Sudan University of Science and Technology

College of Graduate studies

College of Language

English Language Department

The Impact of Multimedia Usage in Developing English Language Communication Skills on EFL Learners

أثراستخدام الوسائط المتعددة فى تنمية مهارات المخاطبة لمتعلمى اللغة الانجليزية لغة أجنبية

A case study of Comboni College Khartoum))

A thesis Submitted in Partial Fulfillment for the Requirement of the Degree of M.A in English language (Linguistics)

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قال تعالى :

)أَمْ مَنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِداً وَقَائِماً يَحْذَرُ الْآخِرَةَ وَيَرْجُو رَحْمَةَ رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ(

) الزمر سورة , 9(

Surat Az-zumar (verse**, 9**). Is one who is obedient to Allah prostrating himself or standing (in prayer) during the hours of the night, fearing the hereafter and hoping the mercy of his lord(like one who disbelieves)?say:"are those who know equal to those who know not " its only men of who will remember .
 Understanding who

Dedication

This work is dedicated to the Soul of my beloved parents, and my dear wife.

Acknowledgements

Abstract

Most of EFL learners have problems in communicative skills in English language specifically speaking and listening. This study intends to investigate the impact of multimedia in developing communicative skills of EFL learners, determine whether Multimedia affects English language learning process positively, moreover the study tends to prove the correctness of assumptions around multimedia effects on developing English language communicative skills. Pre - test and post - test are used in the study for assessing English communicative level of participant students. Then statistical programs are used to calculate and compare the results of the two tests and clarify differences in the performance of the two participant groups those who are treated with multimedia and the other group without multimedia treatment. Results display significant differences in favor of using multimedia, for the multimedia group has a score that is greater than the score of their counterparts in the other group that has never been treated with multimedia. Findings of the study shows clear increase in participant's communicative level, they show positive attitude and high motivation towards the use of multimedia. Therefore the researcher recommends using multimedia to support English language learning for EFL learners, and encourages multimedia utilization in the colleges of languages.

المستخلص

تتحدث دراستي عن مهارات خاصة وخاصة اللغة الإنجليزية بالمخاطبة مهارات في مشكلات لدى طلبة اللغة الإنجليزية لغة أجنبية متعلمي اللغة الإنجليزية بالغ متعلمي أن تهدف هذه الدراسات إلى توضيح أثر استخدام الوسائط المتعددة في تنمية مهارات المخاطبة للغة الإنجليزية وكيف يفيد الاستفادة والمتعلقة بالفرضيات صحة اثبات إلى ايضا أسسها التي تهدف بالمخاطبة اللغة الإنجليزية كيف تساعد على حل مشكلات تنمية مهارات المخاطبة باللغة الإنجليزية لغة. أجنبية تم إجراء اختبارين للمشاركين في هذه وقبل الدراسة أثر الوسائط المتعددة في تنمية مهارات المخاطبة للغة الإنجليزية لغة. الوسائط ومن ثم الوسائط المتعددة وبدون استخدام هذه والثانية استخدام الوسائط المتعددة عن طريق الإنترنت للمشاركين من مجموعتين على الدراسة أجريت أداء مجموعتين للنسبة بالأداء في فروقات وتوضيح اختبارات نتائج الاختبارات مقارنة ومقارنة بحساب إحصائية برمجيات استخدمت النتائج واتضحت حيث، أو المجموعة في زملائهم تاجات عالية في الاختبار مقارنة بدرجات عالية في إحراز درجات تمكنهم من نسبة الثانية المجموعة على الوسائط لمجموعة كبير تفوق علم في المتعددة الوسائط استخدام هاج تجاه عالية دافعية وايجابية إفعية مواقف ظهرهم الخبرة في المشاركين في الدارسين أن الى الدراسة تتحصل خلاصة الثانية. يوصي اللغة الإنجليزية لدارسيها لغة أجنبية،كما اللغة علم علمية دعم في المتعددة الوسائط في الباحث باستخدام يوصي لذلك الإنجليزية. اللغة باستخدامها فى الكليات المختصة بتدريس اللغات.

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CHAPTER ONE

Introduction

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List of abbreviations

ATM: Automated Teller Machine.

I.   **CALL:** Computer Assisted Language Learning

CALLCO: Computer Assisted Language Instruction Consortium

EUROCALL: European Association for Computer Assisted learning

CCK: Comboni College Khartoum

DVD W/R: Digital videodisk, read /write

EFL: English as a Foreign Language.

IALLT: International Association for Language Learning Technology

ICT: Information and Communication Technology

LED: Light Emitting Diode

STD: Standard Devaiton

VCR: Video Cassette Recorder

CHAPTER ONE

Introduction

1.0 Background

Over the last twenty years developing language communication skills has started to grow as a fundamental activity with respect to the globalization and the massive need to communicate with other nations and international business transactions. Accordingly a need of effective tool that develop language communication skills to meet the increasing learner's demands becomes essential core.

It's known that the development of technologies affects the traditional language communication skills means, which is known by its ineffectual nature where no effective learning way is clearly observed , beside the fact that the traditional learning contents does not stimulate the Learner's interest, because they depend on textbook, books, and references for reviewing learning topics the thing that makes learning process a little bit boring and less effective where less memorization is noticeable .

On the other side using Multimedia which defined as " any computer-delivered electronic system that allows the user to control, combine and manipulate different types of media such as text, sounds, videos, and computer graphics" in developing language communication skills involve almost all human senses, for it activates eyes looking, ears listening, mouth moving, hand writing, and brain operating which will be smart utilization for human natural competence that will generate considerable learning performance. " In addition to multimedia role in stimulating learner's interest via its powerful vivid presentation and displaying for learning materials with possibility of repeating subjects and topics as many as the learner's need, plus free

place lessons revision outside classrooms at desired time" (Z. Dovedan, S .Seljan, 2014).

By using Multimedia in developing language communication skills EFL learners can easily figure out meanings of new vocabulary by relating and connecting pictures or videos to the words by such technique it breaks traditional vocabulary learning Styles. Instead it creates deep understanding for language learners through combining together all texts, Images, audios, videos, graphics and animations using effective dynamic tools such as) networks - internet -distance learning tools) which plays an assisting role that helps in addressing learner's minds and enable them to revise lessons, and share knowledge through multiple ways over a communication medium that is utilized by different learners, so it can be viewed as noticeable transition towards the application of modern learning techniques.

Moreover the use of ICT Integrated Technology to support developing language communication skills activities will enhance learning experience, accelerate language communication skills, and improve learning outcome (Paul, Slater, 2001).

1.1 Statement of the problem

EFL learners face many challenges in English Language learning process, one of these problems is communication skills using English Language. Based on the researcher experience in teaching English language most of EFL learners suffer from weakness in English Language communication skills, for majority of EFL learners encounter this problem when they come to speak with native speakers, in other words they have difficulties in listening and speaking skills. Therefore the researcher intends to solve English Language communication skills problem by conducting this study

that investigates the impact of Multimedia in developing English language communications skills on EFL learners

1.2 Objectives of the Study

In order to develop English language communication skills there are many factors needed to be fulfilled, such as the selection of the learning strategies, and overcoming challenges encounter learning process, so as to achieve the goal of developing English language communication skills.

Therefore this research aims to achieve the following objectives:

1. To enhance English language communication skills, learner's abilities, and develop their language acquisition standard.

2. To enable EFL learners to develop their language knowledge and competence.

3. To enable EFL learners to overcome their weaknesses, language vulnerable areas, and improve their outcome.

4. To provide optimum learning communication skills approach for EFL learners.

1.3 Questions of the Study

This study aims to shed light on the impact of multimedia on developing English language communication skills in other words it has the following questions:

1. To what extent does multimedia affect developing English language communication skills processes?

2. To what extent does multimedia enable EFL learners overcome their weaknesses of communication skills?

3. To what extent can EFL adopt multimedia in developing their English language communication strategies?

1.4 Hypotheses of the Study

Hence this study aims to investigate the impact of multimedia use in Developing English language communication skills. Thus the following hypotheses have to be tested:

1. Multimedia will affect developing English language communication skills processes positively.
2. Multimedia will enable EFL learners overcome their weaknesses on communication skills.
3. EFL Learners can adopt multimedia in developing their English language communication strategies.

1.5 Methodology of the Study

For conducting this study the researcher will adopt Descriptive Analytical Method to analyze the data, Pre-tests, Post-test (for both Experimental and Control group), besides verbal interviews and session observations for the data collection. For the validation of learner's performance the researcher will observe and evaluate the work of target learner's samples of the Experimental Group in terms of their responses and benefits after conducting multimedia learning sessions, and assess the Control Group after completing the given lectures. Then the researcher will compare the outcome of the Control Group that never been exposed to multimedia learning sessions with the outcome of the Experimental Group.

