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The Effectiveness of a Multimedia Based Learning Program on Developing Seventh Graders' Listening Comprehension Skills and Attitudes in Gaza Governorate

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بسم الله الرحمن الرحيم

(إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُوْلَئِكَ كَانَ عنه مَسْئُولًا)

(الإسراء:36)

"The hearing ,the sight ,and the heart ,all each of those shall
be questioned of ".

(Quran, Al-Israa, verse 36)

DEDICATION

I would like to dedicate my research to

My parents who enlightened my way towards

success.

My brothers, who supported me a lot.

My children.

ACKNOWLEDGMENT

ABSTRACT

The Effectiveness of a Multimedia Based Learning Program on Developing Seventh Graders' Listening Comprehension Skills and Attitudes in Gaza Governorate

The study aimed at investigating the effectiveness of a multimedia based learning program on developing seventh graders' listening comprehension skills and attitudes in Gaza governorate. The target skills were four listening sub skills (understanding the main idea, pointing out specific details, deducing meaning of an unfamiliar lexical item from the listening text and inferring the moral lesson of the listening text). To achieve this aim, the researcher selected a representative sample of 86 EFL female students studying at Al Mamounja Prep girls' school which is run by UNRWA in the Gaza strip. The participants were divided into two equal groups: a control group, 43 student and an experimental one, 43 students.

The instruments were, an achievement test, an attitude scale and an interview. The achievement test was used as a pre test to prove groups' equivalence. Moreover, it was used as a post test to measure any possible differences between the target groups. The collected data were analyzed and treated statistically through the use of SPSS. The attitude scale was used to measure students' attitudes toward listening skill before and after conducting the multimedia program .In addition, the interview was used for low achievers whose writing ability was weak at the end of each English listening class to be more sure from their understanding to the listening comprehension text.

The findings indicated that there were statistically significant differences between both groups, in favor of the experimental one, in understanding the main idea, pointing out specific details, deducing meaning of unfamiliar lexical items from the listening text and inferring the moral lesson of the listening text due to the program implemented.

In addition, implementing the effect size equation, the results revealed that the program had a large effect size in favor of the experimental group. In the light of those findings, the researcher recommended the necessity of implementing multimedia program in teaching English listening comprehension. Also, the researcher suggested that further researches should be conducted on the effects of multimedia program on developing different English language Skills and in other fields of educational activities.

ملخص الدراسة

أثر استخدام برنامج تعليمي قائم على توظيف الوسائط المتعددة في تنمية مهارات الفهم المسموع لدى طالبات الصف السابع في محافظة غزة واتجاهاتهم نحوهما

هدفت الدراسة إلى معرفة أثر استخدام برنامج تعليمي قائم على توظيف الوسائط المتعددة في تنمية مهارات الفهم المسموع لـدى طالبات الصف السابع في محافظة غزة واتجاهاتهم نحوهما. حيث كانت المهارات المستخدمة متمثلة في الاستماع لتحديد الفكـرة الرئيسية للنص المسموع, وتحديد تفاصيل النص المسموع, والتعرف على معاني المفردات غير المألوفة من خلال سـياق الـنص المسموع, ومعرفة الدروس الأخلاقية المستفادة من النص المسموع.

لتحقيق هذا الهدف, طبقت الدراسة على عينة مكونة من 86 طالبة من مدرسة بنات المأمونية الإعدادية للاجئات, وقد وزعت العينة على مجموعتين إحداهما ضابطة 43 طالبة, والأخرى تجريبية 43 طالبة.

ومن أجل جمع البيانات, استخدمت الدراسة اختبار تحصيلي ومقياس اتجاه ومقابلة ولقد استخدم الاختبار التحصيلي كاختبار قبلي وذلك للتحقق من تكافؤ المجموعتين, واستخدم أيضاً كاختبار بعدي وذلك لقياس أي فروق ذات دلالة إحصائية بين المجموعتين, أما مقياس الاتجاه فهو لقياس اتجاهات الطالبات نحو مهارة الاستماع قبل وبعد تنفيذ البرنامج القائم على الوسائط المتعددة, أما المقابلة فهي للطالبات ذوات التحصيل المتدني في نهاية عرض كل حصة استماع من أجل معرفة إجاباتهن على أسئلة القصص والأناشـيد المسموعة وذلك للتأكد من مدى فهمهم لها بسبب ضعف قدراتهم الكتابية.

وبعد تحليل النتائج ومعالجتها, أظهرت النتائج فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية ولقد كانـت الفروق على مستوى جميع المهارات المتضمنة وهي معرفة الفكرة العامة للنص والتفاصيل الفرعية ومعاني الكلمات غير المألوفة والدرس الأخلاقي الذي تتعلمه الطالبة من النص المسموع.

وباستخدام "مربع ايتا" من أجل معرفة حجم أثر البرنامج تبين أن الأثر كان عالياً. وفي ضوء هذه النتائج, أوصت الدراسة بضرورة استخدام برنامج قائم على الوسائط المتعددة في تنمية مهارات الفهم المسموع لإعطاء نتائج أفضل في تحصيل الطلاب في مهـارة الاستماع. وأيضاً اقترحت الباحثة استخدام وتفعيل البرامج القائمة على الوسائط المتعددة وذلك من خلال تطبيقها على كل مهارات اللغة الإنجليزية والمواد التعليمية الأخرى.

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List of Abbreviations

SLT	**Sentence Level Translation**
TW	Target warming up
L1	First language
L2	Second language
CALL	Computer Assisted language learning
EFL	English as a Foreign language
ESL	English as a second language
FLES	Foreign language in an Elementary School
T.V	Television
MANCOVA	Multi Variates Analysis of Covariance
LCD	Large liquid crystal display
UNRWA	United Nations Relief and works Agency
SL	Second language
FL	Foreign language

Chapter I
Study Background

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1-Introduction

No one denies the importance of English language in the present time as a global language. It is clear that English language has become more dominant around the world. It used as the mother tongue while other countries learn it as a foreign language in their schools. This makes English widespread. In addition, many factors contributed to spreading of English . for example, it used for communication between people around the world.

On other hand , English is the language of science and technology.

Moreover, English as a foreign language has the greatest motion in the world. Status of English as the "library language" and the increased "international inter-dependence" are the two reasons which led to a greater focus on face-to-face language usage crossing the margin of pen and paper exercise. According to Richard (2001:1)," Second and foreign language teaching is considered one of the world's largest education enterprise and millions of children and adults worldwide devote large amounts of time and effort to the task of mastering a new language".

Listening is the first sense that a human being uses as soon as he is born. In the Holy Quran, it is located in the first position in the series of senses. It's mentioned in Al Isra Sura verse, (36). "The hearing ,the sight ,and the heart ,all each of those shall be questioned of". And in al Mulk or The Sovereignty Sura verse,(23)."It's He who has created you, And made for you the faculties of hearing, seeing, And understanding. little thanks it is give ". So it is the first mean of communication with the world and society. Moreover, it is the window through which brain receives messages from any spoken material. People who have deficiency in listening may become deaf or have problems with speech. They might be absolutely dumb.

But most often, "listening skill is ignored in a way or another!" Nunan (1997) In our schools, colleges and even in the higher levels, instructors direct how to read and write, not how to speak or listen. It is believed that these would be mastered by the learners automatically.

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However, what is refered to in this thesis is not the physical faculty of listening but the target is listening comprehension skills. That is listening comprehension refers to integrating the sounds received through the ear with the mental processes conducted by the brain to interpret and get the meaning of the spoken message. This skill could be easy for people who are listening to their mother tongue or native language but it is not the same in listening to a foreign language ,which is taught only in the classroom, as it is the situation in Palestine.

listening, as a skill, is assuming more and more weight in SL or FL classrooms than ever before. Rost (1994: 141-142) points out, "listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking." Definitely we have to admit that language learning depends on listening as we respond only after listening something. Listening provides the aural input that serves as the stimuli for language acquisition and make the learners interact in spoken communication.

