



# The Effect of Multimedia Usage on EFL Learners' Improvement in Conversational Listening Skill at University Level

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## Abstract

The current research is experimental which tries to investigate the EFL tertiary learners' development level of the conversational listening skill through using multimedia materials depending on quantitative data collection and analysis.

Due to the fact that the 21<sup>st</sup> century learners have many ways of exposure to native and native-like listening authentic multimedia materials, instructors should indicate the effect of using such multimedia materials.

The study aims to find out the influence of multimedia on enhancing the learners' conversational listening (sub-) skills in second-year learners at English Department/ College of Basic Education/ Salahaddin University-Erbil for academic year 2019-2020. For this reason, a quasi-experimental research design where a control group including 20 learners and an experimental group involving 20 learners were investigated. The researchers concentrated on teaching ten conversational listening sub-skills in their instructional course design.

The study findings revealed that the experimental group learners (taught via using multimedia materials) outperformed the control group participants (taught via using unimedium materials) in conversational listening skills based on the statistically significant difference between the results of the pre- and post-treatment tests estimated by a pair-samples *t-test* in SPSS.

**Keywords:** Effect, Multimedia, Unimedium, Teaching, Conversation, Tertiary learners & Listening skill and sub-skills.

## 1. Introduction

The main factor of using multimedia in teaching is due to the fact that people learn better from words and pictures than from words alone. In this context words include written and spoken text, and pictures include static graphic images, animations and video (Tubail, 2015). To support this, the use of both words and picture lets the brain process more information in working memory (Mayer, 2009; Mayer & Gallini, 1990; Mayer & Massa, 2003). Furthermore, "multimedia teaching has been applied in many educational institutions, and it plays a very important role in the teaching activities" (Qin, et al., 2012, p. 120). Moreover, Zhu believes that "Because of the function of transmission of the text, graphics, audio, video and animation, multimedia can make the teaching process more direct, active, rapid and convenient so that it has been accepted by many university English teachers and become more and more popular" (2012, p. 135).

The success of Education in many countries is ascribed to the introduction of multimedia teaching and web-based teaching: Using movies as multimedia to improve listening comprehension and English native culture is very common (Cheng & Wang, 2012; Li & Ni, 2012).

Multimedia courses are currently used in a huge number of countries so as to promote optimum English language teaching and learning: it is used for creating an enjoyable and engaging learning environment, reading instruction, vocabulary learning, writing, listening and speaking skills, as well as assessment (Zhong & Shen, 2002; Song, et al., 2005). Besides,



Zhu asserts that “the use of multimedia in English teaching is a great progress of English education” (2012, p. 138). According to Kurt (2011, p. 185), “the incorporation of multimedia programs in traditional learning environments has widely benefited learning and teaching”.

## 2. Literature Review

### 2.1. Multimedia materials vs. Unimedium materials

According to Mayer (2009), the term multimedia conveys a variety of meanings. It can be defined in different ways based on the purpose of its adoption:

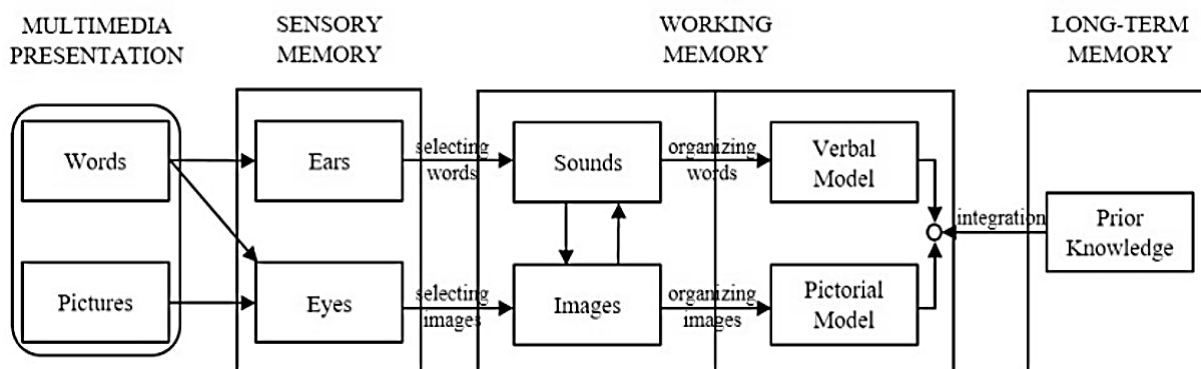
According to Grzeszczyk, “multimedia is considered to consist of computer program which is the combination of a text with at least one of the following elements: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics” (2016, p. 127). Moreover, Schwartz & Beichner (1999) define multimedia as “the use of multiple forms of media in a presentation” (Cited in Tubail, 2015, p. 45). To Mayer (2010, cited in Grzeszczyk, 2016, p. 127), “multimedia presents both words (in spoken or written form), and pictures (illustrations, photos, animations, video)”. Eristi, et al (2011) define multimedia as “the presentation of instructional content to certain target populations via some instructional materials such as: graphics, audios and videos” (cited in Diyyab, et al., 2013). Accordingly, “Multimedia learning refers to learning from words and pictures. Multimedia instruction refers to the presentation of material using both words and pictures, with the intention of promoting learning” (Mayer, 2009, p. 3).

