

The Impact of Using Multimedia Content on Teaching Listening Comprehension: A Study of Iranian Secondary School Learners

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Abstract – Multimedia content plays an important role in teaching different skills of English language, especially listening comprehension in Iranian schools and language institutes. This study investigated the impact of using multimedia content on teaching listening comprehension of Iranian elementary level EFL learners. We collected data through classroom observation in experimental method in three different schools with 105 participants. The study used three different treatments for the groups. One group received treatment on conversation and new words in listening comprehension through software environment. The second group received their treatment under an audio environment. The third group received listening treatment under audiovisual environment. There was a PET test to check out the students' listening comprehension ability at the beginning of the experiment. Also the control group was taught by traditional tasks. After a two-week treatment, a post-test was used to check out the effect of the treatments on the students' listening comprehension ability. The findings revealed that using multimedia was more effective in teaching and learning listening comprehension than the traditional method. Also the findings have some implications for language teachers in that multimedia contents facilitate listening comprehension teaching and learning process for teachers and students and increase their motivation and interest in learning English language. Therefore, the use of multimedia provided the bridge to a deeper understanding.

Keywords: multimedia; multimedia content, listening comprehension, audio and audiovisual, motivation, negative attitude

1. INTRODUCTION

Listening comprehension is considered as an active process whereby individuals tend to change words into thought with the aim of creating a meaning from the passage. Listening comprehension tends to have a long history, from the readings of analog, phonograph, through the era of the audio tape, and into the realm of digital (Wagner, 2007). Listening comprehension is an important language skill that language learners need to develop. Furthermore, the development of all other language skills is interwoven with listening skills, it is said to be at the heart of both first and second language learning (Vandergrift, 2007). Listening is used in language teaching to refer to a complex process, which makes it possible for us to understand spoken language (Rost, 1990). For years, the role of listening in language acquisition and communication was undervalued and neglected. Language was taught for face-to-face communication, and listening was an important skill in this regard. It was also a channel for comprehensible input (Krashen, 1985) and an important aspect of interlanguage communication necessary for language acquisition (Swain, 1985).

There are many definitions of multimedia. In this study multimedia is defined as the integration of text, graphics, animation, sound, software, image and/or video. Some researchers

believe that increasing the use of technology in L2 teaching, advances of computer assisted language learning and development of multimedia learning will promote the use of context and content visuals in L2 listening testing (e.g.,). Many investigations into the use of technology, including multimedia environments, emphasize the importance of students' interest, motivation, and engagement (Malin, 2010; Reinking, 2005). Multimedia systems with video under learner control are also preferred to other instructional activities (Brooks et al., 1990; Brownfield, 1990).

Many investigations into the use of technology, including multimedia environments, emphasize the importance of students' interest, motivation, and engagement (Malin, 2010; Reinking, 2005). Multimedia systems with video under learner control are also preferred to other instructional activities (Brooks et al., 1990; Brownfield, 1990). Richards (1985) describes listening competency as being comprised of a set of "micro skills." These are the skills effective listeners employ when trying to make sense of aural input. Multimedia that includes varied genres permits a broad experience of different voices with differing rates and speech styles. Students can control the aural text so they have sufficient time for their individual processing needs. In addition to correspondence between visual and aural representation, the association of visual images with the meaning they represent is more likely when the visuals are salient to students' cultural experiences (Walker, 1990).

Through multimedia, L2 speakers are provided with access to several visual and aural L2 texts via audio, video, the Internet, podcasts, blogs and others. There are a vast sources of input available to English learners to improve their listening skill which among them we can refer to tapes (have not been used anymore), VCDs, DVDs, Blue rays(new technology of film formats which is getting replaced VCDs and DVDs), Flash memories and especially internet which is put through World Wide Web(WWW) (Davis, 1997). Use of Aided Computer Language Learning (CALL) and multimedia now mean that there can be an equal development of listening skills, alongside writing and reading (Rost, 1990).

Nowadays most of EFL teachers believe that providing language learners with motivating atmosphere in the classroom is the significance of listening comprehension. With appearance of new technologies, language learning and teaching seem to have entered a new area (Vandergrift, 2007). Also the main advantages of using multimedia tools are that they have a positive effect on learners' motivation, provide learners with exposure to real language, and provide creative approach to language teaching.

