shows, two teachers (13.33%) relate learners' misunderstanding of the oral discourses to the lack of background knowledge, three teachers (20%) ticked lack of

practice, and one teacher chose the influence of the target language in terms of accent, speech rate, pronunciation...etc. However, the highest proportion (60%) assumed that it is due to all of them; which means that the three above elements are the most affecting factors behind learners' difficulties in listening comprehension. Besides to other variables reported by some teachers such as lack of cultural knowledge, lack of appropriate strategies, misunderstanding of the subject and new idioms, shyness, and lack of self-confidence.

Item nine: Major problems faced by teachers while assessing listening

Teachers' answers about this item were different, and each one complains about his/her obstacles in listening assessment. One teacher said that there is a lack of materials. Another teacher stated that there is huge noise outside the classroom, and students cannot listen carefully to the recording. However, another teacher claimed that some students have negative attitudes towards listening tests, and it is difficult to find listening passages which fit learners' level of language proficiency. Also, a teacher said that many students can only understand words in isolation; however it is difficult for them to grasp the general meaning of the whole conversation. Another one asserted that she has a problem with class size; there is huge number of students per a class. Besides to the working conditions (lack of labs & noise), and she said that she could not really be sure if each student has done the given tasks by him/herself. In addition, a teacher reported that students cannot understand the fast conversations of native speakers and their pronunciation, and sometimes they are not motivated to listen to natives. Consequently, these problems hinder teachers' evaluation of their students' performance and create a set of drawbacks to give them the appropriate feedback.

Section Three: Implementing Multimedia in Teaching Listening

Item one: The role of multimedia in developing ELT process

Responses	Very important	Important	Not important	Fairly important
Participants	9	6	0	0
Percentage	60%	40%	0%	0%

Table 29: The role of multimedia in developing ELT process

According to the results shown in the table above, most of teachers (60%) consider the role of multimedia in developing English language teaching process very important. Whereas, the rest proportion (40%) said it is important, and none said it is not important. Since the majority of oral expression teachers have positive attitude towards multimedia, and they are aware enough of its importance in teaching, they try to find ways to implement it into their classrooms even though they face certain problems and challenges such as lack of materials, and class size.

Item two: Using multimedia in the classroom

Responses	Always	Often	Sometimes	Rarely	Never
Participants	1	2	5	7	0
Percentage	6.66%	13.33%	33.33%	46.66%	0%

Table 30: Using multimedia in the classroom

As the displayed results in table (30) indicate, the majority of teachers (46.66%) answered that they rarely use multimedia in their classrooms, five teachers (33.33%) said sometimes, and two of them (13.33%) often use it. Whereas, only one teacher (6.66%) who stated “always”. The fact that most of teachers rarely use multimedia in teaching may have negative effect on both learners and teachers because with the advent of technology and the development of teaching methods and strategies, multimedia becomes an urgent necessity in

the classroom environment to facilitate and enhance the teaching and learning process. For example, recently the use of Computer-Assisted Language Learning (CALL) widely spreads in all over the world; therefore it becomes a required medium to make an access in achieving the targeted objectives.

Item three: The necessity of multimedia environment in teaching

Responses	Very necessary	Necessary	Not necessary	Fairly necessary
Participants	9	6	0	0
Percentage	60%	40%	0%	0%

Table 31: The necessity of multimedia environment in teaching

The above table reveals that the highest proportion of teachers (60%) reported that multimedia environment is very necessary in teaching listening comprehension; however the rest of participants claimed that it is necessary. This means that teachers are aware of the importance of multimedia environment in education, and mainly in developing listening skill. As a result, teachers attempt to provide rich sources and materials to enable students practice listening activities in authentic environment.