Language is one of the main components of civilization and culture of the people who speak it. Hence, learning a second language can be a comparatively easy and wonderful if it is combined with modern technology. Though many theories, studies and researches tackled that language learning is still a hard task which sometimes turns to be frustering.(Lewis and Hill,1992:22).To overcome disappointing in language learning ,effort is required at every moment and must be maintained over a long period of time.(Wright, D. I., and Shapiro, J. 1984).

The current thesis is suggesting a multimedia based program to develop listening comprehension skill in the Palestinian context in Gaza Strip. The cause for focusing on multimedia use in teaching listening is that it introduces student to a wider range of learning modalities. Moreover, it enables students to use their multiple intelligences represented in linguistic, musical, logical, spatial, kinesthetic, interpersonal and intrapersonal. In addition, use of multimedia motivates learners to receive the information as it is introduced accompanied with voice, movement, colors and pictures, as if it is a live situation. It facilitates the mission of teachers in communicating and explaining the messages they want to

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communicate to their students. It may also support not only the high achievers but also the low achievers who are generally distracted.

To conclude, listening is an important skill and plays a vital role in peoples' life. Listening has a "volitional component". Moreover, while listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound. 'listening' really means 'listening and understanding what we hear at the same time'. So, two concurrent actions are demanded to take place in this process. Rost (1991)

So, it is important to develop listening skill by using multimedia. Multimedia resources affect positively the cognitive skills and the affective aspects of student. Related literature considers multimedia as a valuable resource that affects cognitive skills and learning- teaching process effectively. As a result, it is significant to apply multimedia program to achieve effective learning.

2-Statement of the problem

The researcher's own experience in the field of teaching English language in Gaza has aroused the idea that students are experiencing difficulties in handling listening material. Also, she interviewed a number of English language teachers and supervisors who all agreed that students lack the skill to practice listening skills.

3-Research Questions

This study represented this major question:

1- What is the effectiveness of a multimedia based learning program on developing seventh graders' listening comprehension skills and attitudes in Gaza governorate?

From the above mentioned question, the following sub-questions were derived.

2- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of understanding the main idea of a listening text among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way?

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3- Are there statistically significant differences at ($α ≤ 0.05$) in the level of pointing out specific details among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way?

4- Are there statistically significant differences at($α ≤ 0.05$) in the level of deducing meaning of unfamiliar lexical items from context among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way?

5- Are there statistically significant differences at ($α ≤ 0.05$) in the level of inferring the moral lesson of the text among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way (control group)?

6- Are there statistically significant differences at ($α ≤ 0.05$) between the attitudes of the experimental group and the control group?

4-Research Hypotheses

1- There are no statistically significant differences on ($α ≤ 0.05$) at the level of the effectiveness of a multimedia based learning program on developing seventh graders' listening comprehension skills and attitudes in Gaza governorate.

2- There are no statistically significant differences on ($α ≤ 0.05$) at the level of understanding the main idea of a listening text among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way.

3- There are no statistically significant differences on ($α ≤ 0.05$) at the level of pointing out specific details among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way.

4- There are no statistically significant differences on ($α ≤ 0.05$) at the level of deducing meaning and unfamiliar lexical items from context among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way.

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5- There are no statistically significant differences on ($\alpha \leq 0.05$) at the level of inferring the moral lesson of the text among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way (control group).

6- There are no statistically significant differences on ($\alpha \leq 0.05$) between the attitudes of the experimental group and the control group.

5-The Purpose of the Study

The study aims at investigating the effectiveness of a multimedia based learning program on developing listening comprehension skills of seventh graders in Gaza governorate.

6-Significance of the Study

- Teachers may make use of the advantages of integrating multimedia techniques in listening classes.

-Supervisors and headmasters may realize the effeteness of utilizing multimedia techniques in the learning-teaching process. Consequently, they may provide the needed equipments and training materials for teachers.

- Curricula designers may take into consideration the new techniques of utilizing multimedia in teaching. Therefore, they include them in the suggested techniques and methods that accompany curricula.

- Student: it helps them to improve their listening skills.

7-Justification of the Study

The researcher suggests multimedia techniques to develop listening comprehension skills, because she is aware of the obstacles seventh grade students encounter in listening comprehension activities. In addition, through surfing the literature she has become aware of the positive impact of multimedia on learning- teaching process.

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8-Limitations of the study

- The study is limited to applying multimedia program by using English stories and songs to enhance listening comprehension skills.
- The study is limited to seventh graders in Gaza governorate in 2012.
- A sample of seventh graders in Al Mamouniya female Prep School for Girls was chosen .

9-Operational definition of Terms

Reviewing related literature and other previous studies, the researcher adopted the following operational definitions as they were comprehensive, clear and direct to the point.

Listening

Listening as a physical skill is the ability of an individual to receive a spoken material. (not deaf).

Listening Comprehension Skill

Poelmans(2003) defines listening comprehension as to communicate adequately. It is important for a listener to understand what the speaker says. Understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning. The listening comprehension process is a combination of (roughly)four sub-processes or modules: (i) hearing: the auditory reception of an acoustic signal (perception), as is also performed on non-speech sounds, (ii) categorization of sounds: categorizing incoming sounds in terms of the sound categories of the language (iii) word recognition: breaking up the stream of sounds into linguistic units (morphemes, words) and retrieving their meaning from long term memory, and (iv) comprehension: integrating the meanings of the words in their sequence into an interpretation of the entire utterance, i.e., a reconstruction of the speaker's communicative intention (= message).

Kilani and Muquattash(1995)define listening comprehension as "It is the skill of listening, understanding and responding to speech in the foreign language in an appropriate way".

Brown (1995:59-73) define listening comprehension as" a process that consisted of several procedures. First, listeners have to distinguish the sounds, stress, intonation, and pitch of the language after they could be aware of the entire information that the speaker said, listeners have to hold the information in their memory until it could be understood".

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The researcher defines listening comprehension as the ability of an individual to receive and interpret apiece of a spoken material.

Listening Comprehension sub-skills

Barta(2010) lists the listening comprehension sub-skills as understanding phonological features, understanding lexis, understanding syntactic structures, recognizing cues of oral punctuation, understanding gist or the main idea, understanding specific information or important details, deducing meaning of unfamiliar lexical items from the context and making text based inferences.

The Palestinian Ministry of Education English language curriculum book (1999) defines listening comprehension sub-skills as" extracting information to accomplish a physical task, identifying the topic of a text, identifying the main idea of a text, distinguishing main idea from supporting details, identifying the setting of a text, identifying the participants and their roles, responding to referential questions based on a text and identifying core vocabulary".

The researcher defines listening comprehension sub-skills as individuals ability to practice the cognitive skills such as skimming to recognize the main idea, scanning to find important information or details, guessing, meaning of words in context, inferring the target message belying the text. In addition to other linguistic skills such as to get the meaning of intonation and stress.

Definitions of Multimedia

Mayer (2005) states "multimedia is a mean of presenting words as printed text or spoken text and pictures (such as illustrations, photos, animation or video)".

According to Maddux, Johnson, and willis (2001:253) " Multimedia comprises a computer program that includes text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-graphics, animation, or high-resolution graphics".

Schwartz and Beichner(1999:8) defines multimedia as "the use of multiple forms of media in a presentation".

The researcher defines multimedia as introducing written or spoken material accompanied with static pictures, or animated pictures combining voice, movement and pictures.

-Abbreviations:

SLT Sentence Level Translation.

TW Target warming up.

L1 First language.

L2 Second language.

CALL Computer Assisted language learning.

EFL English as a Foreign language.

ESL English as a second language.

FLES Foreign language in an Elementary School.

T.V Television.

MANCOVA Multi Variates Analysis of Covariance.

LCD Large liquid crystal display.

UNRWA United Nations Relief and works Agency.

SL Second language.

FL Foreign language.

Chapter II

Listening

Physically listening is the process in which someone receives sound through his ears. Those sounds are automatically passed to the brain, mentally recognized and categorized into parts of speech and analyzed to get the gist of the message. However it is not a matter of matching sounds and words to meaning. "A listener should utilize several cues such as utilizing previous knowledge, relating the message to the situation, being cognizant of the pragmatic and functional use of the language." Poelmans (2003:10-14) states that understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning. The listening comprehension process is a combination of (roughly) four sub-processes or modules.