On the other hand, the term ‘unimedium’ is singular form of ‘media’ which means one-way communication through using only one medium of communication, for instance by text, audio, picture, video without sound, animation without sound, or the like (Dangol, 2018; Hawley, 1993; Stamatoudi, 1999).

### 2.2. Multimedia Processing Theories

The views and postulates of multimedia effect generated Paivio’s dual coding approach (1986) as well as Baddeley’s working memory model (1992). The dual coding approach postulates that the processing of visual and verbal (i.e., words as spoken or written) information in the human mind runs in two separate channels based on the presentation mode of information (Ruf, 2016, p. 18). Thus, a text, for instance, is always processed in the verbal channel whether it is presented visually or auditory whereas an image is always processed pictorially. Moreover, Paivio assumed that the amount of possible processible information by each channel at once is strongly limited (1986, cited in Ruf, 2016). Furthermore, the working memory model also hypothesizes that two separate channels in the working memory are in charge of processing visual and auditory information (Baddeley, 1992). In contrast to the dual coding approach, the nature of the sensory perception is responsible for the selection of the channel where the information is processed. That is to say, it depends if people record the information through ears or eyes. Therefore, visual texts are processed in the visual and auditory texts in the auditory channel (Ruf, 2016).

Thus, the two mentioned approaches contributed essentially in Mayer’s multimedia learning theory which is called ‘Cognitive Theory of Multimedia Learning’ (CTML) (Mayer, 2009). Mayer’s multimedia learning theory includes principles for designing optimized learning environment (Ruf, 2016). Getting benefits from the two mentioned multimedia approaches, Mayer recommended many ‘modality principles’. He integrated both Baddeley’s working memory model (1992) and the theory of Paivio (1986) into one theory (i.e., CTML). Thus, he figured out that information comes either through eyes or ears (Baddeley’s postulate) but can change the channel in the working memory (Paivio’s postulate). To exemplify, a visual text is recorded through the visual channel but processed in the verbal part of the working memory (Ruf, 2016). Figure illustrates it:



**Figure 1: Cognitive Theory of Multimedia Learning**

(Adopted from Ruf, 2016, p. 19)

### 2.3. Multimedia Principles

The followings are the main principles for enhancing the multimedia effect while designing, selecting and presenting multimedia materials in teaching:

#### 2.3.1. Multiple Representation Principle

It is more beneficial to present an explanation adopting two modes of presentation rather than one. To exemplify, in a research, students who listened to a narration while also viewing a corresponding animation performed much better than students who listened to the same narration without watching any animation (Mayer, 2009; Mayer & Gallini, 1990).

#### 2.3.2. Temporal Contiguity Principle

Temporal contiguity principle implies that learners learn better when related words and pictures are close together in time (Mayer, 2009). Learners better understand an explanation when corresponding words and pictures are presented concurrently than when they are shown separately in time (Mayer, 2002).

#### 2.3.3. Spatial congruity principle

Spatial congruity principle means students learn better when related words and pictures are in close proximity (Mayer, 2009). In a research, learners who read a text with captioned illustrations situated near the text outperformed their counterparts who read the same text with illustrations presented on separate pages (Mayer, et al., 1995; Moreno & Mayer, 1999). Thus, Instructors should care a lot about viewing the related multimedia materials concurrently.