2. REVIEW of LITERATURE

2.1. Purpose and Importance of Listening

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

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

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

Rost (1994) supplied several reasons for its importance. First, he perceived listening as vital skill in language classroom since it represents the main source of input that learners rely on to comprehend the spoken language. Second, learners need to interact with speakers to achieve comprehension and their attitude toward failure in understanding what they heard should be positive. Third, learners are often challenged by authentic spoken language; so that they try to understand the language of natives. Fourth, teachers may incorporate their learners to construct new forms of vocabulary, grammar, and interaction patterns via listening activities. However, Brown (2004) asserted that the oral production ability is influenced by the listening comprehension ability, which underlies the fact that good speakers were good listeners, and this idea indicates obviously the importance of listening whether in our native language or in L2 instruction.

2.2. Introducing Multimedia

Mayer (2005) defined multimedia as "presenting both words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video). By words, I mean that the material is presented in verbal form, such as using printed text or spoken text. By pictures, I mean that the material is presented in visual form, such as using static graphics, including illustrations, graphs, diagrams, maps, or photos, or using dynamic graphics, including animation or video" (p. 6). From Mayer's definition, it seems that the use of multimedia comprises of two main types of materials; the one which is verbally stated from written or spoken text, and the other one which is presented visually via pictures. Whereas, Feldman (1994) saw multimedia as "the seamless integration of data, text, images of all kinds and sound within a signal, digital information environment". In addition, nearly the same idea was expressed by Reda (2003) in his definition of multimedia when he said: "Multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the user than any one of the media elements can provide individually". As quoted in (Mishra & Sharma 2005, p. vii). So, multimedia was perceived as more effective and beneficial in teaching since it combines set of media types to be presented together rather than in isolation, and this will provide learners with a comprehensible input to help them understand better the target language.

2.3. The Importance of Multimedia in Education

According to Ivers (2003, p. 2)

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

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

Multimedia projects encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and

construct knowledge. Students have the opportunity to learn and apply the real-world skills.

They learn the value of team work; the impact and the importance of different media, including design issues, media appropriateness and validity, and copyright laws; the challenges of communicating to different audiences; the importance of research, planning, and organization skills; the significance of presentation and speaking skills; and how to accept and provide constructive feedback.

Vyas and Patel (2009, p. 114) showed the importance of multimedia in the teaching environment saying:

Multimedia brings the language classroom closer to the real world, and to the *Sights* and sounds students are accustomed to in their daily lives. The learning environment, physical or virtual, becomes more natural and contextualized, and language can be learned in more integrated and authentic ways. (p. 114).

2.4. The Importance of Multimedia Environment in Teaching Listening

Gilbert and Treagust (2009, p. 278) said “Providing multiple representations as one of the advantages of multimedia is important and necessary in order to meet different individuals needs in learning”

Tang (2011) viewed that the application of multimedia in English language teaching is more beneficial and effective. It provides teachers with new teaching approaches and methods. Also, multimedia technology provides learners with two different environments (the classroom environment & self-access of multimedia environment), which makes students’ learning not affected by time and place. Hence, multimedia environment is still more suitable and efficient to accommodate teachers and learners objectives, and it will provide new implications in English language teaching as far as multimedia technology develops. Furthermore, multimedia environment has great importance in teaching because:

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

2.5. Types of Multimedia Used in Teaching L2 Listening

Woods (1994) argued that audio-visual aids have significant role and objective in classroom teaching and learning, and he considered them as ideal tools for explanation that help learners to understand the subject by adding concreteness and realism in the language input, they also support teachers' verbal explanation by personalization and visualization of things.

Chin (2004) emphasized the role of video display in helping students to deal with all subjects in different domains and give them a comprehensible input about the lesson in motivating way. Cintas (2008) praised the role of video display in developing the language acquisition process, and its valuable qualities in teaching. Murphey (1992) showed the importance of integrating music and songs in the classroom environment, and pointed out certain positive aspects of them. Games were defined by Wright, Betteridge and Buckby (2006) as follows:

“...we have taken the word „game“ to mean an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others” (p. 1).

Moreover, internet based teaching provides teachers with infinite resources for language input in terms of texts, visual stimuli, vocabulary, video files, line TV, radio, and listening materials. (Dudenev, 2000)

2.6. Research Questions

Research Question 1: Does using software have any significant effect on listening comprehension ability of Iranian high school students?

Research Question 2: Does using audio text have any significant effect on listening comprehension ability of Iranian high school students?

Research Question 3: Does using audiovisual text have any significant effect on listening comprehension ability of Iranian high school students?

Research Question 4: Is there any significant differences between using software, audio text and audio-visual text in improving listening ability of Iranian high school students?