1-What is listening process ?

(i) Hearing: The auditory reception of an acoustic signal (perception), as is also performed on non-speech sounds.

(ii) Categorization of sounds: Categorizing incoming sounds in terms of the sound categories of the language

(iii) Word recognition: word recognition: which refers to categorizing sounds and matching them to the mental lexicon to recognize them as meaningful parts of speech. Rost (2005: 20) asserts "Word recognition is considered to be fundamental to the success of spoken-language comprehension. It refers to identification of words and activating knowledge of words and meanings. However, due to the fact that there are no reliable clues indicating where a word starts and ends in the sound stream, word recognition is the most problematic process and major source of confusion in language comprehension, particularly for second-language learners".

(iv) Comprehension: Integrating the meanings of the words in their sequence into an interpretation of the entire utterance, i.e., a reconstruction of the speaker's communicative intention (= message).

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This figure shows the sub processes involved of the listening comprehension process.

Hearing

Categorization of speech sounds

Word recognition

Comprehension/Interpretation
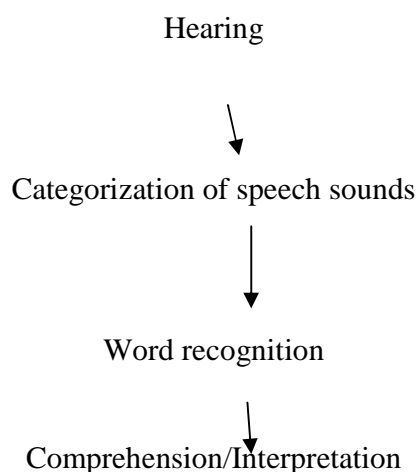
2-What is listening comprehension?

Oxford dictionary (1993: 206) defines listening as "Listening is a complex problem solving skill and it is more than just perception of the sounds. listening includes comprehension of meaning of words, phrases, sentences, hidden meaning and clues. Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge".

3-Types of Listening

After surfing the literature related to listening comprehension by Jeremy (2003: 228 - 231) ,the researcher could summarize the following types of it. Listening comprehension falls in different types such as extensive listening, intensive listening, selective listening and interactive listening.

3.1.Extensive listening:

This type of listening is concerned with promoting overall comprehension of a text and never requires learners to follow every word or understand it. Learners need to comprehend the text as a whole which is called global understanding. Activities in this section must be in harmony with the proficiency level of the listeners. At the developed stage, completing cloze exercises or giving one or two word answers, multiple choices, predicting the next utterances, forming connected sets of notes, inferring opinions, or interpreting parts of the text are some examples.

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3.2.Intensive listening:

Intensive listening activities are planned to enable learners acquire language form of the text ; lexical and grammatical units that lead to form meaning. So, intensive listening requires attention to specific items of language, sound or factual detail such as words, phrases, grammatical units, pragmatic units, sound changes (vowel reduction and consonant assimilation), stress, intonation and pauses… etc. Feedback on accuracy and repetition on the teacher's part promote success here. Paraphrasing, remembering specific words and sequences, filling gaps with missing words, identifying numbers and letters, picking out particular facts, discriminating the pronunciation of the same phoneme in different positions, replacing words, finding stress and boundaries are some good intensive listening practice.

3.3.Selective listening:

It involves listening to selected parts of a text. The focus is on the main parts of the listening material and noticing these parts acts as the key to the listener's, understanding of the meaning of whole of the text through inferring. As the expectation on understanding is focused and has a purpose, in these activities, listeners have the chance of second listening to check understanding and have feedback repeatedly. Listening to sound sequences, documentary, story maps, incomplete monologues, conversation cues and topic listening are examples of selective listening.

3.4.Interactive listening:

This is a very advanced stage of listening practice as it implies social interaction in small groups which is a 'true test' of listening. In interactive listening, learners, either in pairs or in groups, receive new information, identify it continuously. Besides, they have to work out the problems of understanding with each other and formulate responses immediately as it is required to be done in real life. It involves both comprehension and production, and it directly promotes speaking skill.

To conclude, listening comprehension is a skill to recognize sounds, words and rearrange them in meaningful units. There is an urgent need that a listener should be aware of the target language structure, segmental and super-segmental features to integrate the best form of comprehension.

4- Micro skills of listening comprehension

Listening is a holistic skill that can be broken into smaller sub skills to achieve comprehension of what is listened to.

Brown(2001:14-16) presents a list of the micro skills that are involved in listening. He explains that when teachers are working with listening, they can choose the listening micro skills depending on students' needs. He divides listening in micro skills in order to facilitate the teaching of listening. The following are some of the micro skills:

- Retaining chunks of language of different lengths in short term memory.
- Discriminating among the distinctive sounds of English.
- Recognizing English stress patterns, words in stressed and unstressed positions and rhythmic structure.
- Recognizing reduced forms of words.
- Processing speech containing pauses, errors, corrections and other performance variables. Recognize grammatical word classes,(nouns, verbs, etc.)systems (tense, agreement, plural) patterns, rules and elliptical forms.
- Recognizing that a particular meaning maybe expressed in different grammatical forms.
- Recognizing cohesive devises in spoken discourse.
- Infer situations, participants, goals using real-world knowledge.

In addition, other listening sub skills are assigned in the Palestinian English Language curriculum book (1999:30). They are listed below:

1- Identify the main idea or in other words skimming the text to get the gist.

2- Scanning for specific information .

3- Identifying the supporting sentences .

4- Identifying the text.

5- Inferring hidden meaning or speakers intention.

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6- Inferring meaning of unfamiliar words.

7- Judging the fairness or bias.

8-Drawing conclusion.

9-Relating the text to one's own experience.

5-Comprehension theories

Schemata refers to the total knowledge the person has in his mind. It develops and changes according to the new knowledge one receives. Little & Box (2011:3) explain schema theory as the theory which views organized knowledge as an elaborate network or storage system of abstract mental structures that represent an individual's understanding of concepts related to experiences and knowledge . The knowledge is organized into units called schemata. These units of knowledge are based on people's experiences, whether they be lived experiences or evolve as people have new experiences, and impact how people interpret and understand information. Some characteristics of schemata are:

- Schemata are always organized meaningfully, can be added to, and, as an individual gains experience, develop to include more variables and more specificity.
- Each schema is embedded in other schemata and itself contains subschema.
- Schemata change moment by moment as information is received.
- They may also be reorganized when incoming data reveal a need to restructure the concept.
- The mental representations used during perception and comprehension, and which evolve as a result of these processes, combine to form a whole which is greater than the sum of its parts.

5.1-Meta cognition theory

The term meta cognition refers to thinking about thinking or it is a matter of regulating the learning steps that a learner follows to achieve solving a problem. Ulrike et al (2012) state three meta cognitive strategies which are most critical for regulating the learning process, namely, planning, monitoring, and evaluation. The strategy of planning includes the setting of

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goals, selecting adequate cognitive strategies to achieve this goal, as well as the allocation of personal resources such as effort or time. Monitoring refers to being aware of one's comprehension and task performance—monitoring one's learning and continually comparing one's current state of learning to one's learning or achievement goals. In response to monitoring feedback, evaluation involves the correction of learning problems and adjustments in learning plans .

5.2-Propositional Theory

Any text consists of a chain of related sentences. Each sentence bears a small idea which participates in building the whole idea. In other words, a text is a building; sentences are its bricks. Kintsch (1998:22) proposes a detailed procedure, called propositional analysis, to parse the semantic content of short texts into constituent units. According to propositional analysis, any text can be decomposed into a list of basic semantic units, or propositions. Each proposition is made of a predicate (generally a verb or an adjective) and one or several arguments. The number and type of arguments that come with each predicate are determined by the predicate frame, or structure.

Commentary on the theories

The following theories can be summarized in the following points:
Any listening comprehension activity should be preceded by previewing the target text to adapt students' minds to relate the information to their own knowledge and to start creating the background mental image of it. One of the pedagogical implications of the theories is the necessity to familiarize students with the unfamiliar words which may hinder understanding , the setting and the characters. In addition, the material to be introduced should be familiar and interesting. This leads to improve students' cognitive skills, and their attitudes towards it. For more illustration, comprehensible input, reduces learner's anxiety which is an important factor in learning. The schemata theory implementation implies that questions or activities to activate listeners' previous knowledge related to the stimulus are a necessity. Meta cognition theory implies that learners should be familiarized with the strategies they should use to achieve understanding.