#### 2.3.4. Split-Attention Principle

When giving a multimedia explanation, teachers should present words as auditory narration rather than as visual on-screen text. That is to say, words should be explained auditory rather than visually. In a research, learners who watched an animation while also listening to a corresponding narration outperformed their counterparts who watched the same animation with corresponding on-screen text consisting of the same words as the narration (Tubail, 2015; Mayer, 2009). This result is consistent with the CTML because the on-screen text and animation can overload the visual information processing system, whilst narration is processed in the verbal information processing system and animation is processed in the visual information processing system. Many researchers refer to it as the effect of multimedia learning split-attention (Chandler & Sweller, 1991; Mousavi, et al., 1995). This can be also called 'modality principle' which implies that students learn better from narration and animation than from text and animation in multimedia (Mayer, 2009).



### 2.3.5. Coherence Principle

While trying to prepare multimedia materials, teachers should use few rather than many unnecessary words and pictures. Tubail (2015, p. 53) believes that “students learn better from a coherent summary which highlights the relevant words and pictures than form a longer version of the summary”. In a study, learners who read a passage with its corresponding illustrations outperformed their counterparts who read the same information with extra details added in the materials (Mayer, et al., 1996). Sweller and his co-workers call this principle, redundancy effect and multimedia learning (cited in Tubail, 2015). Coherence principle means students learn better when irrelevant words, pictures, and sounds are eliminated from the presentation (Mayer, 2009). While preparing and presenting multimedia materials, instructors should only provide as much necessary and relevant information as possible. There is no need for instructors to add unnecessary and irrelevant information to their multimedia materials as it may astray the learners easily.

### 2.3.6. Mutuality principle

English teaching and learning should be a repeated and mutual communicative process through interaction. Students’ interaction with the teaching multimedia materials can easily happen through playing, pausing, resuming, looping, and answering the multimedia questions and items (e.g., video materials).

### 2.3.7. Personalization principle

“People learn better when words are in conversational style rather than formal style<sup>1</sup>” (Mayer, 2009, p. 242). While preparing and choosing multimedia presentations for teaching, instructors should focus on multimedia materials containing words in conversational style (i.e., personalized rather than non-personalized style). For instance, while preparing a narration animation on how the human lungs work, teachers should use personalization such as using ‘you’ and ‘your’ in the narration. That is to say, teachers should say ‘your nose’ rather than ‘the nose’ and ‘your throat’ rather than ‘the human throat’. Besides, research has indicated that learners’ performance will be better if they are exposed to personalized, conversational style of multimedia presentations rather than non-personalized style (Moreno & Mayer, 2004; Kurt, 2011). The rationale is that when learners feel that the multimedia speaker is talking to them, they are more likely to regard the multimedia speaker as a conversational partner and therefore will try harder to figure out what the speaker is saying (Mayer, 2009; LaMotte, 2015; Kartal, 2010). Thus, instructors should usually focus on personalized style of teaching while choosing and presenting their instructional materials, or add personalized style to their multimedia material-preparation.

### 2.3.8. The Voice Principle

Mayer believes that “people learn better when narration is spoken in a human voice rather than in a machine voice” (2009, p. 242).

While preparing multimedia materials, teachers should also care about the effect of the speaker’s voice on the learners. To affect the learner’s social aspect, the voice in the narration of a multimedia message is to be a friendly human voice. Such a voice can easily make a sense of social presence. That is to say, it communicates the idea that someone is speaking directly to the listener, as compared to a machine-synthesized voice (Mayer, 2009; Mayer, et al., 2003). Research has shown that students who have been exposed to human-voice multimedia materials performed much higher than their counterparts being exposed to the same multimedia materials with machine-voice (Atkinson, et al., 2005). Instructor can simply record his/her voice as a narrator of the multimedia, find a native speaker to narrate the

<sup>1</sup> The author uses ‘the formal style’ to imply ‘the non-personalized style’. The idea is that academic language is formal. The authors writing formally usually avoid using personal pronouns such as, ‘I, you, we, .....etc.’.



multimedia, or at least find a number of human-narrated multimedia materials relevant to the topic of discussion.