1.6 Significance of the Study

Developing language communication skills is an important area of study that attract researcher's interest, therefore this study is Significant because it provides EFL learners with excellent vision about using multimedia in developing language communication skills together with reflecting multimedia impact on that process.

1.7 Limitation of the Study

This study took place at Comboni College Khartoum in the year 2017, the participants sample was chosen from the College of Art, English Language Department, second year students.

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

Today the advancement in technology influence almost every activity of human's everyday life, for technology is found everywhere around us, at office, house, market, street, airport, park, hotel, school and even at restaurant by many means and ways. In other words Information and Communication Technology ICT has entered every aspect of life and computers are existed in all forms of contemporary life.

In the two previous decades and with the help of spreading communication technology almost every Person became involved by means or another in technology interaction, for seldom to find someone who hasn't got a smart phone that has internet connection such as routers, modems, wireless and Wi-Fi connectors. Again Personal Computer's 'pcs' are found at every house, school or office. Digital TVs with multiple satellite channels are so common to found at any House, this simply means that this generation is surrounded by communication technology and its people are mutually connected to the internet by social media and mobile phones, the thing that require smart utilization and usage of this technology with the purpose of developing individuals personal skills whether it was language skills or general skills that enables human to survive in this Information age (Gary, Moheram, 2013). Thus it's natural to deploy such technology in language learning process, for its powerful effective learning technologies as multimedia.

Before investigating the use of multimedia technology in developing English language communication skills, it's worthwhile to take brief historical account about technology in the learning process, in addition to examine the theoretical aspects of learning Methods and approaches as well. In this respect an initial focus on constructivism as the appropriate paradigm for language learning in the coming millennium will be of much aid and useful to give an over view . Also the concepts of constructionist will worth mentioning as a possible basis for putting theory into practice and defining a set of criteria for assessing different kinds of models and materials with regard to using new technologies in language learning."A discussion of new technologies and their potential cannot be restricted to a mere description of technical features or existing courseware and software tools. In addition to the social context, the theoretical principles, and the methodological framework for materials development, and the implementation of technology-enhanced language learning scenarios need to be addressed as well" (Rüschoff, B. 1999).In this context every type of language learning has had its own supporting technologies, and with respect to language learners many methods were distinguished. As example an early computer software appeared (Drill-and Practice), by the late 1970 the Audio-Lingual method introduced, the period from 1980-1990 has witnessed massive shift towards 'communicative language learning' that emphasis learners involvement in meaningful interaction (Richard and Rodgers, 2013).Later 'the Computer Assisted Language Learning' **CALL** appeared ,and it's worth mentioning that in similar notion the same International Institution has considerable contribution in developing Communicative Language Learning Approach such as: Computer Assisted Language Instruction Consortium **CALLCO**, European Association for Computer Assisted learning **EUROCALL**, and International Association for Language Learning Technology **IALLT**(Mike Levy, F.C.B.O, Takeuchi, 2013).

According to research conducted by the American Technology Evaluation Office "the technology should be one of the major factors for bridging over larger and larger gaps between school and society. Online environment and the use of web have been seen as an educational panacea for providing students with skill such as online communication, discussion and negotiation of meaning" (Z. Dovedan, S. Seljan, K. Vučković).This explain how technology helps in solving language communication problems in addition to its ability and support for language learners' performance.

2.1 Multimedia definition

According to Wikipedia, the Free Online Encyclopedia, Multimedia is defined as "Content that uses a combination of different contents forms such as text, audio, images, animations, videos, and interactive contents. Multimedia can be recorded and played, displayed, interacted with or accessed by information control processing device such as computerized and electronic devices".

Oxford Dictionary defined Multimedia as: (of art, education, etc.) "Using more than one medium of expressing or communication", and from Computer application prospective multimedia is defined as "incorporating Audio and Video, especially interactively".

Encyclopedia Britannica define interactive Multimedia as" any computer-delivered electronic system that allows the user to control, combine and manipulate different types of media such as text, sounds, videos, and computer graphics".

These three definitions for the term Multimedia are mentioned to help in understanding what is meant by using Multimedia in developing learning process. To sum up all these definitions, and to shed light on how Multimedia combine many mechanisms and means that can facilitate and enhance learning process more specially learning and developing English Language communicative skills.

2.2 Multimedia usage requirements:

To use and operate multimedia item there are some requirements users and learners have to be familiar with, those can be divided into two main parts which are Hardware devices and software devices researcher should sum up this parts as **1.Hardware devices:** this means the physical component of the devices that enable learner to use and operate multimedia items such as:

Desktop computer or Laptop with the following technical specification:

a.Architecture: this relate to the physical structure of the Computer and its abilities to function using a variety of operating systems [Windows, Linux, and Mac]

b.Processing power: The power of the central processing unit (CPU) is a fundamental system requirement for any software

c.Memory: All software, when run, it resides in the Random Access Memory (RAM) of a Computer. Memory requirements are defined after considering demands of the application, operating system, supporting software files, and other running processes.

d.Secondary storage: Hard-disks requirements those are varied , depending on the size of software installation, temporary files created and maintained while installing or running programs.

e.Display adapter: some programs running requires a better than average Computer graphics display, like graphics editors , high-end games, and multimedia which often define high-end display adapters in the system requirements.

f.Peripherals: Some software applications need to make extensive and/or special use of some peripherals, demanding the higher performance or functionality of such peripherals. Such peripherals include CD-ROM drives, keyboards, pointing devices, and network devices.

2. Software requirements: This deal with defining software resource requirements and prerequisites that needs to be installed on a computer to provide functioning of an application. These requirements or prerequisites are generally not included in the software installation package and need to be installed separately before the installment of the software.

a. **Operating system:** is one of the requirements mentioned when defining System requirements. Software may not be compatible with different versions of same line of operating systems such as [Multimedia Program, drivers for audio and video cards]

b. Web browser: Most of the web applications and software that depends heavily on internet technologies make use of the default browser installed on system as [Internet Explorer, Mozilla Firefox, Google Chrome and Opera browser]

c. Other requirements: Some software also has other requirements for proper performance such as internet connection (type and speed) and resolution of the display Screen (Paterson.D.A, Hennessey, 2005).

d. Some useful Device used to display multimedia rather than multimedia computer these are: Interactive white board, Plasma screens, and LED screens overhead projectors, DVD/VCR recording /players, sound systems and microphones.

Following is an example of system requirement definition for popular Multimedia PC.

Operating system: Windows 7/8 or latest

CPU: Pentium Processor at 2GHz or higher

Memory: 2GB or higher

Hard drive: 350 GB or higher

Player: DVD W/R

2.3 Importance and Advantages of Multimedia

In Sudan and elsewhere of non Native English language speaking countries, English is used as a Second Language SL and sometimes as first language for some people, and with the respect to the importance of English as worldwide spoken language and as a language for science and technology. In this respect English set up itself in the front of learner's priorities queues, for it enables them to communicate with other nations, exchange business transactions, and "share social media with multi-cultural world dominated by globalization" (David Ingram, 2012). In this context the importance of Multimedia as a language learning facilitator and learning assistance tool can be clearly observed.

Actually multimedia has a great role for EFL learners because it works as a bridge for learner to overcome learning difficulties, encourages them to get rid of their language weaknesses areas, help them to enhance their communicative skills, raise their language competence, and accelerate their English language learning speed ratios. As the popularity of English expand day by day, EFL learner have to find a way that enable them to win the race in this contest, so that they can get to English language right track .Thus traditional means of language learning are no more useful and effective in supporting English language learning process. Instead multimedia present itself as a powerful and efficient assisting tool for that learning process, despite the fact that the traditional learning methods are indispensable in the educational and learning principles.

It's a matter of fact that we are living in the information age and as Harry Samuel argues: "much more recent development in social media and in information Technology are taking foreign language in a new direction'" (Min Pun, 2013 p.19).This shows how recent technology affects and influences our methodologies of learning English language and specially those adult whom are self-learners. In respect to all this researcher looks at multimedia as creative assisting learning tool to be used in learning English language and communication skills development, it's worth mentioning that ICT tools have long been used in learning process and recently they have become essential and entered into universities and also student campus .

In this respect a campus survey conducted in 1996 at United States of America studied a number of 660 college campus and found that "25% of the courses surveyed used electronic mail as part of their instruction, about 28% used computerized Presentations slides and hand-outs, 15%used computer simulation and exercises, 11% used multimedia".

This survey explained the importance role that Technology and Multimedia tools plays as assistance to learning process generally and more specially to English language learning as well.