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6-Factors influencing listening comprehension process

6.1.Linguistic competence

The level of language competence influences the comprehension either positively or negatively. It is only when language users are cognizant of words and grammatical structures of a language that they can recognize them.

6.2.Pragmatics

Familiarity of the listener with the pragmatic use of the language facilitates comprehending the speaker's message or intention. Pragmatic use of language is concerned with intention. To illustrate, Deictic elements are elements that indirectly refer to objects in the real world. They are often used by a speaker, and interpreted by the listener; e.g. pronouns which refer to previously mentioned proper noun, moments in time (e.g., yesterday, now), locations in space (e.g., here, there).. Besides, intention refers to the speakers' goals when they produce utterances; that is, they want the listener to act in a certain way to accomplish the desired action. A speaker determines the choice of words, the grammatical structures and stress to express his intention. It is the listener's role to utilize his own ability to understand reference of the deictic elements, to deduce speaker's intention .

Ninio (2012:13) says these expressions are the deictic or indexical elements of language: pronouns and demonstratives such as *he, they, this and that, proper names such as John and Springfield, locatives such as here or there, temporal terms such as today or tomorrow, verbs like come, go, bring, and the like*. Because these expressions receive different interpretations in different contexts of use, the meaning of a sentence containing them is not absolute but relative to their situated use.

6.3.Knowledge of the world

Knowledge of the world plays a role in achieving comprehension of speech. It is important because it enables listeners to base the newly received knowledge on the background world knowledge. The world knowledge throws light on the new text and clarifies its components which enhances ,speeds and facilitates achieving comprehension. Knowledge of the world helps listener to categorize and classify information which makes it

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possible to interpret and remember this information. Recht & Leslie (1988:16-20) state "world knowledge speeds up comprehension of text by offering a foundation for making inferences."

6.4.-Memory

Listening is an aural skill which does not depend on printed word. Memory is the only vessel in which listener can save information . It is in continuous work as long as a listener is receiving information. Richards (1985:191) says memory works with propositions, not with sentences. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing it and avoid too much immediate detail. So, without having the ability to keep the important parts of utterances in memory, a listener can't achieve full comprehension.

7-Problems of listening Comprehension

Listening problems that result in miscommunication have several sources; the problem can be purely physical; for example a damage of the inner ear, or it can be linguistic, for example a problem with the recognition of speech sounds, or it can be of a more abstract cognitive level, for example misinterpretation of the message.

The current research investigated the related literature ; e.g. the researcher reviewed the works of authors such as Underwood's(1989), Goh's(2002: 185-206), Chen's (2005:10-18).   Mainly, Underwood sees that listening problems are related to learners' different backgrounds, such as their culture and education. She points out that students whose culture and education include a strong storytelling and oral communication tradition are generally "better" at listening comprehension than those from a reading and book-based cultural and educational background. Moreover, learners whose native language possesses the stress and intonation features similar to those of English are likely to have less trouble than the learners whose L1 is based on different rhythms and tones .Besides, Goh (2002:53) attributes listening comprehension problems to three cognitive processing phases; perception which refers to maintaining attention to spoken input, parsing that means encoding the input to establish a

meaningful representation in short-term memory, and utilization, or using the background knowledge to interpret the input for storage.

Other problems that encounter listening comprehension in learning a foreign language are summarized by the current researcher as follows:

1-Lack of phonemic awareness. It is believed that native speakers identify speech sounds because they have in mind their own perceptual prototypical phonemes. Thus, as long as the input sounds they receive lie within this range, the sound can be categorized correctly. However in l2 learners lack of knowledge of the L2 prototypes causes wrong categorization. Consequently, listeners fail to comprehend the message.

2. Other several factors which cause difficulties in listening are represented in stress, rhythm and intonation, rate of delivery, reduced forms, lack of concentration, pronunciation and accent of the speaker, rate of deliver ,the effect of tape recorder, lack of vocabulary, lack of proficiency, lack of practice and lack of linguistic competence.

7 .1. Reduced forms

There are different types of reduced forms, phonological, morphological, syntactic, and pragmatic; e.g. phonological(dyowanoeat? Do you want to eat?), morphological("I'll"), syntactic(when will you be back? Tomorrow, maybe.) And pragmatic (a phone rings in a house, then child answers and says, mom! Phone.).This reduction of forms represents a problem for EFL learners ,especially, at starting the process of learning a foreign language.

7.2-Stress, rhythm, and intonation

The prosodic features (Stress, rhythm, and intonation)of the English language are crucial for learners because they influence meaning. Prosodic features enable the listener to interpret when the speaker is asking a question, making a statement, or making emphasis on a specific part of the sentence. Besides, by recognizing stress, rhythm, and intonation the listener understands the speaker's intention of the message delivered.

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7.3-Rate of delivery

Speed of a speaker's utterances, or rate of delivery is a problem that listeners encounter when listening to foreigners. Speed may obstruct getting the speaker's message.

7.4-Lack of vocabulary

Lack of vocabulary can make learners lose messages expressed by speakers. However, this difficulty is reduced when listeners focus on getting the gist of the message not the meaning of each word.

7.5-Lack of concentration

Learners lose concentration when the topic is boring, when it does not match students' previous knowledge , or when they are incapable of following the conversation or when they feel anxious and they are worried so much about answering the questions that they do not have time to listen to. The researcher assures that all of these difficulties are faced by her students in listening comprehension.

8-What role does listening comprehension play in learning?

Listening is the first source of learning that Allah has provided creatures with. It is the first sense that receives stimulus when a baby is born. Oral skills, listening and speaking, were the means of commutation between Allah, Mosses, Ibraheem and between The holy spirit , Mohammed and Jesus. Listening was also honored in Quran as it is mentioned in the first position in the verse. Al Isra Sura verse, (36). "The hearing ,the sight ,and the heart ,all each of those shall be questioned of". And in al Mulk or The Sovereignty Sura verse,(23)." It's He who has created you, And made for you the faculties of hearing, seeing, And understanding. little thanks it is give ". Moreover, Physically, without listening, human being can't speak.

On the level of learning, listening precedes reading as a tool of receiving messages At the level of language leaning, young children start acquiring language items in the first year of their lives through receiving those items from the care givers. They store those items and start reproducing them after sometime in the first three years of their lives. This means that information passes through their ears to be stored in their brains. Besides, most of the learning process which takes place in classrooms happens through aural presentation.

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Bilash (2011:26) states "The better a student can understand what is being said the better will be their ability to communicate. In addition, they will be able to notice the characteristics of the target language which will help improve their language development in all four skills".

9-Motivation for the use of comprehension questions: Bilash (2011:42)

- They help students to develop their higher order thinking skills when they are well designed.
- They help students draw general meaning of the text.
- They help developing critical thinking skills.
- They help students developed an practice comprehension strategies.
- They help students develop cognitive skills.
- They develop students vocabulary.

10-The listening Process in classroom:

It is necessary to focus on the process of listening in the classroom rather than on its product. To achieve this goal:

- Teachers should focus on developing student's awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, they show student the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use these strategies.
- They have to ask students to practice listening strategies in class and ask them to practice outside class in their listening assignments.
- They should encourage students to be conscious of what they're doing while they are completing listening tape assignments.

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- They should encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment.

- They must build comprehension checks into in-class and out of class listening assignments, and periodically review how and when to use particular strategies.

- They have encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.

- They must not assume that students will transfer strategy use from one task to another. They should explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

By raising student's awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communicative situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

11-Goals and Techniques for Teaching Listening

The ultimate goal of teaching listening comprehension is to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. This means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

To accomplish this goal, instructors focus on the process of listening rather than on its product. That is, they should do the following : Osada (2004:37)

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language. They allow students to practice the full repertoire of listening strategies by using authentic listening tasks. They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.

When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.

They have students practice listening strategies in class and ask them to practice outside class in their listening assignments.