2.7. Research Hypotheses

1. Using software has a significant effect on listening comprehension ability of Iranian high school students.
2. Using audio text has a significant effect on listening comprehension ability of Iranian high school students.
3. Using audiovisual text has a significant effect on listening comprehension ability of Iranian high school students.
4. There are not any significant differences between using software, audio text and audio-visual text in improving listening ability of Iranian high school students.

3. METHOD

3.1. Participants

Convenience sampling was used in selecting the participants. 105 students of Iranian high school students at eighth grade were surveyed in three high schools in Miyan- Jolgeh- Neyshabur-Iran area. The data based on audio visual tools for only male class were obtained in Eshghabad high school, and the data based on software for female class were obtained in Golbo high school. Audio text data were obtained in Fadishe high school. The participants were divided into three classes, ranging in age from 13 to 15. They were homogenized in terms of or listening proficiency with a PET test. All of learners were male and female at elementary level. The learners had similar backgrounds such as their parents, educational levels, social class, income and job.

3.2. Instruments

The measuring instruments included a PET test, a pretest, a posttest and multimedia tools such as software, audio text and audiovisual texts.

3.2.1. Software Tools

In one way of teaching listening comprehension, software tools were used to improve the efficacy of listening comprehension of language learners. In this study, different instructional soft wares such as Khate Sefid, Gaj and Kheily Sabz were utilized to teach listening comprehension. They included animation, conversation, new words, practices, pronunciation, games, songs, fun, activities and picture dictionary in each lesson.

3.2.2. Audio Text Tools

In the second class of teaching listening comprehension, audio texts were used, so that the students could listen to audio before opening their books. In other words, when they were looking at their books, they were listening to audio. In this way, computer tools, mobile, tablet, players and other audio tools with a text book that were available in the class were used.

3.2.3. Audio Visual Tools

In the third class of teaching listening comprehension, audio- visuals tools were used such as data projector, VCD, DVD, TV show, instructional films and videos with a text book. In this part, the students listened and watched videos about the subject of the lesson while they were using their books.

3.2.4. PET Test

The purpose of the PET Test was to homogenize the participants. It included 20 multiple choice questions of listening comprehension. It took 30 minutes for participants to take the test. The reliability index of the test was calculated. It was 0.90. This showed a high reliability and its appropriateness for the purpose of the study. Table 1 shows the reliability index of the test.

Table 1: *PET Test Reliability*

Cronbach's Alpha	N
0.90	25

3.2.5. Pre-test

In order to assess the learners' original and background knowledge of listening comprehension, a pretest was taken that included 8 questions. Each question had different types of questions such as pictures, multiple choice, ellipses, description and true/false questions. The pretest was administered by teacher and was administered before the treatment. The reliability index of the test was calculated through Cronbach Alpha. The reliability index is .085, which is high. The test was derived from Khate Sefid book.

3.2.6. Post-Test

In order to check students, listening comprehension and efficacy of treatment, a posttest that included 8 questions was taken as a pretest. Each question had different types of questions such as pictures, multiple choice, ellipses, description and true/false questions. The posttest was administered by teacher and was administered after the treatment. The reliability index using Cronbach Alpha was .078, which is acceptable. The test was derived from Khate Sefid book.

3.3. Procedure

To investigate the effect of multimedia on teaching listening comprehension, a standard pretest and posttest of teacher-made test of listening comprehension were administered to 8th grade school students of Miyan-Jolgeh schools. All students, whose scores were between -1 and +1 standard deviation from the mean, were considered as intermediate learners and were chosen as the participants for this study. This test helped the teacher to ensure that all participants are at the same level of language proficiency and are homogenous. We administered this treatment in three classes of three schools. After administering the pretest, the students and schools were randomly assigned to experimental and control groups. These three schools were considered as sampling of all area schools. Administration of these three items was done as: In audio text class, one week after pretest, conversation and practices of the lesson were worked. This lesson was about the weather. I administered listening comprehension teaching in three phases by audio tools and textbook. In the first phase, in pre listening phase, we prepared the learners to listen by using activities that focus on the content of the lesson. We used different kinds of

activities in this phase such as brain storming, research, picture, flash cards, discussion and questioning. After that we taught new words of the lesson while the students looked at their books and marked new words. We used some different ways for presenting new vocabularies in my class such as definition, translation, gesture, mime, example, flash cards and board drawing. In the second phase i.e. listening phase, my aim was comprehension. In this phase the students closed their books. We wrote some questions from conversation on the board. The students listened to audios two or three times carefully. The students found their answers of the questions by using audio text tools. Then, I replayed the audio and the students checked their answers. In third phase i.e., post listening phase, my aim was understanding. I asked three kinds of questions from the conversation: 1- display questions (Yes / No questions), 2- inference questions and 3- opinion gap questions. At the end, the students answered these questions orally by listening to the conversation and practices that were administered by audio text tools.