Benefits of multimedia technology in offering flexible sources of English language learning materials and enhance learning are well documented, for most people agree that "learners retain about 20% of what they hear ; 40% of what they see and hear ; and 75% of what they hear ,see and do"(Agnew, P.W., Kellerman, A.S. & Meyer, J,1996).These percentage explain how it is useful to use multimedia in learning and developing English language communications skills and that is because of its noticeable exposure to real life situation that provides much helps for learners to retain and acquire great amount of knowledge through its ability to share and involve multiple senses of the learner those are : listening , watching ,and interacting

respectively with the learning topic and materials the thing that helps learners to focus and concentrate by using all natural senses which later results on an excellent standard of knowledge acquisition and learning benefits.

In similar context researchers found that educational multimedia also called **Courseware** allows adult self-learners to determine when and where they want to access training. Whether at home, or at their free time having access to many Multimedia Sources those are relevant to learning purposes such as: multimedia references, electronic books, English courses supplements, online lectures note, and interactive testing. These open sources for learning together with possibility of interaction with other learners from different countries of diversity culture helps in promoting sense of team work learning activities that increase knowledge-Share and give help to exchange learning experiences.

Moreover multimedia gets its importance from providing positive attitude to the learners via its mixing tools of audio, videos, animations and graphics learning material that improve learning, innovate spirits. Furthermore multimedia has a big privilege and advantage in motivating and attracting EFL learner's attention through the multiple sources as movies, learning videos, everyday situational learning materials, chat rooms of different topics, beside social media interaction as Face book and WhatsApp applications.

All that in addition to multimedia benefit in capturing learner's attention and stimulating his/her sense at a time, and there is substantial research supporting the effectiveness of that benefits "IT-Assisted Project-Based Learning" (IT –assisted PBL)."When multimedia used in constructivist cooperative learning environment, students learn more and retain better knowledge, moreover they understand the concept area that being studied", in addition to its ability to provide opportunities for

learner to express prior knowledge , access ,interpret & analyze authentic knowledge and share it with others (Mai. Neo, Tse - Kian, 2009).

2.4 Challenges in Multimedia usage

Recently it's noticed that new Technology has become predominate influence on our life style and work as well, however there are many different views in this regard. Some look at this technological-intervention with apprehensions view, while others consider that innovative potential of worldwide communication as unprohibited access for the electronic spheres or virtual world to the information and digital resources by means of telecommunication, Medias and other forms of electronic publication, they assure these benefits for the educational world. So by many means researcher see this undergoing changes in contemporary learning prospective governed by challenges needed to be considered.

One major challenge is the unfamiliarity with the technical aspects for both the hard and soft learning devices and programs or applications, for most of learner either lack operational experience, have a little knowledge about Internet and computer use or even not aware of those means.

Another challenge concerns the extravagant expenses for equipment and programs for utilizing such teaching and learning technologies tools for both users and educational institution, moreover some difficulties such as internet connection, communication devices, errors handling, misuse and troubleshooting experience (Bradley, Erica, 2009).

In addition to factors those relate to self-learning issues as:

1. Multimedia decrease social interaction that found in classrooms.

2. Multimedia reduces the amount of face-to face meeting with instructors and minimizes supervision on learners.

3. The technical limitation and lack of operational knowledge.

Other challenges concerns the issues of using multimedia in learning process are observed when learners or instructor totally depend on multimedia and ignore the role of real instructor, text -books and social interaction among learners and their instructors that cannot be replaced by computer sound and courseware.

On the other side the over use of multimedia in classroom or self-learning transforms the actual classroom to a show stage and reduce or limit the actual interaction and affection that ties the relation between learners and their teachers or even among learners. In summary these diversity of challenges regarding the use of multimedia in learning process need to be addressed and considered by careful and professional treatment so that EFL learners can maximize benefits from applying such learning Tools.

2.5 Previous Studies

Due to the importance of technology in learning process, many researches tackled that topic in their researches, however only a few researches were conducted to investigate the role of multimedia in learning English language, as an example for such studies researcher should present some studies those are of similar nature to this current study done by the researcher.

One study done at Lawa State University with a Title "Help Options and multimedia listening for student's use of subtitles and the transcripts" by Maja Grgurovic and Volker Heglheimes in 2007. In that study the researcher had set these questions:

1. Are there differences in the use of help options (subtitles and the transcripts) between students at different proficiency levels?

2. What are participant students attitude towards the two helps options before and after activities?

A number of 18 College Students enrolled in one section of academic English listening class at Large State in USA participate and they were from different Countries, the duration of the experiment was three weeks, 50 minutes per Session, they were divided into two groups, for answering the research question data was analyzed using quantitative and qualitative analysis approaches, then the higher and lower group were compared a cross variables using two tests for the first question and for the second question a pre and post questionnaire answers were compared to see how many students changed their preferences .

The results of that study about the use of Subtitles and transcripts as help option in cases of listening comprehension breakdowns showed that students preferred and used subtle more than transcripts, however both help option were used in multimedia listening materials of this kind.

Another study done at Magrita Secondary School in Spain 2012 by Rmires Carica Marla, the study first objective is to review the approaches and methods that have used all kind of Visual Aid in lessons and show how these multimedia visual aid have evolved and support teachers, students and learners to carry out successful learning experiences, the second objective is to measure the attitude and thought of

students and teachers towards benefits of multimedia visual aid in English language classroom. A number of 28 Students were involved in that research they were divided in to two groups of second year with a medium English language level.

The students had correct behavior at English language class but they lack motivation, and participations. Most of them did not feel confident when they had to speak in class and not seem to be engaged in the topic at all.

The researcher hypothesized that the multimedia visual aid help to enhance the English language teaching and students comprehension of the new input as well as another hypothesis claims that Visual aid clarify the meanings of words and messages, help in memorizing new vocabulary and gain students attentions.

The results of questionnaire handed by Students showed clearly the positive attitude of students towards the use of multimedia visual aid, also teacher's feedback agrees that the use of multimedia visual aid benefit and changes classroom to be dynamic, gains student's attention, and increases their motivation.

After six sessions the data collected shows that student's positive attitude was noticed resulted of multimedia use plus researcher's observations detected clear increase in student's participation ratios, and they seem more confident when speaking and interacting. The student's answers to the given questionnaire confirmed that they have experienced the benefits of multimedia, felt more motivated and more confident to express themselves.

Another research conducted by Tahani Omer Musa a Sudanese researcher at Alneelain University in 2015 titled 'The effectiveness of multimedia in teaching listening to Alneelain University - Second year Students the study highlighted three questions those are relevant to this study :

1. To what extent is multimedia product effective in teaching listening to Alneelain – second year student of English Department?

2. What are students attitude towards using multimedia products in teaching listening skill?

3. How can multimedia improve student's listening capabilities?

As a researcher she formulated three hypotheses regarding the mentioned questions which are:

The first hypothesis 'Using Multimedia products is effective in teaching listening to Alneelain University- second year student of English Department'

Hypothesis two: 'Student show positive attitude towards using multimedia products in teaching listening'

The third one is: 'using multimedia products in teaching listening improve students listening capability'

All through the work she tries to assure the correctness of those hypotheses. Followed descriptive analytical methodology in her study, for the data collection researcher administered a pre-test and post - test to a number of 60 Students of English Department in Alneelain University, they divided into two groups Experimental and Control each group contains 30 Student.

Later she analyzed the result of the tests manually and put them in tables, where these tables proved that the performance of students in the Experimental group had improved dramatically after they received the treatment that exposed them to multimedia sessions. Therefore the researcher concludes that using multimedia is effective in teaching listening capability. While the researcher were conducting the sessions she observed the positive attitude that students had shown to multimedia usage, for they enjoyed learning, the sessions had captured their attention and they were very interested because it was exposure to real situations , fluent language and good pronunciation.

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter describes the population from which the sample groups are chosen, the criteria of selecting the samples, beside the sample size. Then it presents and explains how the research data was collected, clarify the means of data collection, in addition to detailed explanation for the methods that have been used for analyzing the data together with the implemented procedures for testing the performance of the participants students before conducting multimedia sessions for the Experimental Group and after completing all sessions. Also the treatment that applied for the Control Group finally it reviews the means and ways of assuring the validity and reliability of testing methodology that has been used in the study.

3.1 Population

The students involves in this study are selected from 2nd year students, of English language at Comboni College Khartoum CCK. The college consists of five departments those are: Computer Science, Information Technology, management IT Religious Studies, and English Language. All students who enrolled in any department at the college have to pass Sudanese High Certificate Exam as a basic condition for admission to the college, and obviously the two group's success in the final exam of the 1st year which means that there is no massive variation in student's levels in terms of their academic abilities, yet there are minor individuals differences of academic abilities.

The department of English has graduated 5 batches and the current batch will be the sixth batch to graduate from the College.