- They encourage students to be conscious of what they're doing while they complete listening tape assignments. (meta cognitive strategies).

They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

12-Conditions of Listening Comprehension

Listening comprehension involves phonological, prosodic, lexical, syntactic, semantic, and pragmatic component. The fact that we achieve all this in real time as the message being unfolded makes listening "complex, dynamic, and fragile" (Murcia, 1995:366).

Osada (2004:41) reviews a growing body of literature related to L2 listening. This literature includes empirical research, such as the studies reviewed in Oxford (1993). The L2 Listening literature also includes a number of theoretical and pedagogical monographs, such as Underwood'S (1989) , Mendelsohn and Rubin'S(1995)and Rost'S (1990-1991). Osda points out that the following facts about L2 listening comprehension have emerged from the literature as condition to achieve listening comprehension:

1. Familiarity with passage content facilitates L2 listening comprehension.
2. lower proficiency L2 listeners attend to phonological or semantic cues, whereas higher- proficiency L2 listeners attend to semantic cues.

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3. The effectiveness of different types of speech modifications or visual aids varies according to the degree of L2 listening proficiency.

4. Repetition of passage should be encouraged as it appears to facilitate L2 Listening comprehension more than other types of modifications.

5. The use of pre listening activities, particularly those that provide short synopses of the listening passage allow listeners to preview the comprehension questions, facilitate L2 Listening comprehension.

6. The use of videotape, as opposed to audiotape, as a means of presenting listening passages facilitates L2 listening comprehension, especially with regard to attitudinal and intentional factors.

7. Training in the use of listening strategies facilitates L2 listening comprehension and L2 learners can and should be taught how to use listening strategies.

8. Due to the complex nature of listening comprehension, L2 listening practice should encompass a wide range of situations where listening is required as well as different types of listening, different types of listening passages, different modes of presentation (e.g., live, videotape, audiotape) and different types of activities or tasks.

9. The use of authentic, as opposed to pedagogical, listening passages leads to greater improvement in L2 listening comprehension performance.

13-Listening material

EFL learners should be provided with authentic listening material in order to enable them comprehend spoken messages in daily life. What and why is authentic material?

As it is previously mentioned there is a necessity to use authentic, as opposed to pedagogical, listening passages. Thus, what is authentic material? It is the language of everyday life such as song, advertisement, T.V programs, radios . in this thesis, the focus is on songs and stories as elements of authentic material because they are suggested to be used as intervention material while running the experiment.

13.1-The influence of songs as an authentic material in foreign language classes:

Using songs influences teaching a foreign language positively. That is, songs are capable of changing the mood of the learners especially low achiever because it is accompanied with music which affects mood and feeling .Moreover, they facilitate memorizing the new vocabulary which ,in turn, enhances the level of comprehension of any language content. Moreover, songs represent a vehicle that contains culture, vocabulary, grammar of spoken language ,rhymes. In this concern Keskin(2004:93) argues that songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily. Besides, utilizing songs in class environment amuses students, helps them feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song. Also they help motivating the learners as they provide a pleasant atmosphere. The students are actively involved in the learning process by making use of their musical knowledge.

The researcher considers songs as invaluable authentic tools of learning, not only on the linguistic level but also on the level of cultural values of songs. They are learnable as they are easily memorized and can be repeated every time and everywhere which achieves deeper and faster understanding. Moreover, they adapt students to perceive other listening material. That is, because listeners get used to the accent and to the flow of words, chunk and the intonation of the spoken language.

Schoep(2001:118) suggests:

- The values of songs in learning Sl / Fl songs is that they Provide opportunities for repetition. and practice. Songs provide opportunities for real language use.
- Songs cognitive reason: Songs contribute to fluency and automatic use of language structure.
- Songs are key to primary language practice as the songs create a natural safe class room.

13.2-Story

Storytelling is an old traditional mean of teaching. History and cultures descended through generations by story retelling. Utilizing story telling in the classroom is effective as it creates an exciting climate in the classroom which heightens learners' motivation, helps them to concentrate and attracts their attention . It is as old as speech. Verdugo and Belmonte (2007:31) mention that" Storytelling emphasizes a positive, collaborative, and supportive classroom climate in which students could develop skills in listening, speaking, reading and writing."

14-Processes involved in listening comprehension:

Two processes are involved in listening comprehension. They are bottom up (Literary) and top down(inferential) processes. Bottom up process refers to reaching the meaning of utterances and texts through recognizing small items of language components such as phonemes, words, phrases, grammar, stress and intonation. On the other hand, top down process refers to getting meaning depending on students' schemata, world knowledge predicting what is going to be said, finding relations of cause and effect, drawing conclusion, inferring behind printed words.

According to Jack and Willy (2002:239),

> "the bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are formed together to form complete meaningful texts."

Nevertheless, they add the top-down view suggests that listening actively constructs the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses previous knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Context and situation include such things as knowledge of the topic at hand, the speaker or speakers and the relationship to the situation, as well as to each other and prior events.

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According to Flowerdew and Miller (2005:27),

> "at the level of the group beginners are likely to need spend more time on developing basic bottom-up skills of the decoding. For more advanced learners, however, who have mastered basic phonology and syntax, emphasis on the development of top-down skills of applying schematic knowledge maybe more appropriate, although even advanced learners need to work on bottom-up features of fast speech."

Brown (2001:57) presents a quantity of activities illustrating the difference between bottom-up and top – down processes.

Exercises for beginning level listeners**.**

-*Bottom – up*

1. Discriminating between intonation contours in sentences.
2. Discriminating between phonemes.
3. Selective listening for morphological endings.
4. Selecting details from the text. (word recognition).
5. Listening for normal sentence. (Word order).

-*Top – Down*

1. Getting the gist of a text.
2. Recognizing the topic.
3. Following directions.
4. Discrimination between emotional reactions.

-*For intermediate level listeners*

Bottom – up

1. Recognizing fast speech forms.
2. Finding the stressed syllable.
3. Recognizing words with reduced syllables.

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Top – down

1. Analyze discourse structure to suggest effective listening strategies.
2. listen to identify the speaker .
3. Finding details.
4. Making inferences.

Based on the current researcher's own experience ,she points to the following cognitive skills; drawing conclusion, relating the new information to one's own experience, judging, exploring bias are top down listening comprehension processes

15-Steps of teaching listening comprehension skills in a classroom

There is an overwhelming agreement that teaching listening ,like other language skills , should pass through three stages, pre listening, while listening and post listening. Each of these stages involves specific activities which ultimately participate and aims to achieve comprehensive comprehension of a spoken text to Brown(2006: 1-10) summarizes these steps in the following items.

1. Activation of prior knowledge for improved listening comprehension.
2. Systematic presentation of listening for main ideas, listening for details, and listening and making inferences.
3. Stimulating integration of real world cultural information for students to know and share.
4. presentation of extensive listening tasks leading to personalized speaking.

The following table includes the current researcher's illustration of the upper mentioned tips in a listening class.

Pre-listening	
Objectives	**Activity**
Warming up	In this phase students Predict information related to the text through orienting them to investigate the little and accompanied pictures .
Familiarizing students with the	Where possible, make sure students know what they are

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objectives	listening for before you start listening. Explain that they should focus only on the information they need
Adapting students to the new topic by integrating previous and world knowledge to the new text.	Brainstorm students' ideas on the topic they are going to listen to. This helps them focus on the objective.
Facilitating understanding obstructions	If possible, check for any words that your students may not know. Pre-teach these words, so they do not interfere with understanding.

While listening steps	
Orienting students towards the gist. **Note** :in this stage, the recorder is played more than one time. Each time aims at achieving a specific objective	.1- students provided with one or two questions that help them to get the gist of the spoken text. 2- Students read the text to get the gist .They shouldn't worry that they have not understood every word they hear. Not every word is important!
Finding details	Give two or three general questions to check Students' comprehension of the basic details.
Orienting students to read purposefully	Providing questions to make students note any dates, people or places they hear.
	Dividing students into groups and giving each group a different listening task (e.g. different questions). Then swap their answers and have students listen again and check their classmates' answers.
	Repeating the recording is necessary especially, the parts students have most trouble understanding them.
Post listening stage	Post listening activities can be used to check comprehension, evaluate listening skill, use of listening strategies and use the knowledge gained in other contexts. Relate the text to personal life, criticize the validity of the material, discovering bias and inferring hidden messages

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In addition, a teacher should not choose listening material that is too long. If necessary, he/ she should stop the listening to the material at certain points and review what students have understood. Then ,he/she proceeds to the next.