### 2.3.9. The Pretraining Principle

People learn more deeply from a multimedia message when they know the names, terms, and characteristics of the main concepts (Mayer, 2009). This leads to prepare learners to have some schemata knowledge about the multimedia topic prior to the topic of discussion in the class (Mayer, 2002). Research has indicated that “people perform better on problem-solving transfer tests when a multimedia lesson was preceded by pre-training in the names and characteristics of each key component” (Mayer, 2009, p. 189). Thus, instructors can easily provide some information and explanations about the next topic terms, names, and concept characteristics prior to studying the topic.

### 2.3.10. The Segmenting Principle

People learn better when a multimedia message is presented in user-paced chunks rather than as a continuous unit (Mayer, 2009). In viewing the fast-paced multimedia, some students may not fully understand some of the presented information. Thus, their performance is going to be low (Mayer, 2002). Research has shown that “people perform better on problem-solving transfer tests when a narrated animation was presented in bite-sized segments, each initiated by the learner, rather than as a continuous unit” (Mayer, 2009, p. 175). In order to design and present multimedia material via a user-paced learning, the instructor should segment the multimedia teaching-material into small comprehensible parts, and give access to students to pace them step by step the way they prefer, for instance ‘PowerPoint presentations with narrations’ allow learners to click next slide or step the way they like; and short videos functioned with ‘pause’, ‘loop’, and ‘resume’ provide learners with enough opportunities to self-pace them.

### 2.3.11. The Signaling Principle

students learn multimedia materials better when signs that highlight the organization of the essential material are added, such as an introductory outline, headings, and signal words (‘first...., second....., third....’, ‘as a result’,....etc.) that highlight the structure of ideas without adding extra meaning (Mayer, 2002). Signalling reduces irrelevant processing by guiding the learners’ attention to the key elements in the material and leading the learners to build connections between them (Mayer, 2009). The research has shown that learners who have been provided with signalled multimedia materials generated better on transfer tests than did their counterparts who received non-signalled multimedia materials (Ibid). Instructors can simply add such cohesive devices into their multimedia materials to guide learners’ attention, through signals, to connect the key concepts and steps in the multimedia presentation.

### 2.3.12. Individual Differences Principle

All of the aforementioned principles are more important for low-knowledge than high-knowledge students and for high-spatial rather than low-spatial students because high-knowledge learners may be able to compensate for poorly designed multimedia presentations by mentally rearranging them, whereas low-knowledge learners are less able to mentally repair poorly designed presentations (Mayer, 2002; Mayer, et al., 1995). This principle is about individual differences and how the changes in individual differences can cause the variability of students’ performance in each multimedia principle. For instance, learners with low prior knowledge tended to show stronger multimedia effects and contiguity effects than students with high levels of prior knowledge (Mayer, et al., 1995; Tubail, 2015; Zhu, 2012). “According to a CTML, students with high prior knowledge may be able to generate their own mental images while listening to an animation or reading a verbal text so having a contiguous visual presentation is not needed” (Tubail, 2015, p. 53). Furthermore, having taken tests of spatial ability, students with high-spatial ability performed better also showed



greater multimedia effects than the low-spatial ability learners who scored low in the same test. Based on CTML, students with high spatial ability are able to hold the visual image in visual working memory and thus are more capable of getting benefit of contiguous presentation of words and pictures (Zhu, 2012; Tubail, 2015). Hence, individual differences principle means that individuals with low prior content knowledge and individuals with high spatial skills benefit most from animation- and narration- presented (Mayer, 2009). Instructors should pay great attention to students' level in designing and presenting the multimedia material to meet the students' learning needs. When teaching learner who have low content knowledge and/ or high-spatial ability, instructors should try to select/ design, and then present the multimedia materials with much more care in terms of aforementioned multimedia principles.

### 2.3.13. Conversational Listening sub-skills

The further division of listening skill into sub-skills is because listening as one major skill of language cannot be tackled as a whole unless it is further divided into a set of sub-skills (Azeez, 2019). The division of listening skill into sub-skill taxonomies as a model is for the purpose of teaching and developing the listening skill (Barta, 2010).