3.2 Sample size

In order to test the aforementioned hypotheses a convenient sample of 30 students (13 female and 17 male) was selected from the students enrolled in 2nd year, English Language program at Comboni College Khartoum CCK. The sample is divided into two equal groups of 15 students in each one .The Experimental Group consists of 6 female students and 9 male, and the Control Group has 7 female and 8 male students. As stated above the researcher assures the convenience of the selected sample from that population assuming that they have passed two major exams first to grant their acceptance at the college and then to advance them to the 2nd year of the English language program at Comboni college . Thus researcher is convinced that the selected sample is well suited for the study

3.3 Tools of data collection

For data collection researcher has designed a pre test of 20 questions and the two groups did the pre-test that aims to evaluate and assess the standard of English language level of participant students. Then after the division of the two groups to experimental and control ten sessions are conducted for each group with a duration of one hour per session, the Experimental Group was treated using multimedia while the Control Group treated without using multimedia .Lastly the two groups did a post-test in order to measure whether there was an improvement in their standard of English language level and also to compare the performance of the two groups.

3.4 Data Analysis method

The whole process of the experiment took around two months at Comboni College Khartoum during the fifth semester after the daily lectures, because the chosen participants were selected from different Streams within the batch of 2nd year English Language program and they have different lectures timetables. The pre-test was composed of 20 questions designed in a way to cover the following areas:

1. Three questions related to telephone usage and phone conversation.

2. Three questions concerning polite orders, gentleness, and ways for inviting friends.

3. Three questions about planning for a trip and going out.

4. Three questions in regard to shopping.

5. Two questions in respect to vocabulary acquisition.

6. Two questions in regard to socialization and family concepts.

7. A question relevant to pronunciation aspects.

8. A question related to Job Interview.

9. A question in respect to cultural aspects.

10. A question related to interest and hobbies

The questions areas were chosen carefully in respect to the objective of the study .Then the test was reviewed by two experts English language teachers and approved by the supervisor before distributing it to participant students with the aim of measuring their awareness to those previously stated areas and to assess their English language level before placing them in the two group and then later

Post-test their development after the treatment with multimedia sessions as for the experimental group, and without multimedia treatment lectures for the control group (Sample of the test is attached in the appendix).

During the ten multimedia sessions for the experimental group the researcher has noticed and observed the gradual improvement of student performance, their contribution in discussing the showed videos (which was selected to cover the topics areas of the designed test), participant motivation to multimedia session and their attitude towards the use of multimedia in learning English language, researcher has designed a check list for the purpose of lesson observation per each session (chick list sample is enclosed in the appendix).

As for the control group the same duration of ten hours distributed to 6 lectures the same topics are covered during the lectures and similar means of observation were adopted. The only difference was the absence of multimedia exposure and the use of text books material and handouts. Again the post-test was used when completing the lectures so that researcher can assess the performance after finishing the treatment and accordingly compares results of both group in the given test so that a justifiable evaluation could be possible based on the outcome of the whole experiment for the two groups.

3.5 Procedures

The experimental group was treated by ten Multimedia sessions with a duration of one hour for each session , 40 minutes are devoted for displaying 3 or 4 short videos and the last 20 minutes for discussing the topics that presented through the video shows . 43 inch Plasma screen was used in a library connected to a balanced sound systems with giant speakers distributed at parallel distance so that they provide clear audio sounds free of any shadow sounds or echoes. Participants students were

seated in a way that made them relax and comfortable in two front rows facing the display screen. The sessions were conducted in about one month for there were three session per week. In the following the researcher is giving brief description for each session plus researchers' observations and notices during the multimedia sessions:

The first session: In this session and all the others the duration is one hour.   Forty minutes are devoted for displaying short videos and the last twenty minutes for discussing the displayed videos topics with participant students (the sources of the extracted videos are attached in the appendix bibliography). As an introductory session the coming videos are displayed: technology in learning English (6 m video), overcome shyness (11minutes videos), talk about family (10 minutes two videos), vocabulary acquisition and how to remember them (11 minutes two videos) .The first video introduces variety forms of technology that can be used for helping EFL learners whether inside classroom such as interactive white board, LED screens, overhead projectors, DVD/VCR recording /players, speakers and microphones.

Or outside classroom as smart phones, English language learning websites, chat rooms, You Tube channels, and social media applications. The Shaw presents very useful tips for the participant's students regarding how to use technologies in learning English language and explains ways of activating these technologies in solving language learning problems that might face EFL learners, furthermore the video presents some hints to develop student's weak points in English Language.

The second video was about how to overcome and get rid of shyness which is one of common problems that the majority of participant students admit that they are suffering from. Because they face the fear of speaking English in public, despite the fact that they can speak quite good English when they are talking to each other. This video shows valuable hints and advices that all the participants students appreciate

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because they find them useful and it helps them to develop a perfect strategy for eliminating this shyness problem, and they were very interested on the video.

The third video was about family, it presents daily family talks, and conversations. It differentiates three types of families: big, extended and nuclear families, beside family member's relationships, the thing that helps in enlighten participants with many concepts relating to family structure ,living styles and family ties. The last video in this session shows ideas for building vocabulary, big word store, and reflect how multimedia has great power for relating meanings of new vocabulary with images and living episodes the thing that helps learners in relating meaning to those words and then easily figure out those meanings of the presented vocabularies, furthermore the video presents smart tips that helps the participants to organize their memory so that to remember the newly learned vocabulary.

The last twenty minutes of the session were used for discussing the presented topics with the participant students, they did well in the discussion, participate reasonably but not effectively, and that due to the first time exposure to such experiment.

The second session: As a second session videos of long duration are presented that are about 33 minutes regarding talks about food, plus extra two short videos (7 minutes) concerning ordering food, coffee and tea. The shows present various kinds of conversation about favorite foods and how to order food at restaurants or asking waitress for a drink or coffee in polite ways. The session was very fruitful for the participants for they express their interest and pay careful attention throughout the show. They also contribute well in the discussion done at the last 20 minutes of the session. The participants show medium motivation towards the use of multimedia in learning.

The third session: This session consist of three videos the first one is of nine minutes about ways to improve listening skills trough useful hints and ideas such as watching TV, movies, listening to music and going out to talk with native English speakers. The video provide important advices for participants regarding listening to materials recorded from text book with the notice that such type of text book listening materials does not contains natural English language , while they need to listen to natural speech so that they become familiar with native English language speakers accents. Beside a nice advice for participants when listening to music they can read that songs from a Written copy of lyrics, and when watching movie they can follow up by reading subtitles shown under screen. Then another video of (12 minutes) displayed regarding similar notions where useful ideas are introduced to improve listening skills those are: start listening with positive mindset, then advice to listen, read and speak promoting a concept of cross training or mimicking what is hearing which is useful techniques that helps to improve listening skills.

The video proceeded to display smart hints about developing listening skill such as listening to a diversity length of materials starting by short videos 4 or 5minutes, then moving to long length as one hour movie. Also a useful tip was presented in this video that advises the participants to start listening to materials that match their interest and specialization, then they can expand the scope to areas outside their fields, plus another idea that supports them for trying to guess before listening the thing that helps in understanding what matter of listening, beside advice to understand big ideas which helps listener to understand English patterns and relate them to speakers conversations. The last video (6 minutes) in this session was about pronunciation aspects that differentiate two ways of pronouncing definite article "The" before consonants and vowel sounds, this was highly appreciated by

participant students. In general participants were very interested and their motivation to multimedia was doubled.

The fourth session: In this session two short videos were displayed about improving English language communication skills, beside another video that concerns tips for thinking in English and another video about the use of W/H questions in English language conversations .In the first video some tips were presented as more listing, more reading will lead to more speaking , moreover an encouragement to make use of every opportunity for speaking ,because developing such habit will help in building self-confidence and helps to reach fluency level of speaking. In the next video a call to train our brains to think in English language is promoted which will help to speak more naturally in a confident way and with less hesitation. The video advises participants to avoid thinking in their native language and then translate their thought to English language that sounds unnatural language because of different sentence structure between the two languages.

The video promote the idea through smart vision of thinking in English about small vocabulary regarding items around us then using this for constructing simple sentences in conversations and to do this trial at home , in the bus ,at restaurants schools or colleges, in short to customize ourselves for this habitat anywhere. At the last video in the session a very useful presentation of (9 minutes) displayed, regarding the use of W/H questions in conversation and for pushing up the speech and let it continue in an interesting way.

The fifth session: This time a comedy movie was shown it was 37 minute about travelling, friend's talks, making suggestions, accepting or rejecting those suggestions. The show tells how to describe places for strangers, telling directions and also talking about likes and dislikes.

At the end of the movie there was an episode about promoting safari trips. The next displayed video was about old friends meeting after long time and talking about shared memories .Then the final short video was about vacations and the types of activities people do at their vacations as swimming staying with friends or families, eating at restaurants, enjoying and having fun at vacations. The participant students were very interested and their motivation was very high to the multimedia show and they really like the way that the information was encapsulated throughout the shows.