16-Developing listening comprehension questions

The researcher believes that the use of well-designed comprehension questions develop students reading comprehension abilities. Literal questions are not supports enough to check students' deep understanding of texts. Through surfing literature related to comprehension questions and through the researcher's own experience as a teacher, the following *are* the forms that comprehension questions may take to stimulate students' deep understanding of texts.

16.1-Yes/no questions

*(Yes/no)*questions are simply questions that can be answered with either *yes* or *no*. *Yes/no* questions can be used to prompt all six types of comprehension. When (*yes/no*)questions are used with personal response or evaluation, other forms of questions seem to follow readily. For example, *Did you like this article? Why?* The follow-up questions may be more useful in helping students than the initial *yes/no* questions.

16.2-Alternative questions

Alternative questions are two or more *yes/no* questions connected with or: *for example*, *Does this* article focus on the use of questions to teach reading comprehension or to test reading comprehension? Similar to *yes/no* questions, alternative questions are subject to guessing, so ,they work best for literal, and prediction types of comprehension.

16.3-True or false

True or *false* questions There is a potential danger in depending exclusively on true or false questions. Because there is 50% chance of guessing the correct answer, a teacher may reduce this percentage by asking reasoning or explanation for the choice .The false or true answers must be carefully designed to explore misunderstandings of the text. When the answers are clear to be correct or incorrect, they do not check real understanding because

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students do not have to think or to analyze. Moreover, true and false questions should be well designed that is not a part of the statement is true and the other part is false

16.4-Wh- questions

Wh-Questions begin with *where*, *what*, *when*, *who*, *how*, and *why* . They are excellent in all levels of understanding ; literal questions, inferential; in addition to questions that check evaluation elicit personal responses and predictions.

16.5-Multiple-choice

This form of questions asks students to choose one correct answer among other distracters. They may be given to make *wh*-questions easier to answer ,especially with beginner students because they orient students to some possible answers. Students might be able to check the text to see if any of the choices are specifically discussed, and then make a choice. *Multiple-choice* questions can be used at all levels of comprehension. What makes this type of questions more effective is asking students to justify their choices. Regardless of the level of comprehension or the form of the question, teachers should allow multiple turns of listening to facilitate retaining information and interacting with the text. In the researcher's experience, well-designed comprehension questions can promote students' critical thinking, analysis and evaluation.

17-Non linguistic variables affecting successful listening (Rost 1990:86)

Noise: Distractions and noise during the listening segment should be reduced and sound-proof language lab is perfect for this purpose.

Equipment: If the cassette player or CD player being used does not produce acceptable sound quality, it may harm developing skill or motivation.

Repetition: playing the text 2-3 times might be required in respect of the types of texts. In case of no chance of repetition, learners may become anxious about catching it all the first time and that will impede their actual performance.

Content: It is a strong variable to be able to make difference in developing skill. The material should be interesting and appropriate for the class level in topic, speed and

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vocabulary. Some guidelines for judging the relative ease or difficulty of a listening text for a particular purpose or particular group of students might be: Brown(2006: 28)

a. The selected material must be relevant to student's real life; language of the text should be authentic and would vary in terms of learners' interest and age group.

b. The storyline, narrative, or instruction should confirm common expectation in organization. It may contain main idea, details, and examples. An informative title might also be helpful.

c. Learners have to be familiar with the topic. They might feel major comprehension difficulties because of misapplication of background knowledge due to cultural differences.

d. At the beginner level of proficiency, the language of listening text should discard redundancy while in the higher proficiency level students may benefit from redundant language.

e. If the text involves more than one individual, the differences between them should be marked conspicuously which can make the comprehension easy.

f. Most texts should have visual supports like clippings, maps, diagrams, pictures or images in video that contextualize the listening input and provide clues to meaning in order to aid their interpretation.

Recording own tape: Any way, recording must be of an English speaker. Copying recording two to three times is preferred in order to avoid rewinding which may discrete attention of the listeners.

Using video: Using video clippings with sound off and then asking students what dialogue is taking place is a good practice. Next, the teacher may play sound and check their understanding and interpret them about the discrepancy between their predictions and reality. It may also be done with the video first and giving only sound to guess what the context is can obviously effect comprehending.

Homework: In teaching listening, homework is a must. A listening task between two classes prevent them forgetting. Encouraging public listening and having notes on them is a

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free pave to walk in teaching listening which leads to success. Providing tape recording with questions, dictation, or a worksheet to complete may bring the expected results.

Using internet: If learners have opportunity to use a computer with internet access and headphones or speakers, teacher may direct them toward some listening practice sites and homework can also be assigned from these accesses.

Chapter II: Part one:
Theoretical Framework
Multimedia

II Multimedia

Multimedia has received many different definitions but they all pour in the same bowl and spring from the same resource. To illustrate, all agree that it is a matter of combining picture ,voice ,animation and color to create an integrated environment that send signs to the brain to compose the mental image of the target information. In addition, instructional multimedia or multimedia learning, generally, refers to utilizing multimedia for presenting or delivering instruction, making use of the components of multimedia to produce an integrated educational environment.

1-What is multimedia?

Moreover, Multimedia is the "use of multiple forms of media in a presentation" (Schwartz & Beichner, 1999:8). Brooks (1997:17) shows that multimedia is the "combined use of several media, such as movies, slides, music, and lighting, especially for the purpose of education or entertainment". Also, Multimedia is "information in the form of graphics, audio, video, or movies. A multimedia document contains a media element other than plain text" (Greenlaw & Hepp, 1999: 44).

Furthermore, Multimedia comprises a computer program that includes "text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics" (Maddux, Johnson, & Willis, 2001: 253).

The commonality among these definitions "involves the integration of more than one medium into some form of communication….Most commonly, though, this term now refers to the integration of media such as text, sound, graphics, animation, video, imaging, and spatial modeling into a computer system (Wodtke, 1993 & Jonassen, 2000: 207).

According to Mayer(2001)" the term multimedia conjures up a variety of meanings. You might think of sitting in a room where images are presented on one or more screens and music or other sounds are presented during speakers– that is, multi- media a "live" performance. Alternatively, you might think of sitting in front of a computer screen that presents graphics on the screen along with spoken words from the computer's speakers –that is, multimedia an online lesson. Other possibilities include watching a video on a television screen while listening to the corresponding words, music, and sounds, or watching a PowerPoint".

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1.1-Multimedia in the Teaching/Learning Process

According to Mayer(2001:34) Multimedia learning refers to the cognitive effect or mental images that man forms as consequences of being exposed to a multimedia show. Multimedia learning occurs when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video).As you can see in this definition, multimedia refers to the presentation of words and pictures, whereas learning refers to the learner's construction of knowledge. The process by which people build mental representations from words and pictures is the focus of Mayer's cognitive theory of multimedia learning . He adds that multimedia offers instructors and students new ways to enhance the teaching/learning process. Multimedia is important in education because it holds great promise for improving the quality of education. That is, it provides teachers and students with the tools to access multiple images and sounds. Teachers can "break free" from the constraints of textbooks and the chalkboard. Classes can experience specific learning material, know about its background in real-time or slow motion.

Moreover, in learning English there is interactivity which means mutual action between the learner, the learning system, and the learning material. Numerous studies have found that interactivity has a strong positive effect on learning (Bosco, 1986, Fletcher, 1989, 1990, Stanfford, 1990). For example, Bosco (1986) reviewed 75 learning studies and found that learners learn faster, and have better attitudes toward learning when using interactive multimedia.

1.2-Rationale for Multimedia Use

The fundamental principle behind multimedia learning is 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, animation and video. That using both words and pictures is more effective than words alone should not be surprising in the light of what we know about how the brain processes information. Research tells us that the use of both words and pictures lets the brain process more information in working memory (Sweller, 2005).