In practices 1- We talked about the theme of the lessons. 2- We explained the new words. 3- We played the audio two or three times. 4- We practiced the new words in pair work. 5- We invited them to role play new functions. This is a treatment for audio text class.

b) In audio visual class, we administered this treatment as the same as audio text class with the difference that in audiovisual group, we used videos and films about theme, and prepared the learners for administering and teaching listening comprehension. In this part, in pre listening phase, we showed some pictures, Power Points and videos and animations about the theme of the lesson. I used different kinds of activities in this phase such as brain storming, research, picture, flash cards, discussion and questioning for understanding the theme of the lesson. After that we taught new words of conversation and practices, while the students looked at their books and marked new words. We used some different ways for presenting new vocabularies in the class such as definition, translation, gesture, mime, example, flash cards and board drawing by video tools. In the second phase i.e. listening phase, my aim was comprehension. In this phase, the students closed their books. 2- I wrote some questions from conversation on the board. 3- The students watched films, videos, animation, power points of the conversation two or three times carefully. 4- The students found their answers of the questions by using audiovisual text tools. 5- We showed these videos again and the students checked their answers. In third phase, i.e. post listening phase, our aim was to understand the listening comprehension materials. We asked three kinds of questions from the conversation. At the end, the students answered these questions orally and discussed about conversation. In practices 1- We talked about the theme of the lessons. 2- We explained the new words. 3- We played the audiovisual programs two or three times. 4- We practiced the new words in pair work. 5- We invited them to role play new functions. This is a treatment for audiovisual text class. c) Software group: In this class, we administered three phases of listening as above. Thus, at the first step for preparing the learners and introducing theme of the lesson, we administered Gaj and Khate Sefid software. We played a song and showed a map, did an activity and played a game about the theme of the lesson, then the students thought and discussed about the theme of the lesson. After we taught new vocabularies of conversation and practices with software, I clicked on each new word, its sound was mentioned and the meaning of new word was shown by a picture. All the new words presented by this way two times. The students repeated each word three times after hearing its sound. At the end of teaching new words, we asked the meaning and the pronunciation of the words from the students. In next step, in listening phase, we played conversation on software, and the students listened to and watched the animation of conversation while the sentences of conversation were shown on the screen. We played the conversation for comprehension two or three times. In next phase i.e. post listening, three kinds of questions were asked about the conversation. Then, the students answered these questions, discussed and read the sentences of conversation on their books. After reading each part by

software, listening and watching were done by the students. They practiced each turn in pair work to the end. At the end, the students created a role play and played practices in a group work. At the end, the students talked easily and fluently.

After the treatment, a post-test was designed and administered. Through this test, it could be found whether the treatment had been effective or not, the post-test revealed the degree of listening comprehension in both experimental (audio, software and audiovisual) and control groups. The test included all listening items by using multimedia tools (audio, software and audiovisual), that students had learnt during the instructional program. Students took the test once immediately after the end of the treatment.

3.4. Design

The design of the present research was experimental since random assignment was used. There existed one control and three experimental groups. The use of software, audio texts and audiovisual texts was considered as independent variable. In comparison, the participants' listening comprehension scores were considered as the dependent variable in this study.

3.5. Data Analysis

In this study, a pre-test and post-test were used to investigate the effectiveness of listening comprehension. The students' performances in both the experimental and control groups were measured on the pre-test and post-test, so paired and independent samples t-tests were utilized. A one-way ANOVA was needed to compare participants' performances in different groups. To analyze the data, descriptive statistics and SPSS were used.

4. RESULTS and DISCUSSION

4.1. Normality of Data Test

Kolmogorov Smirnov test was used for examining normality of data. Table 2 is output of this test. Assuming zero in this test is that distribution research variables are normal. If the meaningful level obtained in tables is less than 5 percent. that is this assumption is rejected. Now considering the finding significant amounts that are more than 5 percent, assuming data normality is accepted.

Table 2 shows mean indexes and standard deviation of above variable. Average of previous listening skill ability was equal to 3,314 while its amount after using audio text was equal to 4,725.