The sixth session: This time 34 minute video about shopping was displayed around shopping centers, malls and places for daily basis shopping .This video provides useful tips about shopping such as how to make budget, list of needed items in accordance with the tolerance of the budget also it introduced various means of payment for the purchases ranging from cash, credit or debit cards and store credit that enable customers to return or change an item after a while if the return policy of the store allows that. Lastly the video presents useful advices regarding purchasing like brands, qualities of products, well functionality, efficiency and reliability.

The seventh session: At the beginning of this session a seven minutes video was showed revolving around English culture, society's traditions and cultural differences The video provide ideas and common phrases used when talking about cultures, plus the common things that accepted in the English culture and things those were uncommon or things that people generally do in their culture, those cultural aspects were about eating habits, shopping and exercise habits.

Then another nine minute video displayed about polite ways of request, orders and invitation. Finally a presentation that reviews the formation of question was showed. The participants were very interested and participated in an excellent way in

the discussion held at the end of last twenty minutes in the session. They show a positive attitude towards the multimedia use in these sessions.

The eighth session: In this session a touring video of eight minutes in the city of London was showed with the aim of training on real sight of big cites daily basic movement, the video shows the means of transports as: a double-decker bus, bikes and the tube. The video showed an interesting comparison between the three means of transport in terms of cost, safety, and comfort. It provided useful tips about what to do in London and where to go, and it tells how to avoid queues of waiting for movies, theaters or art galleries by the possibility of online booking.

At the end the video presents digital mapping for navigating through London in addition to locations of subway stations.

A similar touring video of nine minutes in the city of New York it takes the viewers around the city with awesome broadcasting comments about the subway, car rent agencies, east and west sides of Manhattan Island, the avenues, street directions, bus stops and electronic schedule board of transport The video showed the steps of using the ATM machine for refilling metro cards, furthermore it displayed episode for the United Nation headquarter building and the station of the Island ferry. This show was really very interesting for the participants because they found rich information and real visions of the most famous two English language speaking cities. They were highly motivated because of the show and they contributed actively in the discussion about the two cities.

The ninth session: In this session a twenty minute video about understanding of native English language was displayed. It provided advises by highlighting the fact that native always uses reduction as "wanna and gonna "and listeners need to avoid some reduction mistakes .

The video presents tips to improve speaking English language such as the importance of improving grammar that helps to understand what people are saying and find what to say in response , also improves vocabulary by using dictionaries and definitions for the new words, beside improving listening skill, plus advance preparation before saying any speech which helps to speak fluently.

The other tips presented in the video is to learn the International Phonetic Alphabet IPA which helps in improving the speaker's pronunciation beside developing the habit of thinking and talking to ourselves in English, and practice speaking English with other friends .It provides a tip of talking to native English Language speakers found in the country without being scared about making mistakes. Those tips were very valuable for the participants and they do appreciate the information presented on the session.

The tenth session: In this final session a video that present tips to improve pronunciation was displayed which showed how to learn with ears rather than eyes. The video emphasizes the idea that there are sounds that did not exist in the listener language and they are used in native English speaker language that makes it little difficult to understand. In addition to speech forms such as connected speech, shorten and linked sounds, contracted verbs, weak forms, unstressed prepositions and phonetic links because participants were not familiar with native accents.

The participants were very interactive, they showed high motivation and positive attitude to the session and they even acknowledged that they had benefited a lot from attending these multimedia sessions and they demand additional sessions. The researcher noticed that there is obvious progress and improvement in the participant student level of communication compared with their level before the multimedia treatment sessions.

Regarding the control group a similar number of lectures are conducted of the same duration and same topics the only difference is the absence of multimedia use in these lectures because the researcher used hand outs and a board for these lectures. The same topics handouts are used in these lectures and they are distributed to every participant attending in the lecture, then the researcher discussed the topic with the students throughout the lecture time. Participant students are serious and they attended the whole lectures on regular basis.

The researcher observations assure that the participants are not of similar motivation compared with their counterparts in the experimental group because the lectures are of similar nature to the basic lecture's system at the college. One more reason is the absence of multimedia aid in these lectures. However the ten lectures are completed successfully and a post-test is done so that to assess the participant's performance after the completion of the lectures. Despite the fact that participant are acquiring reasonable benefits from lectures, yet the researcher observes that the performance and participation in lecture's discussion was not satisfactory and equivalent to the other experimental group participants.

3.6 Validity and Reliability of the test

Validity refers to types of issues that need to be addressed to make the test measurement meaningful, accurate, and efficient. Mainly the form of the test, the purpose of the test and the population for whom it is intended. In respect to the form the researcher formulate the test in three phases: first determine the areas that needed to be selected in the test, secondly review the formulated test questions, thirdly evaluate the test by showing it to 2 experts English language teachers they made a few adjustment in the test and (exclude three questions and the researcher replaced it by others questions) and finally the test was approved by the supervisor.

Concerning the purpose of the test, it was designed so as to be taken by participant candidates of both two group before the treatment and after completing the treatment so that the researcher can measure whether any progress was made in the participant's English language communication level after it has been exposed to the treatments with multimedia as for the experimental group or without multimedia for the controlling group.

With respect to population of the study, efficiency and validity are considered when the researcher selects the sample from the college population and clear justification for sample selection was mentioned at the beginning of this chapter under the heading of population and sample size. The question of validity is raised in the context of the three points made above, the form of the test, the purpose of the test and the population for whom it is intended.

Reliability refers to the degree to which a test consistently measures whatever it measures. Thus the researcher confirms that the designed test was reliable because it succeeds in consistently measuring the difference that occurs in the performance of the two groups after the completion of the treatments.

3.7 Summary

      To sum up in this chapter the researcher uses a pre- test for the two participant groups so as to set a stand point for assessing the English Language communication level of participants' students, the researcher proceeds in conducting the experiment with the aim of clarifying the impact of using multimedia in developing English Language communication skills on participant students ,the researcher exposes the experimental group to ten multimedia sessions and the control group to ten lectures without using any multimedia tool, then the researcher uses a post-test after completing the experiment for both the two group so as to pave the ground for the work of the coming chapter.

In chapter four the researcher will analyze the results of the two groups in the post test and then compare them so that to calculate the differences in performance between the two participant groups by using statistical programs that enable comparisons and results clarifications. By these steps the researcher will be able to determine whether the hypotheses of the study are correct. Finally the researcher will discuss the results with reference to the research questions formulated early in the first chapter.

CHAPTER FOUR

Data Analysis and Discussion of the Results

4.0 Introduction

This chapter explains data analysis tools and ways used by the researcher to finalize results, it shows tables, comparison, histograms and figures that assures supports and clarifies the findings after completing the study, besides discussion about findings and results of study.

4.1 Data Analysis

Analysis of participant group's performance at the pre- test gives starting points to the researcher so that to be able to estimate the improvement happened after completing the study. Table 4.1 shows the score in percentage for the experimental group in the pre-test.

Table 4.1 Mean and STD for result of the experimental group pre-test

Experimental Group Test	No. of Students	Mean	Standard Deviation
pre test	15	51	12.13

Table 4.1 shows the mean and the standard deviation of the pre-test results for the experimental group.
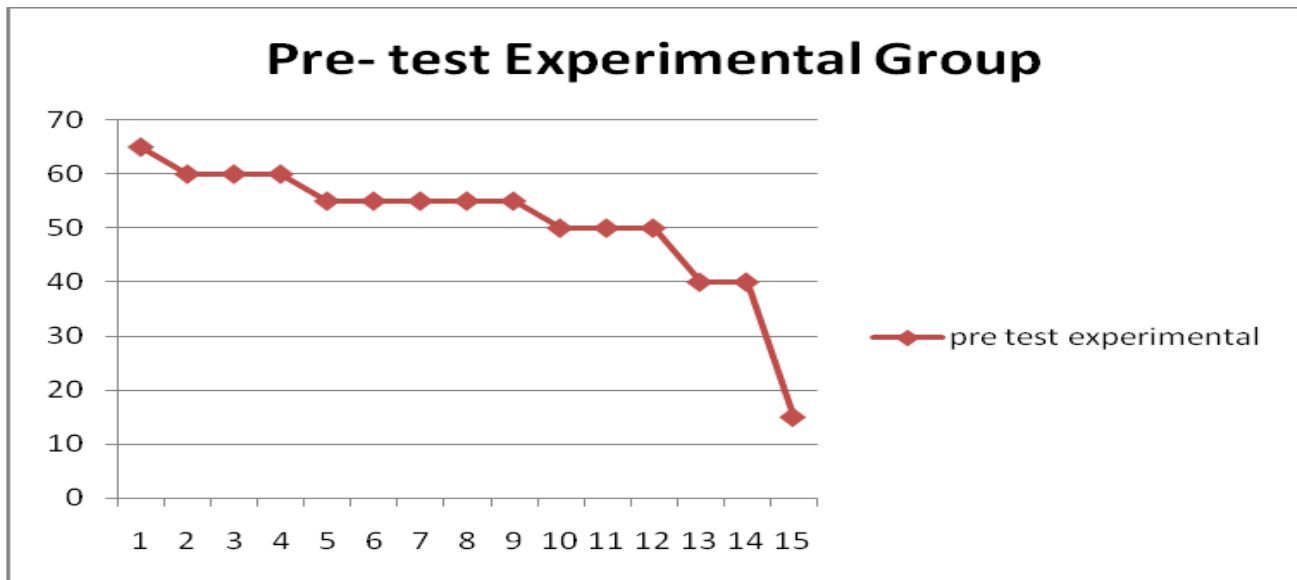
Figure 4.1 Result of the experimental group in the pre-test

Figure 4.1 Illustrates results of the scores of the experimental group in the pre-test.