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When words and pictures are presented together as in narrated animation, students perform well both on retention and transfer tests (Mayer &Anderson, 1991,1992).In particular, when we focus on tests of problem- solving transfer– which are designed to measure the student's understanding of the presented material–students perform much better with words and pictures than from words alone.

-On the affective level

Multimedia presentations have an amount of entertainment, enjoyment and excitement as learners may be involved in the live experience as participants in the real time , place and event. Astleitner &Wiesner(2004) and Yarbrough(2001) suggest that student satisfaction and motivation is higher in courses that use multimedia materials than the traditional ones.

-On the cognitive level

 multimedia can improve learning and retention of material presented during a class session or individual study period as it provides multiple sources of stimuli for the senses and the brain. According to Najjar(1996),Fletcher, (2003); Kozma, (2000);Mayer,(2001).), this improvement can be attributed mainly to dual coding of the information presented in two different modalities : visual plus auditory which lead to increased comprehension of the material during the class session, and improved retention of the material at later testing. In addition, Shuell and Farber (2001). examined the attitudes of over 700 college students toward the use of computer technology in twenty courses representing a wide range of academic disciplines. Students were generally very positive about the use of technology:

▪ One reason to implement multimedia into the classroom is because it is engaging. Multimedia allows us to make our lessons entertaining, therefore grabbing the attention of our students.

▪ The second reason is that it allows us to provide differentiated instruction. Having different ways to present information to our students allows teachers to meet the needs of all students.

▪ The third reason is that multimedia is a great way to make sure our   lessons are organized. There are many tools that we can use to help organize our presentation, therefore making it easier to understand.

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- The fourth reason is that we are exposing our students to the real world. Our students are going to be required to use multimedia in their jobs one day and by exposing them at an early age we are preparing them for the future.
- The last reason to use multimedia is that is can enhance concepts that are not as interesting as others. There are many ways that the web can turn a not so interesting topic into something the students are willing to learn.

1.3- Multimedia principles

Basic principles for designing multimedia learning environments:

1.3.1-Multiple Representation Principle:

It is better to present an explanation using two modes of representation rather than one. For example, students who listened to a narration explaining how a bicycle tire pump works while also viewing a corresponding animation generated twice as many useful solutions to subsequent problem-solving transfer questions than did students who listened to the same narration without viewing any animation . Similarly, students who read a text containing captioned illustrations placed near the corresponding words generated about 65%more useful solutions on a subsequent problem-solving transfer test than did students who simply read the text (Mayer and Gallini, 1990:20). We call this result a Multimedia learning effect. The multimedia effect is consistent with a cognitive theory of multimedia learning because students given multimedia explanations are able to build two different mental representations verbal model and a visual model--and build connections between them.

1.3.2-Contiguity Principle: is that students better understand an explanation when corresponding words and pictures are presented at the same time than when they are separated in time. For example, students who listened to a narration explaining how a bicycle tire pump works while also viewing a corresponding animation generated 50% more useful solutions to subsequent problem-solving transfer questions than did students who viewed the animation before or after listening to the narration. Similarly, students who read a text explaining how tire pumps work that included captioned illustrations placed near the text generated about 75% more useful solutions on problem-solving transfer questions than did students who read the same text and illustrations presented on separate pages (Mayer, 1989;Mayer, Steinhoff, Bower,

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& Mars, 1995). We call this result a contiguity effect. This result is consistent with the cognitive theory of multimedia learning because corresponding words and pictures must be in working memory at the same time in order to facilitate the construction of referential links between them.

1..3.3-Split-Attention Principle: When giving a multimedia explanation, present words as auditory narration rather than as visual on-screen text. The third principle is that words should be presented auditory rather than visually. For example, students who viewed an animation depicting the formation of lightning while also listening to a corresponding narration generated approximately 50% more useful solutions on a subsequent problem-solving transfer test than did students who viewed the same animation with corresponding on-screen text consisting of the same words as the narration (Mayer & Moreno, in press). Sweller and his colleagues call this a Multimedia learning split attention effect (Chandler &Sweller, 1991; Mousavi, Low & Sweller, 1995; Sweller, Chandler, Tierney and Cooper, 1990). This result is consistent with the cognitive theory of multimedia learning because the on-screen text and animation can overload the visual information processing system whereas narration is processed in the verbal information processing system and animation is processed in the visual information processing system.

1.3.4-Individual Differences Principle: The foregoing principles are more important for low knowledge than high-knowledge learners, and for high-spatial rather than low-spatial learners.

The fourth principle is that multimedia effects, contiguity effects, and split-attention effects depend on individual differences in the learner. For example, students who lack prior knowledge tended to show stronger multimedia effects and contiguity effects than students who possessed high levels of prior knowledge (Mayer &Gallini, 1990, Mayer, Steinhoff, Bower & Mars, 1995). According to a cognitive theory of multimedia learning, 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. Additionally, students who scored high on tests of spatial ability showed greater multimedia effects than did students who scored low on spatial ability (Mayer & Sims, 1994). According to a cognitive theory of multimedia learning, students with high spatial ability are able to hold the visual image in visual working memory and thus are more likely to benefit from contiguous presentation of words and pictures.

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1.3.5-Coherence Principle: When giving a multimedia explanation, use few rather than many extraneous words and pictures. The fifth principle is that students learn better from a coherent summary which highlights the relevant words and pictures than from a longer version of the summary. For example, students who read a passage explaining the steps in how lightning forms along with corresponding illustrations generated 50% more useful solutions on a subsequent problem-solving transfer test than did students who read the same information with additional details inserted in the materials (Mayer, Bove, Bryman, Mars &Tapangco, 1996; Harp & Mayer, 1997). Sweller and his colleagues refer to this as the redundancy effect and Multimedia learning. This result is consistent with a cognitive theory of multimedia learning, in which a shorter presentation primes the learner to select relevant information and organize it productively, than from words alone); spatial contiguity principle (people learn better when related words and pictures are in close proximity); temporal contiguity principle (people learn better when related words and pictures are close together in time); coherence principle (people learn better when irrelevant words, pictures, and sounds are eliminated from the presentation); modality principle (people learn better from narration and animation than from text and animation); redundancy principle (people learn better from narration and animation compared to animation, narration, and text); and individual differences principle (individuals with low prior content knowledge and individuals with high spatial skills benefit most from animation and narration-presented), and evaluated these principles based on transfer (Mayer 2001). Austin (2009) notes the modality principle (people learn better from narration and animation than from text and animation) and the redundancy principle (people learn better from narration and animation compared to animation, narration, and text) serve as theoretical foundations for the other principles because they describe how information is processed. Researchers found that the modality principle's combination of pictorial and auditory materials yield better test results on transfer performance compared to a combination of written and pictorial. Mayer (2001:57)discusses twelve principles that shape the design and organization of multimedia presentations. However, these twelve principles are not different in essence from the upper mentioned ones. *They are the following:*

1. *Coherence Principle* :people learn better when extraneous words, pictures and sounds are excluded rather than included.

2. *Signaling Principle* :people learn better when cues that highlight the organization of the

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essential material are added.

3. *Redundancy Principle* :people learn better from graphics and narration than from graphics, narration and on-screen text.

4**.** *Spatial Contiguity Principle* :people learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.

5. *Temporal Contiguity Principle* :people learn better when corresponding words and pictures are presented simultaneously rather than successively.

6. *Segmenting Principle* :people learn better from a multimedia lesson is presented in user-paced segments rather than as a continuous unit.

7. *Pre-training Principle* :people learn better from a multimedia lesson when they know the names and characteristics of the main concepts.

8. *Modality Principle* :people learn better from graphics and narrations than from animation and on-screen text.

9. *Multimedia Principle* :people learn better from words and pictures than from words alone.

10. *Personalization Principle* **:**people learn better from multimedia lessons when words are in conversational style rather than formal style.

11. *Voice Principle* : people learn better when the narration in multimedia lessons is spoken in a friendly human voice rather than a machine voice.

12**.** *Image Principle* :people do not necessarily learn better from a multimedia lesson when the speaker's image is added to the screen.