Item four: The most useful medium in teaching listening

Responses	Participants	Percentage
Video-display	3	20%
Audio-tapes	7	46.66%
Computers	1	6.66%
Internet	0	0%
Songs	3	20%
Games	1	6.66%
None of them	0	0%

Table 32: The most useful tool in teaching listening

According to data displayed in the table (32), most teachers (46.66%) ticked ‘audio-tapes’ as the most useful medium in teaching listening. Then, the same percentage (20%) was shared between teachers who use video-display and songs, whereas (6.66%) is given for both the use computers and games. In addition, some teachers stated other useful tools such as interviews, broadcast news, movies, audio-books, documentaries, stories, and mp3 segments played with USB speakers. In fact the useful materials are insufficient for effective practice of listening and teachers have to look for more developed materials such as computers and internet.

Item five: The challenge of implementing multimedia in teaching listening

Responses	Participants	Percentage
Exciting	13	86.66%
frustrating	2	13.33%

Table 33: The challenge of implementing multimedia in teaching listening

The obtained data shown in the above table revealed that majority of teachers (86.66%) consider the challenge of implementing multimedia as exciting, while the rest viewed that it is frustrating, and they gave some reasons and justifications to their answers. One teacher said it is exciting for both teachers and students because it helps students to be familiar with native speakers, and for teachers it is good opportunity to change the usual classroom atmosphere. The same idea was expressed by another teacher who said that it is a motivating device for teachers and learners; it gives students the chance to be in touch with native speakers and put them in real and authentic context. Another teacher stated that it creates a good atmosphere where students feel at ease especially when the teacher manages to make good choices and it makes the practice of language real. Also, a teacher stated that the use of different materials for teaching listening skill helps for the improvement of their level in this skill in particular and in English language in general. Moreover, a teacher said that

multimedia motivates students so that they get out of the routine. In addition, it makes students interactive in the session and brings a variety of contributions in the classroom. Whereas, teachers who answered that the use of multimedia is frustrating, they argued that they have not the required materials to teach listening , and sometimes they face a difficulty in selecting the appropriate tool and topic that meet students interests and increase their motivation. Besides to other factors such as noise, no interest, and time consuming.

Item six: Difficulties in using multimedia for teaching listening

Responses	Yes	No	Sometimes
Participants	8	5	2
Percentage	53.33%	33.33%	13.33%

Table 34: Difficulties in using multimedia for teaching listening

Table (34) confirms that the majority of participants (53.33%) answered ‘yes’ i.e. they encounter difficulties in implementing multimedia in their classrooms. However, (33.33%) said no and (13.33%) of them sometimes face difficulties. Teachers who answered ‘yes’ stated some of their obstacles. For example, one teacher said that there is lack of materials; time is not enough, students’ lack of practice. Another teacher claimed that there is lack of ICTs, technical problems, no electricity, no internet and nonfunctional laboratories. Also, the class size (the huge number of students per class). Students are not allowed to listen carefully, and the sound of audio-tapes is not good (echo), and the unavailability of datashows. Also teachers have to show the videos out of a computer screen (not all students can see from far), added to that noise inside and outside the classroom.

Item seven: The administration' contribution of implementing multimedia

Responses	Yes	No
Participants	2	13
Percentage	13.33%	86.66%

Table 35: The administration' contribution of using multimedia

As results shown in the table (35), the highest proportion (86.66%) answered 'No' i.e. the administration does not help them to implement multimedia in their classroom, however just (13.33%) said 'Yes'. Teachers who answered 'No' justify their answers by stating some arguments. For instance, most of teachers reported that there is lack of equipments, only one tool (datashow) to be used by all of them. Also, they claimed that the department does not provide them with computers or even datashow, they are always unavailable or broken, and they often complain about the cost of repairing things if a problem happens. In addition, there is lack of laboratories and they are used just for master students (M1+M2). In addition when teachers need to use a variety of materials, they have themselves to check them.