For the purpose of teaching and assessing learners in the conversational listening skill, the researcher focussed on ten conversational listening sub-skills adapted from a model proposed by Brown (2007). In the suggested model for conversational listening skill, Brown (2007) categorised a number of sub-skills for listening to conversational discourse, including *deducing cause and effect, distinguishing between literal and implied meanings, inferring the purpose of conversation, inferring links and connections between events, inferring participants of conversation, predicting outcomes of conversation, recognizing communicative functions, guessing the meaning of unknown words from context, inferring situations of conversation, and recognizing cohesive devices meaning.*

## 2.4. METHODOLOGY

### 2.4.1. PARTICIPANTS

The study sample was 40 tertiary learners divided into two equal groups: control group (n=20) and experimental group (n=20) who were from English Department, College of Basic Education at Salahaddin University-Erbil located in Iraqi Kurdistan Region in the academic year 2019-2020. The participants' age roughly ranged from 19 to 22 years old.

### 2.4.2. THE AIM

The current paper aims at investigating the effect of using multimedia on improving learners' conversational listening skill at the tertiary level.

### 2.4.3. STUDY QUESTION

The researchers intend to respond to the research questions below:

1. Is there any significant difference between the mean scores of the pre-test and post-test in the learners' conversational listening skill?
2. To what extent does the multimedia usage significantly affect the tertiary learners' improvement in the conversational listening skill?

### 2.4.4. STUDY INSTRUMENT

In order to investigate and then respond to the raised research questions, the researchers used test/ retest as the study instrument in the current empirical study.

### 2.4.5. PROCEDURES

The current research focuses on pre- and post-treatment tests in conversational listening sub-skills. The researchers administered the pre-treatment listening test-questions to both groups prior to the experiment. Then, they taught the sample an instructional course of 13 weeks (i.e., control group was taught via using textbook readings and audio materials converted from the authentic video materials of the experimental group, whereas the



experimental group was taught through the authentic multimedia / video materials). Finally, they distributed the post-treatment listening test-questions. The Paired-Samples T-Test in the SPSS was used for analysing the current study data.

## 2.5. RESULTS AND FINDINGS

To answer the first research question, (Is there any significant difference between the mean scores of the pre-test and post-test in the learners' conversational listening skill?), the two groups did the conversational-listening pre-treatment and post-treatment tests.

On the one hand, the average score of the pre-test for the experimental group, as shown in table 1, is (4.55) which has increased by (2.30) and reached (6.85) in the post-test. This shows a considerable difference between the two tests of the experimental group.

**Table 1: Paired-samples *t*-test Results on the Pre-Posttest Mean Scores of Control Group and Experimental Group in Conversational Listening Sub-skills**