Table 4.2 Mean and STD for result of the control group pre-test

Control Group Test	No. of Students	Mean	Standard Deviation
pre test	15	39	11.52

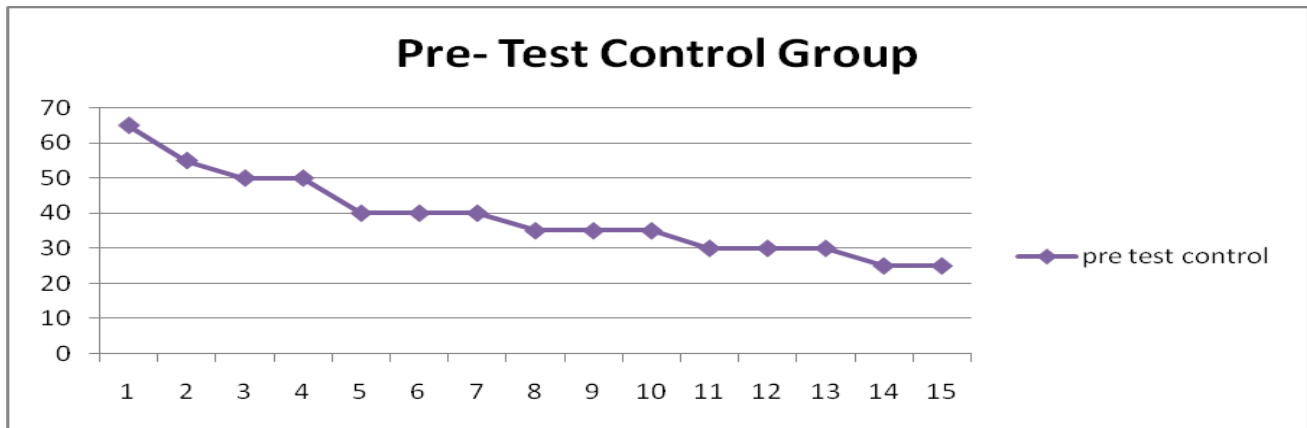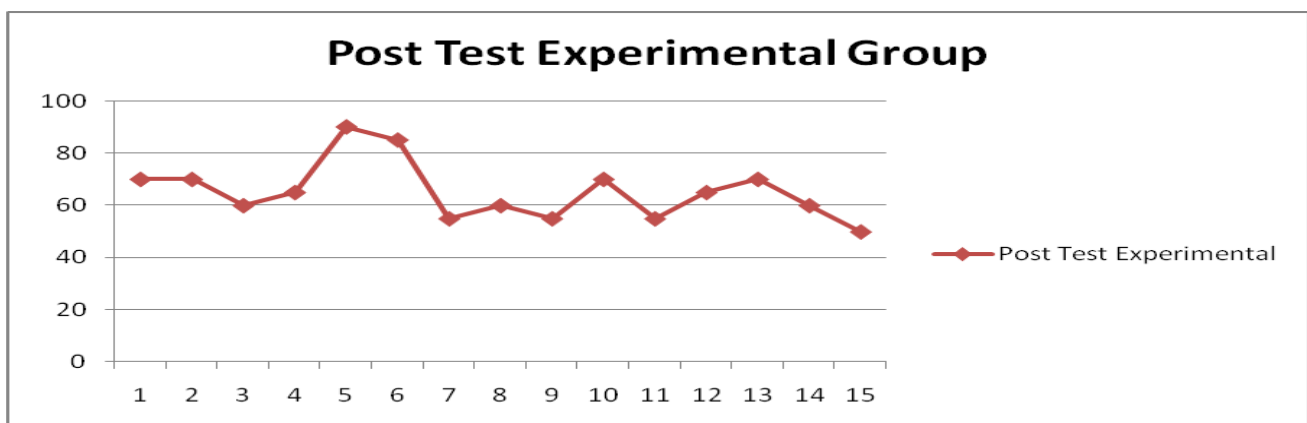Table 4.2 shows the mean and the standard deviation for the score of the pre-test result of the control group.

Figure 4.2 Result of the control group in the pre-test

Figure 4.2 Illustrates results of the scores of the control group in the pre test.

Table 4.3 Mean and STD for result of the experimental group post test

Experimental Group Test	No. of Students	Mean	Standard Deviation
post test	15	65.33	11.09

Table 4.3 shows the mean and the standard deviation for the score of the experimental group in the post- test.

Figure 4.3 Result of the experimental group in the post test

Figure 4.3 illustrates result of the scores of the experimental group in the post test.

Table 4.4 Mean and STD for result of control group post test

Control Group Test	No. of Students	Mean	Standard Deviation
post test	15	43.33	11.90

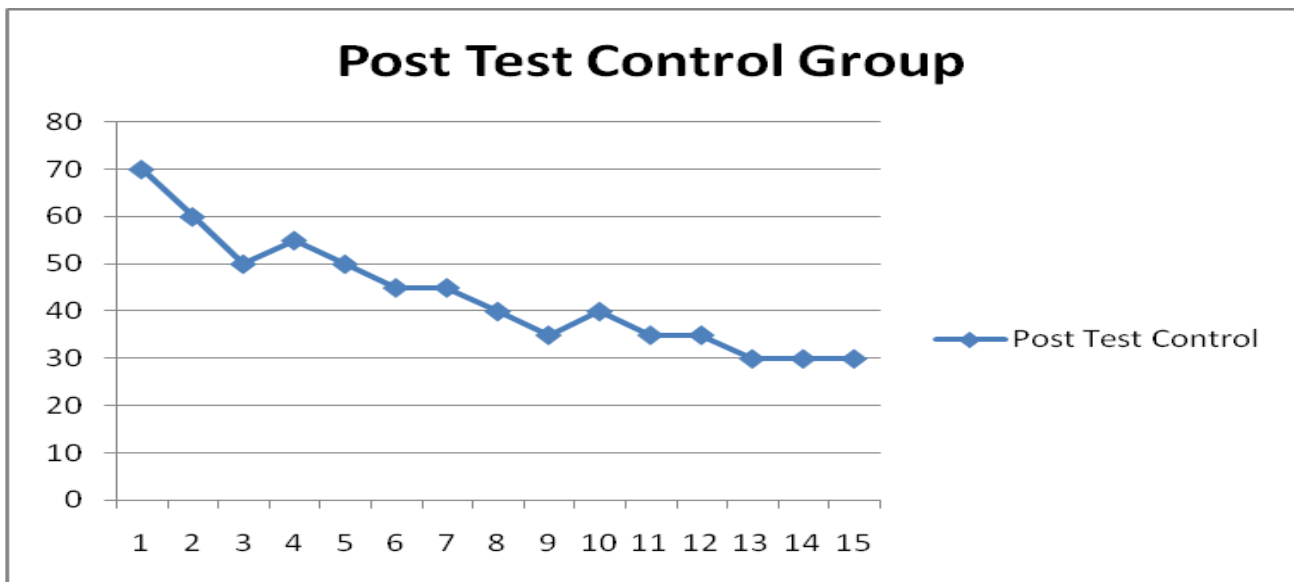Table 4.4 shows the mean and the standard deviation for the score of the control group in the post test.