Conclusion

The results obtained from the analysis of the classroom observation, interviews and teachers' questionnaire allowed us to draw upon the following conclusions. First of all, the classroom observation revealed that most of teachers do not give too much importance to listening skill, as well as there is a lack of integrating multimedia in teaching oral expression in general and listening comprehension in particular. Teachers merely use simple equipments for teaching such as text books, role play, audiotapes, and dialogues. However, few of them sometimes integrate songs, videos, games, computers and other audio-visual aids. Moreover, similar results were founded after the unstructured interview with some teachers who reported that they actually do not implement multimedia in their classrooms. They informed us that

they use simple tools such as storytelling, plays...etc, and some of the interviewees stated that they do not teach listening skill intensively i.e. there is lack of practice, and listening skill is particularly neglected. Most of teachers believe that students should develop their speaking skill to be able to communicate and speak the target language fluently. Furthermore, results obtained from the teachers' questionnaire were nearly similar to those attained by the classroom observation and the interviews. We have confirmed that most teachers do not integrate multimedia in teaching oral expression, except some teachers who rarely include some authentic materials in their classrooms. In addition the three research tools (classroom observation, unstructured interviews, and questionnaire) helped us a lot to discover the reasons beyond the lack of using multimedia such as lack of materials (only one datashow), no laboratories, class size (overcrowded), and learners' attitudes towards the followed method and the useful equipments in teaching.

CHAPTER FIVE

PEDAGOGICAL SUGGESTIONS AND RECOMMENDATIONS

Introduction

After consulting our research results, we confirmed that there is a lack of implementing multimedia in teaching listening comprehension in our University. Therefore, we believe that it will be better and more beneficial if some pedagogical implications and recommendations are to be suggested that could be helpful for both teachers and students as well. Our main objective from stating such suggestions is to look for some radical solutions to this issue (lack of using multimedia), and to give students some guidelines to improve their listening skill.

5.1. Suggestions for Teachers

The obtained results give a clear picture of the current needs and attitudes of EFL teachers about multimedia environment, and showed us how important multimedia is in teaching listening comprehension. Thus, it is good to draw the following suggestions for oral expression teachers.

First of all, listening comprehension is a compulsory for language learners, and oral expression teachers; it can develop their students' listening abilities by giving this skill more consideration, value, and great importance in foreign language learning. Not only as 'taken for granted skill', but also as an active process in which students can participate and use their cognitive abilities. Also it is necessary that teachers should vary their teaching methods and strategies as much as possible by using new effective techniques and suitable methods of teaching that target to include technology in the classroom. In addition, teachers have to design appropriately listening activities and select carefully the educational materials

according to their students' level and learning preferences. Such strategy would address students' needs and would permit them to use their own self-directed style of accessing and processing information, because it enables them to interact positively with listening activities.

When teachers are aware enough of their students' needs as the orientation of their motivation and enthusiasm, they will be able to decide the most appropriate topics for discussion. Moreover, teachers are considered as the vital aids in the classroom, and the best models and guides for their students; therefore, they have to manage their classrooms perfectly and create a helpful atmosphere to learning, where students feel comfortable and motivated to learn. Also it is important that teachers should control their learners' performance in the classroom to give them the appropriate feedback when necessary. For example, when students practice listening activities, teachers have to control the three steps of listening comprehension; starting by the first stage which is called 'pre-listening stage' where teachers are supposed to activate their learners' background knowledge by giving them a general idea about the topic that they will listen to. Then, in 'while listening stage' teachers help their students whenever they face difficulties in understanding oral passages. Whereas, in the third stage 'post listening', teachers open free discussion with their students in order to check and confirm their comprehension.

Furthermore, with the advent of technology, the integration of multimedia in teaching has become an urgent necessity, especially for teaching listening comprehension. Multimedia environment is a vital element in the classroom where learners interact with the language input in authentic communicative way. But when teachers use multimedia as a strategy for teaching, they should bear in mind that it requires a careful selection of the appropriate equipments.