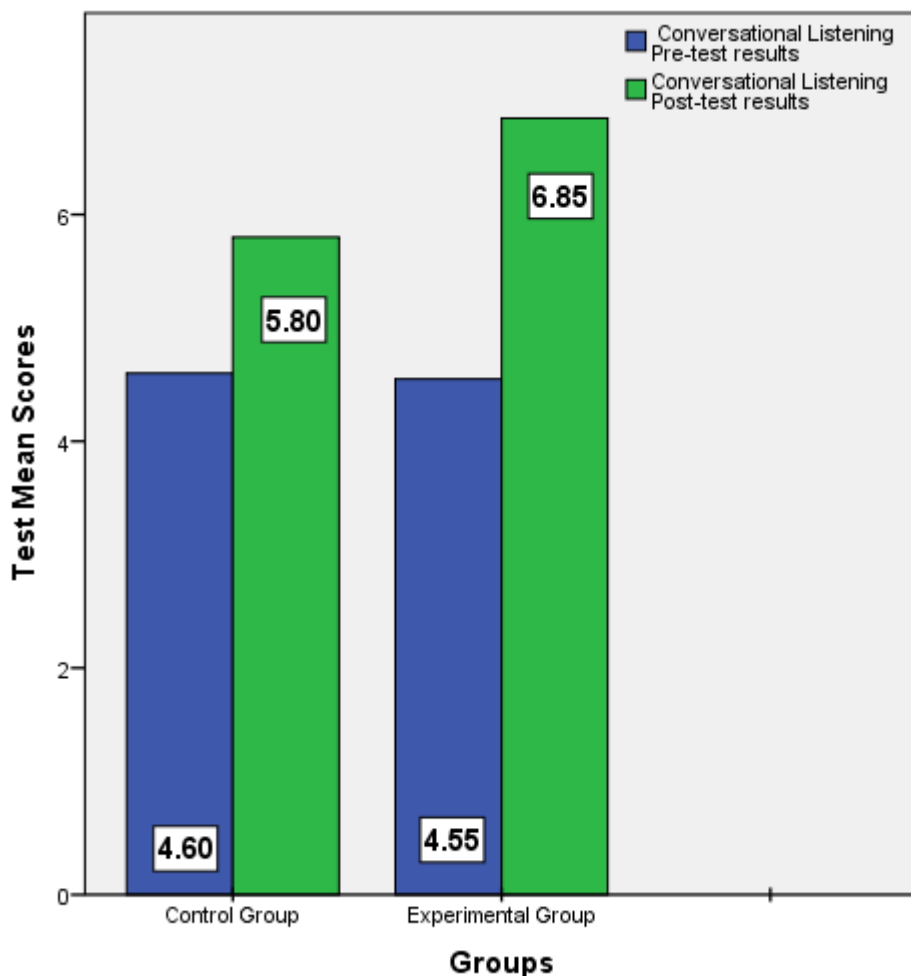
Groups	Type of test	N	Mean	SD	Mean difference	t-test	Correlation	p-value
Control Group (unimedium materials)	pre-test	20	<b>4.60</b>	1.429	<b>-1.20</b>	<b>-5.080</b>	.676	.000
	post-test	20	<b>5.80</b>	1.056				
Experimental Group (multimedia materials)	pre-test	20	<b>4.55</b>	1.504	<b>-2.30</b>	<b>-9.516</b>	.713	.000
	post-test	20	<b>6.85</b>	1.309				

As manifested in the same table, p-value is (0.000) which is less than the intended alpha value (i.e., 0.05) indicating that there is a statistically significant different between the mean scores of the pre- and post-tests of the experimental group performance in the conversational listening sub-skills. This considerable difference of improvement is due to the 13 weeks of multimedia treatment based on the multimedia principles which shows the positive effect of multimedia usage on enhancing the learners' conversational listening skill.

On the other hand, as calculated in table 1, the mean score of the pre-test in the control group is (4.60) which has increased by (1.20) and reached (5.80) in its post-test. It shows a subtle difference between the two tests of the control group even though the p-value is still (0.000) which is smaller than the specified alpha (i.e., 0.05) showing that there is a statistically significant difference between the mean scores of the pre- and post-tests of the control group performance in the conversational listening sub-skills. This slight difference in the learners' performance is due to the effect of using unimedium materials during the 13 weeks of experiment. Although the control group learners' level of improvement is lower than that of the experimental one, there is also a statistically significant difference between the mean scores of the pre-test and post-test of the control group too. Based on the results of the paired-samples T-Test in SPSS shown in table 1, it can be concluded that there is significant difference between the mean scores of the pre-test and post-test in both groups which is an answer to the first research question.

In order to answer the second research question, the researchers compared the control group post-test with the experimental group post-test. It was found that the experimental group learners outperformed the control group learners by (1.05 of the mean) as depicted in Figure 2.





**Figure 2: Conversational Listening Pre- and Post-test Means for both groups**

Based on the calculations of Figure 2; the researchers concluded that although there was control group outperformance over the experimental group in the pre-tests, the difference between the post-treatment mean results of both groups is considered statistically and positively significant in favour of the experimental group by (1.05) of the mean which shows the extent of further improvement of the experimental group learners as compared to the control group participants which is a direct response to the second research question.

## 2.6. CONCLUSIONS AND RECOMMENDATIONS

Based on the collected data and discussed findings, the researchers concluded that multimedia usage has positive effects on the enhancement of the tertiary students' conversational listening skill. Besides, multimedia materials have better effects upon the university learners' improvement in the conversational listening skill than the unimedium material usage does per se. Furthermore, using multimedia materials have remarkable impact on the students' development in their conversational listening skill if multimedia materials (e.g., videos) are carefully prepared on the basis of multimedia principles, such as showing audio and pictures together; viewing words and pictures close to each other in time and place; showing videos without captions/ subtitles; removing extra/ unnecessary details from the videos; using conversational style in videos; using video recorded in human voice rather than in a machine voice; initially introducing unknown terms, names, and concept characteristics related to videos and then viewing the videos; letting the learners have control over playing, pausing, looping and resuming; and having signal words/ cohesive devices in the videos.