Figure 4.4 Result of the control group in the post test

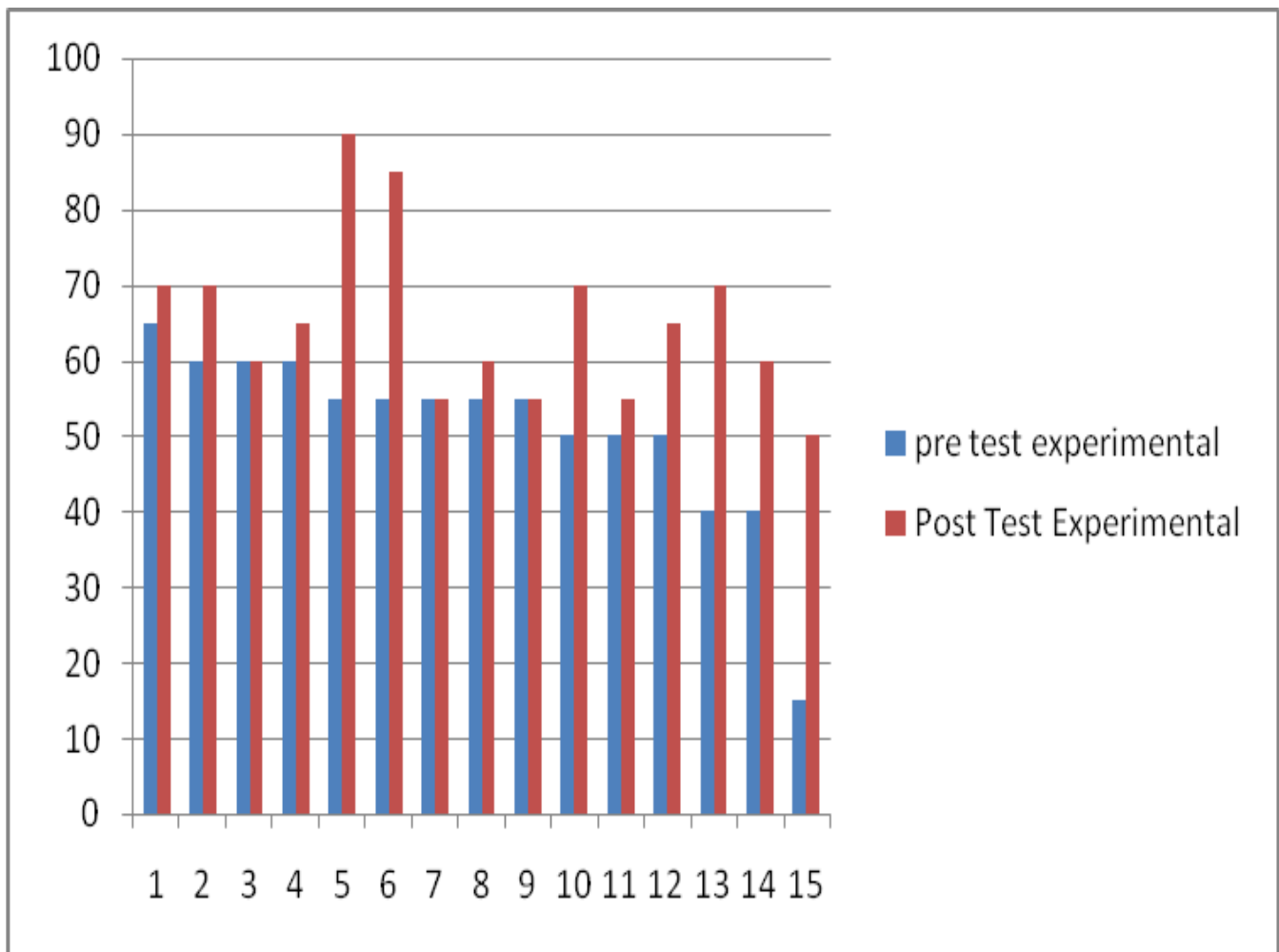Figure 4.4 illustrates results of the scores of the control group in the post test.

Figure 4.6The performance differences of the experimental group

Figure 4.6 illustrates the performance differences of the experimental group after completing Multimedia sessions.
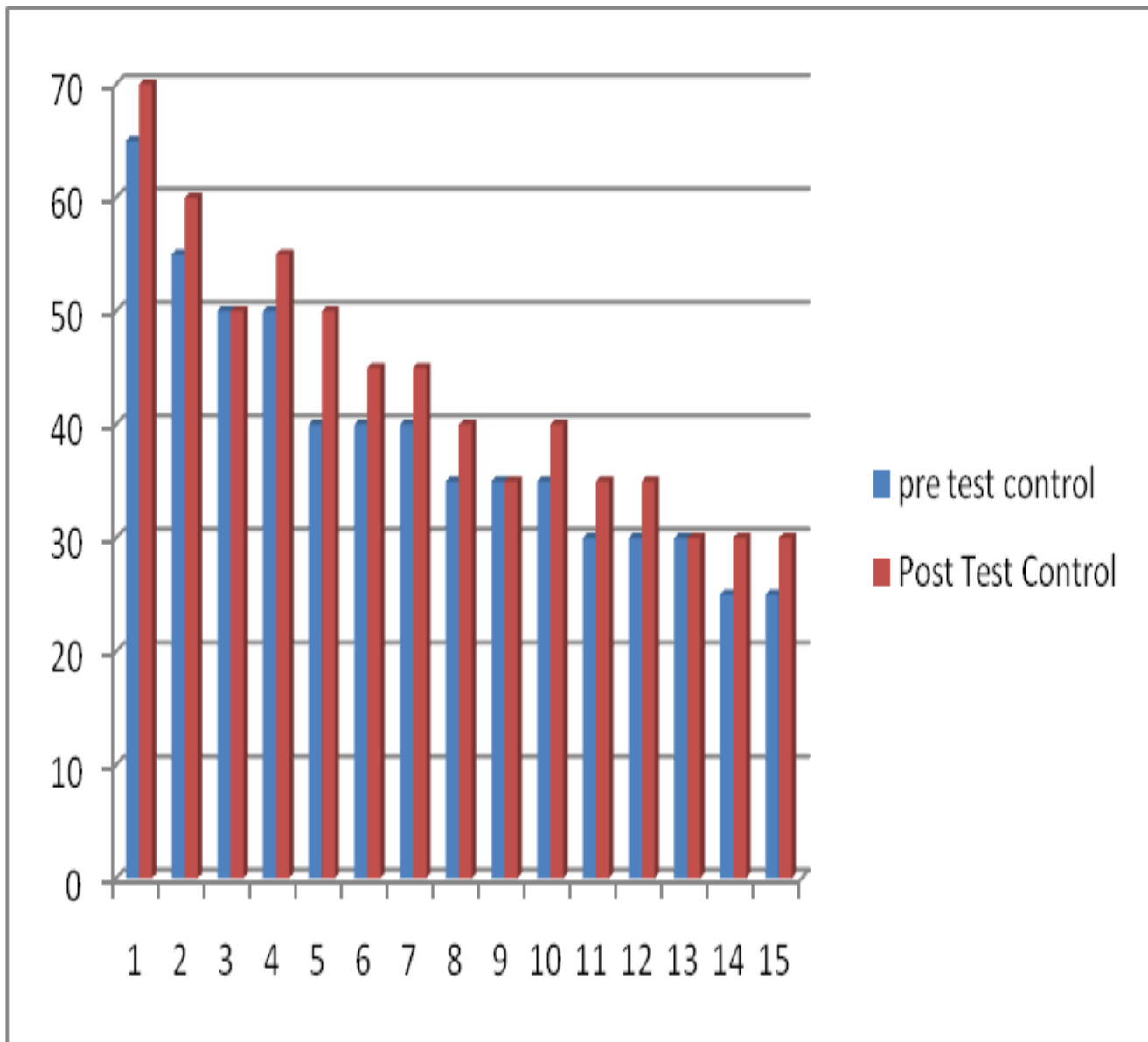
Figure 4.7The performance differences of the control group

Figure 4.7illustrates the performance differences of the control group after completing the lectures.

Table 4.5 the results differences between the two groups

Group Test	No. of Students	Mean	Standard Deviation
Experimental post test	15	65.33	11.09
Control post test	15	43.33	11.90

Table 4.5 explains the difference in performance that occurs in the two groups after completing the experiment. In this table the differences in mean control group (43.33) less than experimental group (65.33) furthermore the standard deviation of experimental group (11.09) is less than that of the control group (11.9).
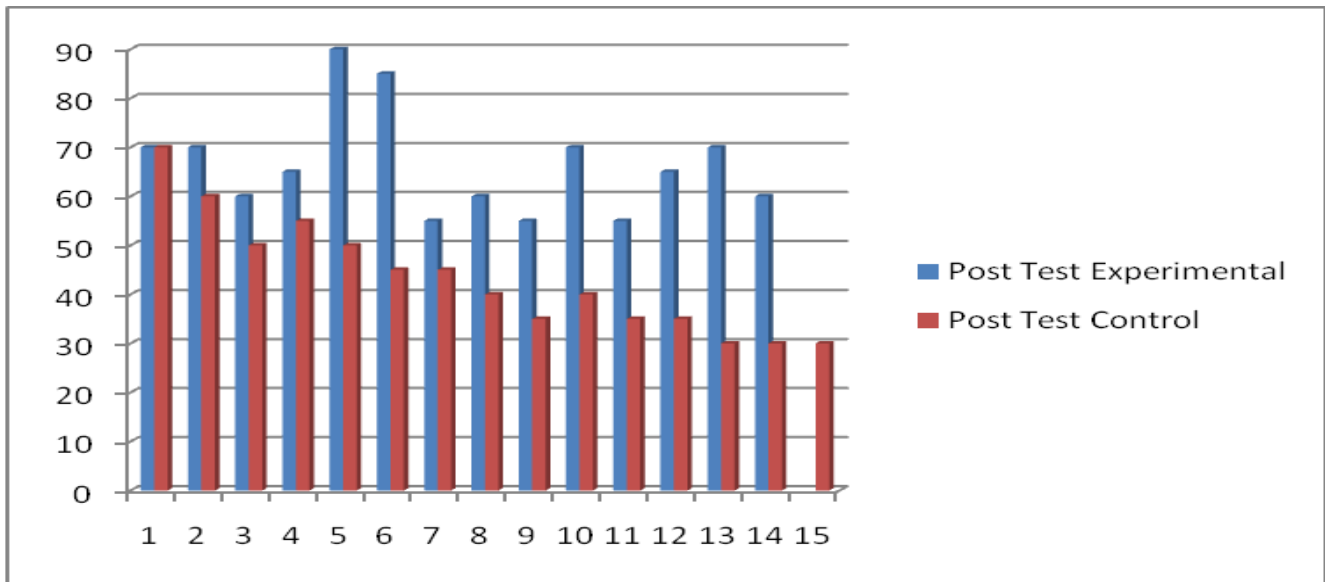