Table 2: *The Results of Kolmogorov Smirnov Test*

Normal variables	Audio text	software	Audiovisual
Mean	4.0196	3.509	3.509
Standard deviation	1.10048	1.0257	1.0257
Kolmogorov Smirnov statistics	.602	1.309	1.309
Meaningful level	.861	.065	.065

4.2. Testing Hypotheses

H 1: Using software does not have any significant effect on listening comprehension ability of Iranian high school students

Table 3 shows mean indexes and standard deviation. The mean of previous listening ability has been equal to 2,909, while its amount is equal to 4,109 after using software.

Table 3: *Descriptive Statistics*

Software	Mean	number	Standard deviation	Mean error
Posttest	4.109	35	1.0714	.1811
Pretest	2.909	35	.4961	.0839

In table 4, the important test output, Statistical amount of T is equal to 5,773, which is significant at $p < .05$. It means that the null hypothesis is rejected. Thus with surely 95%, there is a significance difference between listening skill ability and using software.

Table 4: *Paired t-test*

Software	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
				Lower	Upper			
post – pre	1.2000	.2298	.2079	.7776	1.6224	5.773	34	.000

We can conclude that the mean of posttest is more than pretest. Thus, we can say surely that software method has significant effect on listening skill ability, and the second null hypothesis is rejected.

Ho 2. Using audio text does not have any significant effect on listening comprehension ability of Iranian high school students.

Descriptive statistics, paired-t-test, and correlational analyses were used for examining this hypothesis. The findings showed that if using audio text method has a significant effect on students' listening skill ability or not. The results are presented in tables below.

Table 5: *Descriptive Statistics*

audio text	Mean	number	Standard deviation	Mean error
Posttest	4.725	35	.9151	.1547
Pretest	3.314	35	.7720	.1305

Table 6 shows the amount of the relationship between listening skill before and after using audio text. The amount of correlation is 0.319 according to this table. So that when the correlation index is nearer to 1, the relation is more, i.e. there is a significant relationship between listening skill and using audio text by students.

Table 6: *Correlation Test*

audio text	number	Correlation coefficient	Sig.
post & pre	35	.319	.062

Table 7 is the important output of T- paired test. Statistical amount of T is equal to 8.420, significant level of test is equal to 0.00. It means that the related null hypothesis is rejected. Thus with surely 95%, there is a significant difference between listening skill ability and using audio text.

Table 7: *Paired t-test*

audio text	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	the Difference				
				Lower	Upper			
post – pre	1.4107	.9912	.1675	1.0702	1.7512	8.420	34	.000

Now considering lower and upper test reliability that are positive amounts (1.07,1.5), it can be concluded that the mean of posttest is more than pretest. Thus, we can say surely that audio text method has significant effect on listening skill ability, and the second null hypothesis is rejected.

Hypothesis 3: Using Audio visual does not have any significant effect on students listening ability.

Table 8 shows mean indexes and standard deviation. The mean of previous listening ability is equal to 3.699, while the mean score is equal to 3.599 after using audiovisual. Table 8 shows the results.

Table 8: *Descriptive Statistics of Audiovisual Class*

Audio visual	Mean	number	Standard deviation	Mean error
Posttest	3.899	35	.8995	.1487
Pretest	3.120	35	.8792	.1486

Table 9: *Correlation Test*

audio visual	number	Correlation coefficient	Sig.
post & pre	35	1.000	.000

In table 10, the important test output, statistical amount of T is equal to 316.000, and amount of p is equal to 0.00, showing that using audio visual facilities significantly affects listening comprehension of the students. It means that null hypothesis is rejected. Thus, with

surely 95%, there is significant difference between listening skill ability before and after using audiovisual.

Table 10: Paired t-test

Audio visual	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
				Lower	Upper			
post – pre	-.1003	.0019	.0003	-.1010	-.0997	-316.000	34	.000

We can conclude that the mean of posttest is more than pretest. Thus, can say surely that audiovisual method has negative effect on listening skill ability, and the third hypothesis is not accepted.

Hypothesis 4: There aren't any significant differences between using software, audio text and visual text in improving listening ability of Iranian high school students Variance analysis test (ANONA) was used for examining this hypothesis. The results of this test are presented in table 11.

Table 11 shows resources of variance changes between group and within group. Statistical amount of F is equal to 10.67, and meaningful level is equal to 0.000. Considering value of p, which (meaningful level) is less than .05, null hypothesis is rejected, thus with 95% surely there is meaningful difference between the means of three methods.