Also we suggest that more time should be devoted to oral expression courses. Three hours per week are totally insufficient to develop learners' aural proficiency and to achieve the outlined objectives. Thus we propose that the course should be allotted more time.

Since multimedia is absent in our classrooms, we recommend for teachers to integrate other alternatives to improve the process of teaching and learning of listening skill. For example, teachers may use "load speakers" in their classrooms for the practice of listening activities, or they may ask the administration to allow them use "the CL" (center of languages) in our University at least twice a month. This later is more setting appropriate for effective practice of listening skills. It comprises of several valuable materials such as audiotapes with air phone, load speakers, datashows, and computers.

5.2. Suggestions for Students

According to the gathered data and results, we realized that oral expression teachers do not implement multimedia in teaching listening comprehension. Therefore, we think that it will be beneficial if we suggest the following recommendations for students to help them improve their listening abilities and overcome their problems, even with the absence of multimedia in the classroom.

First of all, we suggest that students should have positive attitudes towards listening skill, because results revealed that most of students give more importance to speaking skill rather than listening skill. Learners really suffer from a great aural handicap since almost all of them prefer speaking skill. Also, they have to think about the purpose of listening that will help them to interact better with the topic by setting objectives and their intentions before listening. For example, the purpose could be to improve pronunciation, or for pleasure.

Then, it would be better if learners listen for gist to have general background knowledge about the text before they listen to it. This helps them to predict what the speaker will say by

keeping thinking ahead and listening for details. Concentration is a crucial condition too that facilitates the task for students to extract the main ideas. In addition, students may improve their listening proficiency through listening to English songs, native speakers, and watching movies and videos. Because those later are rich sources of language input, that can provide learners with authentic English language used by natives in its context.

Moreover, intensive listening practice outside the classroom using multimedia recourses is a crucial need to develop learners' listening proficiency since there is a lack of multimedia and suitable equipments for teaching and learning in the classroom.

5.3. Suggestions for Administration

First of all, the administration is supposed to diagnose the teaching process of oral expression in our classes, which is done under difficult conditions, such as the lack of the appropriate materials for teaching. Then, we suggest to our department to repair the nonfunctional laboratories to be useful, devote extensive sessions for listening practice, and to bring more elaborative, effective, and varied materials for teaching oral expression, particularly listening skill.

Conclusion

We devoted this chapter to suggest some pedagogical implications that we hope to be helpful in finding the suitable solutions to this issue. However, it is still important that both teachers and students need to do their best to change the current situation of teaching and learning in our University, and they have to exploit their efforts and capacities in order to find radical solutions to this problem (absence of multimedia) and to give more importance to listening skill.

General Conclusion

This research has shown that, until recently, listening has been neglected as a language skill, or practiced in inadequate ways. Results show that both teachers and students give much importance to speech production rather than speech comprehension. The ignorance of listening comprehension as a passive skill leads to students' difficulties in understanding oral discourses. Therefore, the present study purposes to find out radical solutions to this problem; by implementing multimedia as an effective strategy to improve learners' performance in this aural skill. The investigation was conducted in the division of English at Biskra University during the academic year 2012/2013 to whether confirm or reject our hypotheses. In doing so, we used the three data gathering tools; questionnaire to oral expression teachers, the classroom observation with second year LMD students, and interviews with their teachers to measure the extent of implementing multimedia in teaching listening comprehension.

Results obtained from the classroom observation revealed that most of teachers do not implement multimedia in teaching listening comprehension, and they use just simple and traditional tools such as textbooks, role plays, and dialogues, except a few of them who sometimes include songs, videos, computers, and games. Also, we observed that oral expression teachers do not give much emphasis and importance to listening skill.

Moreover, the unstructured interviews gave us a clear idea about the absence of multimedia in teaching listening skill and they revealed some reasons behind this absence. We confirmed that "the lack of appropriate materials for teaching" is the principal reason of this problem. According to teachers' claims, there is only one datashow provided by the department and it is devoted to all classes, besides to the absence of functional laboratories for listening practice.