Owing to the positive effect of multimedia usage in learning, instructors should use more multimedia materials in teaching English language rather than unimedium materials at





the university level. Along with this, they should select and/ or design multimedia materials carefully based on the multimedia principles to increase the learning efficacy.

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**2.8. APPENDICES**

**APPENDIX (A)**

**The Control Group Learners' Pre-test and Post-test Results of Listening Skill after Using Unimedium Materials**

No. of Learners	Pre-test Results (out of 10)	Post-test Results (out of 10)
1	4	6
2	5	5
3	4	4
4	5	6
5	3	5
6	6	7
7	7	6
8	3	5
9	6	7
10	3	4
11	5	7
12	4	7
13	7	8
14	6	6
15	3	5
16	4	6
17	6	6
18	5	6
19	4	5
20	2	5

**APPENDIX (B)**

**The Experimental Group Learners' Pre-test and Post-test Results of Listening Skill after Using Multimedia Materials**

No. of Learners	Pre-test results (out of 10)	Post-test results (out of 10)
1	6	8
2	3	5
3	4	8
4	2	5
5	5	8
6	6	7
7	4	6



8	2	5
9	5	7
10	6	9
11	4	8
12	4	7
13	7	8
14	5	7
15	3	4
16	5	8
17	6	7
18	4	7
19	3	6
20	7	7

APPENDIX (C)

The Control Group and Experimental Group Learners' Post-tests of Listening Results

No. of Learners	The Control Group Results (out of 10)	The Experimental Group Results (out of 10)
1	6	8
2	5	5
3	4	8
4	6	5
5	5	8
6	7	7
7	6	6
8	5	5
9	7	7
10	4	9
11	7	8
12	7	7
13	8	8
14	6	7
15	5	4
16	6	8
17	6	7
18	6	7
19	5	6
20	5	7

**كارڤگه رڤي به كارهڤتاني مه لئيميديا له سه ر به روه وپيش بردني ئاستي فڤرخوازاني زماني ئينگليزي وهك زمانتيكي بياني له كارامه يي گويگرتن له ئاخواتن له ئاستي زانكۆدا**

**تحسين حسين رسول**

**حسين علي ولي**

به شي زماني ئينگليزي - كۆليزي په روه رده ي بنه رته ي / زانكۆي سه لاهه ددين-هه وليتر به شي زماني ئينگليزي-كۆليزي په روه رده / زانكۆي سه لاهه ددين-هه وليتر

**پوخته**

ئهم توڤڤينه وه بريته له لڤكۆلڤينه وه به كي ئهمووني كه هه لده دات له به روه وپيشچووني ئاستي فڤرخوازاني زانكۆ له كارامه يي گويگرتن له ئاخواتن بكوڤلڤته وه كه له ئه نجامي به كارهڤتاني مه لئيميديا وه دروست بووه وه به پشت به ستن به كوڤرڤنه وه وشته لكرڤني داتا چه نڤديتڤيه كان. له بهر ئه و راستڤيه ي كه فڤرخوازاني سه ده ي (21) هم زۆر رڤگايان له به رده مڤاڤه بۆ به ئه زمونوكرڤني سه رچاوه مه لئيميديا يه ئينگليزي به كان سه باره ت به گويگرتن و ڤيگه يشتن، مامۆستاياني زانكۆ ڤيويسته كارڤگه رڤي به كارهڤتاني ئهم جوڤه سه رچاوه مه لئيميديا نه پيشان به دن. ئامانجي ئهم توڤڤينه وه يه بريته له ده سته وتني زاناري له سه ر كارڤگه رڤي مه لئيميديا له باشكرڤني به شه كارامه يه كان گويگرتن له ئاخواتن له فڤرخوازاني قوڤاغ دووه مي به شي زماني ئينگليزي / كۆليزي په روه رده ي بنه رته ي له زانكۆي سه لاهه ددين-هه وليتر له سالي ئه كڤيمي 2019-2020. بۆ ئهم مه به سه ت، توڤڤه ران شيوازي ئهمووني نا هره مه كي له داناني به شداربووان له گروپه كانيان په رپه و كرد كه تڤاڤدا (20) فڤرخواز له گروپي ئهمووني وه (20) فڤرخواز له گروپي نا ئهمووني خرا نه ژڤر لڤكۆلڤينه وه. توڤڤه ران هه و له كانيان زياتر له وتنه وه ي (10) به شه كارامه يي گويگرتن له ئاخواتن چڤر كرده وه له كاتي دروستكرڤني كوڤسه كه پڤاندا.