Table 11: Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	10.946	2	5.473	10.167	.000
Within Groups	54.911	102	.538		
Total	65.857	104			

4.3. Discussion

4.3.1. Interpretation of the First Question

The researchers investigated the first question, which examined if there were statistically significance differences between pretest and posttest by using software., and if it had significant effect on listening comprehension ability of students.

The results indicate the (t) computed value 5.73, is significant at $p < .05$. This means that there is a significance difference between listening skill ability due to using software. The posttest mean is more than the pretest mean. At last, we conclude that software method has a positive large effect on students' listening ability and listening achievement.

In addition, the effect size of software is also calculated. This large affect may be due to the use of software programs to develop students' listening comprehension skills. Also an instructional software such as khate Sefid and Gaj software include many parts of each lesson like conversation, practices, new words, pronunciation, songs, games and other parts with their sounds. Learning is easier and more attractive for students to use different parts of it, and also the learners use the text during working with software. This software is designed according to

the new course book that includes all skills. The software methods motivate learners and significantly increase students' achievement and problem solving skills in environmental science.

4.3.2. Interpretation of the Second Question:

The Researchers investigated the second question, which examined if there were statistically significance differences between pretest scores and posttest scores by using audio text, and if it had significant effect on listening comprehension ability of students.

The results indicate the (t) computed value 8.420, is significant at $p < 0.05$. This means that there is a significance difference between listening skill ability after using audio text. Posttest mean, ($m=1.75$) is more than pretest mean ($m=1.07$). We conclude that audio text method has a positive large effect on students' listening ability and listening achievement. In audio text method, less time is wasted in teaching, and it needs more concentration for comprehension and understanding. We need fewer tools for administrating sounds and audios of listening comprehension and other parts of the book. These tools include mobile phone, small speakers, mp3 players, tapes, audio cd, tablet computer and.... It is more available and easier to administrate audio files of text book, even in distant areas, which do not have any facilities for teachers and students. Nowadays, most of teachers and students have mobile and cellphones that the teacher can use.

4.3.3. Interpretation of the Third Question

The Researchers investigated the third question which examined if there were statistically significance differences between pretest scores and posttest scores by using audiovisual and if it had significant effect on listening comprehension ability of students.

The results indicate the (t) computed value 316.000, is significant at $p < 0.05$. This means that there is a significance difference between listening skill ability after using audio visual. We can conclude posttest mean ($m= 3/59$) is more than pretest ($m=3/69$). At last we conclude that audio visual method has not a positive effect on students' listening ability and listening achievement. In audio visual method more time is spent on providing tools in teaching listening comprehension. As a result, we have very little time for administrating listening comprehension in each two hours' weekly class.

4.3.4. Interpretation of the Fourth Question

The researchers investigated the fourth question, which examined if there were any significant differences using software, audio text and audio-visual text in improving listening ability of Iranian high school students?

The results indicate ($f= 10/167$) at $p < 0.05$, which means that there is a significance difference between using audio text, using audio visual and using software. We can conclude the first method audio text is in the first ranking because of higher mean, and software is in the second ranking. At last we conclude that audio and software method has positive effect on students' listening ability and listening achievement. However, audio visual method has not positive effect on listening ability of the students.

5. CONCLUSION

It is still important that both teachers and students need to their best to change the current situation of teaching and learning in our schools, and they have to exploit their efforts and capacities in order to find radical solution to this problem (absence of multimedia) and to give more importance to listening skill. The fact that technology has changed the educational scenario cannot be ignored and therefore has to be accepted. Technology has not only made the learning and teaching process interesting but also it has made the process learner- centered. The use of multimedia has motivated the students to learn and participate actively in the

language learning. But, how effectively is multimedia used in teaching and learning process. One cannot completely rely completely on multimedia or other technology for effective learning or teaching. There should be a natural integration in the teaching process where multimedia can successfully and appropriately reach the content.

The findings of this study show that, until recently, listening has been neglected as a language skill, or practiced in inadequate ways. The results show that both teachers and students give much importance to speech production, grammar, vocabulary and reading comprehension rather than speech comprehension. The ignorance of listening comprehension as a passive skill leads to students' difficulties in understanding oral discourses. Therefore, the present study purposes to find out radical solutions to this problem by implementing multimedia as an effective strategy to improve learners' performance in this aural skill. The investigation was conducted in Miyan Jolge area schools during educational year of 2015/2016.

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

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