Figure 4.5 The results differences between the two groups

Figure 4.5 illustrates post test differences between the experimental group and the control group after completing the study experiment.

4.2 Results

The result of post test shows significant variation in the performance of the experimental group (multimedia treatment) when compared with the performance of the control group (without multimedia treatment). This variation indicates that using multimedia in learning communication skills mainly speaking and listening has significance impact in learning process.

4.3 Discussion

The experiment's result can be discussed with reference to the research questions presented in chapter one. In that chapter formulated hypotheses were put forth that multimedia has positive effects in developing English Language communication skills, moreover it will help EFL learners to overcome weaknesses and learning problems. It was anticipated that participant in the experimental group those whom exposed to multimedia treatment sessions will result in better development in their English language communication level if they compare to the other control group that never been treated with multimedia , furthermore former group will show high motivation to the use of multimedia in learning than the latter .

The result from this study bear out the first hypothesis showing that participant of experimental group scored higher (mean score = 65.33) than the participant of control group (mean score = 43.33). That is to say the learner with the Multimedia has more benefits and positively developed their communication level .However the other group also achieved development in their score level but not equal to their counterparts in the experimental group. The result of the study also supports the second hypothesis because a significant progress was observed in the communication skills of the experimental group participants during the conducted sessions and from researcher observations most of the participants have eliminated major problem of

shyness, and fear of speaking in public gathering, they build a kind of self confidence as they attended the multimedia sessions which assures and supports the correctness of the hypothesis regarding overcoming weaknesses in English language communication skills .

Based on the results of the study and with reference to the researcher observations, the effectiveness, validity and success of using multimedia as supporting learning tool for helping the EFL learners was obviously noted. Therefore researcher view supports the deployment and use of Multimedia as supporting learning tool for the EFL learners. The thing that reveals the significance of the third assumption regarding the adoption of multimedia as supporting learning tool for the EFL learners. In general after completing the experiments and analyzing the result, the researcher is satisfied that most of questions have been answered up to the desired level in addition to the fulfillment of all assumed hypotheses in the conducted study.

It's worth mentioning that this experiment conducted at Comboni College Khartoum is strongly support the constructionist views around using new technologies in language learning ,it's also agrees with Rüschoff view concerning the implementation of technology in English Language learning scenarios ,moreover it matches CALL principles concerning same contexts . This study also support the findings that Maja Grgurovic and Volker Heglheimes concludes at their study that conducted at Law university in USA around the significance differences which multimedia makes for the participant group in that experiment. Furthermore this study strongly supports another study mentioned early in chapter two under heading of previous studies done by a female Sudanese researcher at Alneelain University that proofs the significant impact of multimedia on the participant students which helps in developing their communication skills to a satisfactory extent.

CHAPTER FIVE

Summary of Results, Conclusions, and Recommendations

5.1 Summary of Results

To sum up the experiment conducted in this study was useful because of its benefits for the participant learners. Questions addressed and their equivalent hypotheses were reviewed below:

Q1-Does Multimedia affects Developing English language communication skills processes?

Hy1 multimedia will affect developing English language communication skills process positively.

Results of the study assure that multimedia has positive impact on developing English language communication skills

Q2-Does Multimedia enable EFL Learners overcome their weaknesses on communication skills?

Hy2-Multimedia will enable EFL learners overcome their weaknesses on communication skills.

Base on the experiment done in this study the use of Multimedia helps EFL participant Learners overcome one of their weaknesses on communication skills

Q3-Can EFL Learners adopts multimedia in developing their language communication strategies?

Hy3- EFL Learners will adopt multimedia in developing their language communication strategies.

In respect to this study EFL learners can adopt multimedia for the sake of developing their communications skills for its effective abilities.

The aforementioned questions were answered after completing the study, and based on results of this study hypotheses were fulfilled to a satisfactory extent.

5.2 Conclusions

Base on the data analysis done in this study and supported by the previously mentioned results in this chapter, researcher concludes to the following findings:

1. Using multimedia as supporting learning tool helps in developing communicative skills.

2. Participant's candidate show high motivation to multimedia use in learning process.

3. Participant's learners show positive attitude towards the use of multimedia in

   Learning English language communication skills.

4. Multimedia tools help EFL learners to understand complex concepts with its multiple combinations of presentation utilities.

5. Multimedia tools assist participant learners to become more confident to speak in public gathering, overcome common problem of shyness and fear of talking in public.

6. Multimedia tools can be used in supporting learning process within existed curriculums and without overuse to multimedia tools.

5.3 Recommendations:

Based on the current study carried out at Comboni College Khartoum 2017 researcher has the following recommendation:

1. General Recommendations:

a. The college of art should include multimedia in the curriculum as supporting tool for teaching English language.

b. English language teachers should have good training in using multimedia technologies in classroom.

c. EFL learners should be trained about how to use multimedia in their learning process in an efficient ways.

d. Teachers should balance the involvement of multimedia in their lectures without overuse to multimedia tools.

2. Recommendation for Further Studies:

a. The sample number for participant candidate should be increased so as to include more than one department when conducting similar studies.

b. The duration of treatment sessions should be doubled in similar cases.

c. Participant candidates should have exposure to various types of multimedia tools in similar research treatments.

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Start studying Daily English Vocabulary - Chapter 5. Learn vocabulary, terms, and more with flashcards available from www.dailyenglishvocabulary.com

Tips to improve your English for free available from www.englishforyou.com

Useful learning videos available from www.youtube.com

Video English listening practice with subtitles, upload by Crown Academy of English available from www.crownacademy.english.com

5.5 Appendixes

The test Sample:

Name: ……………………………………   **Date: ……………………………..**

Post -TEST FOR DISTRIBUTION TO CANDIDATES

It is hoped that this test will assist the researcher, to a certain extent, to evaluate the English language communicative level after joining the proposed communication session using Multimedia.

The test Structure of 20 multiple-choice questions time (20 minutes)

Q 1 you are at a café and waiting for you friend and in the meanwhile you want to have a cup of tea how do you ask the waitress for that?

A. I want a cup of tea   B. will you please give me some tea   C. can I have some tea please D. please some tea

Q 2 We have so little money that we cannot even…………….to employ a typist**.**

     A. afford   B. provide   C. permit   D. depend

Q 3 Do you get along with your sister?

A. no, I get bad   B. no I never   C. very bad   D. yes, we get along ok

Q 4 You ask someone how about his/her parents and he answered my father died many years ago what the typical response of you in this situation

A. May god forgive him   B. ooh I see   C. good luck   D. I'm sorry to hear about that

Q 5 You want to invite your friend to go for a walk the polite way is to say:

Q 6 A. you want to go for a walk   B. would you like to go for a walk   C. please come for a walk   D. let's go to walk

Q 6 His / her response for this invitation would be:

A. no I don't   B. I'd love to   C. yes   D. thank you

Q 7 All of these can be kind of hobbies except:

A. collecting stamps   B. reading   C. robbing houses   D. drawing

Q 8 People use a sleeping bag when they:

A. goes shopping   B. go camping   C. hiking   D. both **B&C**

The check list sample

Session one observation:

Participant motivation to multimedia session:

low

medium

high

Participant listening abilities to presented media:

Low

sufficient

attentive

Participant speaking abilities in discussion relevant to presented media:

Low

sufficient

fluent

Participant contribution at discussion:

Poor

Fair

exellent

Participant overall development in communication skills

Low

Medium

Sample of multimedia devices:

Sound System

DVD Player

Multimedia PC

Digital Projector

Plasma Screen

Interactive White Board