Furthermore, results obtained from the administered questionnaire to oral expression teachers were similar to those obtained from classroom observation and interviews, and they showed that teachers do not integrate multimedia under several reasons such as lack of computers, no internet, nonfunctional laboratories, no electricity...etc. besides to other reasons related to learners for instance, their motivation and negative attitudes towards listening comprehension and the class-size.

To sum up, listening comprehension is very important skill in learning English as a foreign language, and it is an active process in which learners should use their cognitive abilities to understand the language input. Thus teachers ought to give this skill more considerations and they have to look for new techniques and strategies to develop their learners' abilities and achievements in this skill. Thus, we come now to confirm the hypothesis that: "if teachers neglect the use of multimedia in teaching listening comprehension, then learners will face difficulties in understanding oral discourses". Then, to find out solutions to this problem, we suggested some pedagogical implications for both teachers and students and the administration as well.

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APPENDICES

APPENDIX ONE

Classroom Observation Checklist

Name:

Date:

Observed class:

Time:

Options	Always	Often	Sometimes	Rarely	Never
<u>1- Teachers' preparation</u> a)- Lesson plan with objectives were identified b)- Materials are prepared, appropriate and differentiated as possible					
<u>2- Classroom management</u> a)- The classroom well organized b)- The teacher moves around the classroom and gives clear directions c)- An appropriate environment conducive to learning was created					
<u>3- Physical environment</u> a)- Clear b)- Attractive c)- Safe					
<u>4- Communication and motivation skill</u> a)- The teacher's language is appropriate to students abilities b)- The teacher actively involved on task					
<u>5- Teacher-student interaction</u> <u>A- Section one: Focus on the listening skill</u> a)- The teacher makes the relationship between listening and the other skills b)- The teacher gives the importance to listening skill while teaching c)- The teacher makes pauses and gives the					

<p>opportunity to students to participate and share their opinions</p> <p>d)- The teacher uses standard accent and slow rate of delivery in his/her speech</p> <p>e)- Students complain about their misunderstanding of what they receive , so they ask for repetition and clarification</p>					
<p><u>B- Section two: The extent of multimedia integration in the classroom</u></p> <p>a)- The teacher relates the lesson to life experience</p> <p>b)- The teacher includes multimedia projects while teaching</p> <p>c)- The teacher uses audio-visual aids</p> <p>d)- The teacher integrates songs and games</p> <p>e)- The teacher uses video display</p> <p>f)- The teacher allows students to use audiotapes</p> <p>g)- Students record their voice and then listen again</p> <p>h)- The teacher allows students to use computers and internet</p> <p>i)- The teacher provides positive feedback when appropriate</p>					

APPENDIX TWO

Teachers' Questionnaire

Dear teachers,

This questionnaire is a data collection tool, on the implementation of multimedia in teaching listening comprehension. Your contribution will be great help to make the research work achieve its objectives. Please you are required to answer the questions bellow by ticking your choices in the corresponding boxes or complete your own information whenever necessary. Thanks for your cooperation and for the time devoted to answer the questionnaire.

Section one: Personal information

1. You are:
 - a. Male ☐
 - b. 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 qualification?
 - a. License (BA) ☐
 - b. Magister (MA) ☐
 - c. Doctorate (PhD) ☐
4. How long have you been teaching oral expression course?
 - a. Less than one year ☐
 - b. 1-5 years ☐
 - c. 6-10 years ☐
 - d. 10-20 years ☐
 - e. More than 20 years ☐
5. Was teaching oral expression
 - a. Personal ☐
 - b. imposed ☐