ئه نجامه كان ئهم توڤڤينه وه يه ده ريان خست كه گروپي ئهمووني (كه له رڤگه ي به كارهڤتاني مه لئيميديا وه كوڤسه كه يان خوڤنڤبوو) ئه نجامي باشتريان به ده سه تڤه نا به به راورد له گه ل گروپي نا ئهمووني (كه له رڤگه ي به كارهڤتاني يوونيميديا وه كوڤسه كه يان خوڤنڤبوو) له كارامه يه كان گويگرتن له ئاخواتن له سه ر بنه ماي جڤاوازي ئيوان ئه نجامي هه ر دوو تاقيكرڤنه وه ي به راڤي و كوڤاڤي كه به (Paired-Samples T-Test) له به رنامه ي (SPSS) دۆزراڤه وه.

**وشه سه ره كه يه كان:** كارڤگه رڤي، مه لئيميديا، يوونيميديا، فڤركرڤن، گفكوڤو، فڤرخوازي زانكۆ، كارمه يي و به شه كارامه يه كان گويگرتن.

**تأثير استخدام (الوسائط المتعددة- الملميديا) في تطوير مستوى طلبة قسم اللغة الانكليزية كلغة اجنبية في مهارة الاستماع للمحادثة على مستوى الجامعة**

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**ملخص**

هذا البحث عبارة عن بحث تجريبي، يحاول دراسة تطور المستوى التعليمي لطلبة الجامعة من خلال دراسة مهارة الاستماع للمحادثة التي نشأت نتيجة استخدام الوسائط المتعددة، بالاعتماد على جمع المعلومات الكمية وتحليلها. ومعلوم أنّ طلاب هذا القرن، القرن (21) يجدون طرقاً مختلفة وكثيرة لاختبار مصادر الوسائط المتعددة الانكليزية حول مهارتي الاستماع والفهم، لذا يجب على اساتذة الجامعات بيان تأثير استخدام هذا النوع من المصادر.

هدف هذه الدراسة هو استحصال المعلومات عن تأثير الوسائط المتعددة في تحسين مهارة الاستماع الى المحادثة عند طلاب المرحلة الثانية في قسم اللغة الانكليزية بكلية التربية الاساس في جامعة صلاح الدين بأربيل للسنة الدراسية 2019-2020، ولهذا السبب قام الباحث بتطبيق اسلوب الاختبار غير العشوائي للمشاركين في مجموعاتهم (شعبهم)، والتي وضع فيها الباحث (20) طالبا (وطالبة) في مجموعة اختبارية، و (20) طالبا (وطالبة) في مجموعة اخرى غير اختبارية، وُضعوا جميعا تحت الاختبار والبحث، وقد قام الباحث بتدريس (10) مهارات للاستماع الى المحادثة وركّز عليها في عمله خلال ذلك الكورس.

أظهرت نتائج هذه الدراسة أنّ المجموعة الاختبارية (المجموعة التي درست الكورس عن طريق استخدام الوسائط المتعددة) كانت قد حصلت على نتائج أفضل في تعلم مهارات الاستماع للمحادثة بالمقارنة مع المجموعة الاخرى، المجموعة غير الاختبارية (المجموعة التي درست الكورس عن طريق تطبيق يونيميديا)، وقد اعتمد الباحث في الوصول الى هذه النتيجة على نتائج الاختبارين، الأولي والنهائي اللذين توصل اليهما بـ (Paired-Samples T-Test) عن طريق برنامج (SPSS).

**الكلمات المفتاحية:** التأثير، الوسائط المتعددة، يونيميديا، تعليم، الحوار، الطالب الجامعي، المهارة ومهارات الاستماع.