Section two: Listening comprehension

1. Do you follow any specific program in teaching oral expression?
a. Yes ☐ b. No ☐
2. If yes, does the program emphasize any listening aspects with specific materials?
a. Yes ☐ b. No ☐
3. If yes, state them please
.....
.....
.....
4. How many hours are allocated to the course of oral expression?
.....hours per week.
5. How do you find the allocated time in comparison to the objectives?
a. Enough ☐
b. Just sufficient ☐
c. Insufficient ☐
6. How listening is important in EFL learning?
a. Not important ☐
b. Fairly important ☐
c. Important ☐
d. Very important ☐
7. Which of the following skills you think is strongly related to listening?
a. Reading ☐
b. Speaking ☐
c. Writing ☐
8. How often do you make the relationship between the four skills?
a. Always ☐
b. Often ☐
c. Sometimes ☐
d. Rarely ☐
e. Never ☐

9. According to you, learners difficulties in understanding the oral discourses are due to:

- a. Lack of background knowledge ☐
- b. Lack of practice ☐
- c. The influence of the target language characteristics (accent, speech rate, pronunciation...) ☐
- d. Others.....
.....
.....

10. What are the major problems you may face while assessing listening?

.....
.....
.....

Section three: Implementing multimedia in teaching listening skill

1. How do you consider the role of multimedia in developing ELT process?

- a. Very important ☐
- b. Important ☐
- c. Not important ☐
- d. Fairly important ☐

2. How often do you incorporate multimedia in your classroom?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

3. Do you think that multimedia environment is necessary for teaching listening comprehension?

- a. Very necessary ☐
- b. Necessary ☐
- c. Not necessary ☐
- d. Fairly necessary ☐

4. Which of the following tools you rely on more when you teach listening comprehension?

- a. Video-display ☐
- b. Audio-tapes ☐
- c. Computers ☐
- d. Internet ☐
- e. Songs ☐
- f. Games ☐
- g. None of them ☐
- h. Others, please

specify.....
.....
.....

5. The challenge of implementing multimedia in teaching listening is rather exiting or frustrating for you?

- a. Exiting ☐
- b. Frustrating ☐

Please, give the reason of your choice

.....
.....
.....
.....

6. Do you encounter any difficulties in using multimedia in class to teach listening?

- a. Yes ☐ No ☐

If yes, state

them.....
.....
.....
.....

7. Does the administration help you to use multimedia when you teach listening?

- a. Yes ☐ No ☐

If no,
why?.....
.....
.....
.....

8. Would you please add (bellow) any other comments you consider important for this issue. Again, thank you very much for your help.

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Ben djaballah Asma
Master Student

Résumé

La présente étude vise à montrer l'importance des multimédias dans l'enseignement de la compréhension orale, et elle vise à étudier la mesure dans laquelle les multimédias sont intégrés dans l'enseignement en classe. De plus, cette étude tente d'identifier des éléments multimédias utilisés fréquemment dans l'enseignement de la compréhension orale, l'étude cherche à savoir les raisons de la négligence de multimédias dans l'enseignement. En outre, cette étude montre l'importance de la compréhension orale en FLE, il affiche les outils appropriés qui peuvent être utilisés pour l'enseignement de cette compétence en tenant compte de certains principes avant la pratique de l'écoute à l'intérieur de la salle de classe, afin d'assurer que les enseignants d'expression orale intègre les multimédias dans l'enseignement de la compréhension orale, nous avons recueilli des données à partir du questionnaire destiné aux enseignants qui enseignent l'expression orale dans la filière d'anglais à l'université de Biskra. En plus de l'observation en classe avec les étudiants LMD de deuxième année, et des entretiens avec leurs professeurs d'expression orale. Les principales conclusions ont révélé que les enseignants n'utilisent pas les multimédias dans l'enseignement de la compréhension orale, et cela remonte à l'absence de matériaux appropriés pour l'enseignement des compétences d'écoute, en plus de la motivation et les attitudes envers cette compétence des apprenants. À la lumière des résultats obtenus, des suggestions et des recommandations pour les enseignants et les étudiants sont proposés pour trouver des solutions à ce problème.