In conclusion , the researcher can say that the essence of all those principles that man learns better when he/she receives stimuli by different senses(Auditory , visual and animation)and when those stimuli are presented Contiguity

1.4-What is "multimedia" in an educational context?

M.Cog. (1995:66) states "The term "multi-media" is used to describe combinations of media formats such as using slides and audio tape separately in a lecture. This practice is based on the assumption that the use of multiple sensory channels is more effective than the use of each alone. The "cue summation" principle suggests that a combination of channels offers learners a variety of visual and auditory cues, so each learner able to select the best cues to meet his or her individual sensory needs. This understanding is confirmed by various research studies and is exercised in the development of any multi-media teaching.

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1.5-Multimedia Cognitive theory

Austin (2009:13-40) explains the three cognitive science principles of learning: the human information processing system includes dual channels for visual/pictorial and auditory/verbal processing (i.e., dual-channels assumption); each channel has limited capacity for processing (i.e., limited capacity assumption); and active learning entails carrying out a coordinated set of cognitive processes during learning (i.e., active processing assumption). Then he explains the processes of the cognitive theory of multimedia learning which is based on the former principles. He specifies five cognitive processes in multimedia learning: selecting relevant words from the presented text or narration, selecting relevant images from the presented illustrations, organizing the selected words into a coherent verbal representation, organizing selected images into a coherent pictorial representation, and integrating the pictorial and verbal representations and prior knowledge.

The following table explains Austin's three cognitive science principles of learning principles.

Assumption	Description
Dual channels	Humans possess separate channels for processing visual and auditory information
Limited capacity	Humans are limited in the amount of information that can be processed in each channel at one time
Active processing	attending to relevant incoming information, organizing selected information coherent mental representations, and integrating mental representations with other knowledge

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The following table explains Mayer's (2001:71) Five Cognitive Processes in the Cognitive Theory of Multimedia Learning

Process	Description
Selecting words Learner pays attention to relevant words in a multimedia	message to create sounds in working memory.
Selecting images Learner pays attention to relevant pictures in a multimedia	message to create images in working memory.
Organizing words Learner builds connections among selected words to create	a coherent verbal model in working memory.
Organizing image Learner builds connections among selected images to	create a coherent pictorial model in working memory.
Integrating Learner builds connections between verbal and pictorial	models and with prior knowledge.

1.6-Advantages of multimedia

- Multimedia has the potential to create high quality learning environments. The key elements of multiple media, user control over the delivery of information, and interactivity can be used to enhance the learning process through creating integrated learning environments. Explanation can be combined with illustrative examples, online assessment with feedback and the user can be provided with opportunities to practice and experiment. A range of media elements can be used to convey a given message. After investigating the relevant literature, the researcher has collected the potential pedagogical advantages of multimedia. Raising interest level students appreciate (and often expect) a variety of media.

- Enhancing understanding rich media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time increasing memory ability rich media materials lead to better encoding and easier retrieval. Moreover, Caircross (2001:156) summarizes advantages of multimedia to education. He claimes "Multimedia can bring a number of advantages to education.

- The key features of multiple media, user control over the delivery of information and interactivity can help learners come to a deeper understanding through supporting

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conceptualization and contextualization of the new material being presented; actively involving the learner in the learning process; promoting internal reaction."

In addition, Staylor(2002:23)suggests that Multimedia can bring a variety of advantages such as:

- Reduced Learning Time: Self- Paced, Immediate Interaction, feedback and personalized instruction can reduce training time 50% (avg.)

- Increased Retention: the reinforcement of the interactive lessons increases learning.

- Increased Safety: the technology allows exploration of dangerous subjects which would be difficult or impossible in the classroom.

- Increased Motivation: the responsive feedback and individual involvement makes the student a more willing participant.

- Increased Access: student instruction is not confined to times when the instructor is available.

- Learners enjoy interactive learning

- Efficient, effective and flexible learning.

Moreover Du (2011: 913) mentions some multimedia advantages in teaching English

- *The application of multimedia can stimulate students' interest and improve their language sense.*

With this interactive, virtual atmosphere, students can get knowledge in a pleasant

environment and apply it easily, which can help their full development.

- *The Application of Multimedia can Help Cultivate the Intercultural Communication*

Learning a language is tightly connected with its culture.

To learn English well needs the integration of English and the culture of English-speaking countries. With multimedia, students can have more chances to be exposed to English culture directly or indirectly, which cannot be achieved from traditional classes.

- *The Application of Multimedia can Strengthen Students' Comprehension and Understanding*

All senses are involved in the learning process . Sight and hearing accounts for 94% of the comprehension of learning materials, among which sight makes up 83%, and hearing 11%. When hearing and sight combine, the effect is strikingly improved. The application of multimedia motivates the senses, especially sight and hearing, which effectively strengthen students' comprehension and understanding.

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- The Application of Multimedia can Improve Teaching Quality

motivation and attitude are the two key factors of English learning . Active learning motivation and attitude can help learners acquire the target language proficiency. The more active leaning becomes, and the better learning effect, vice versa. The application of multimedia arouses the motivation of learners, and can promote their learning from the internal cause.

- *Improves Learning* **:** Multimedia learning takes less time, it enjoys more and increases learning. Najjar (1996: 30) found that "learning was higher when information was presented via computer-based multimedia systems than traditional classroom lectures".

Wang(2012:154) investigates the advantages of incorporating such technology in the English language teaching. The advantages of using multimedia in teaching English are,

-Creating a better English communicative environment for students. students can attend the foreign language classes from the network at home.

-In addition, multimedia gives the students a lot of practice. It can not only bring the real life and real English close to the students but also make the learning process more enjoyable. The communication that is based on the computer gives the learners an opportunity to interact with others without interruptions, time pressure or social anxiety. And it takes each student as a unit which is especially suitable for the unconfident students who are always too shy to speak in public.

- Improving the efficiency of class teaching. Excellent and effective teaching efficiency means "high consistency" and "fast rhythm". High consistency is considered as "the capacity of language practice is large and extensive", while "fast rhythm" drives at "the fast teaching pace, flexible and practical conversion and compact teaching steps" . So, in the limited class, the teachers can design more activities to practice.

- Multimedia is a rich treasure-house of educational resources both the teachers or students can find whatever information they need for the English language teaching and learning. That is they can conveniently share whatever useful material through the Internet. There are also many software programs to accompany the course-book. The use of multimedia in teaching English can make the lessons more effective and efficient.

- Improving the teaching mode. The educational system has changed from the teacher-centered method of teaching into the student-centered learning . It modifies the role between teachers and students in the teaching process. In the traditional teaching mode, teacher

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controls the teaching process and the students are passive and obedient recipients of information, they take little part in the learning process. But now, in multimedia classes English teaching creates a student-centered learning environment which has students develop critical thinking skills, experiential learning and the ability of problem-solving, team skills and interdisciplinary knowledge, with technology being integrated to their learning. It is a teaching mode where the students are active participants in the learning process. Teachers should design their teaching based on students' ability of apprehending materials, distinguishing words, comprehending passages and training language communication**.**

1.7-Disadvantages of network and multimedia in English teaching

The multimedia technology has changed the traditional teaching mode and the students' traditional innate mode of thinking and habit of learning. It also has brought forth an unprecedented vitality for the English language teaching reform. It can be an educational tool, but it is not a panacea for the problems of tertiary education. At present, it has its own disadvantages. So this part will discuss the shortcomings or obstacles related to the issue of using multimedia technology in the English language teaching from several points.

Financial barriers using this advanced technology in teaching will need a lot of money to support schools with technological instruments for each class.

Moreover, the financial barriers also include the investment in training. Using the advanced technology in the English language teaching requires teachers and students to know the technological knowledge and computer skills. At present, some teachers don't use the technology in teaching well so that they are reluctant to have lessons with this, because they will be at a loss if the computers have any problems, even make the lesson turn out contrary to the teacher's expectation.

The students who do not understand how to master such new technology. It may be also beyond the current capacity for schools in the English language teaching(Wang 2012).

In addition, the computer screen changes very quickly and nothing stays there, so some students may find it is difficult to follow the teacher, they also don't have much time to copy the important points as in the traditional class. Even though they get some notes, they still do

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not understand them normally because they just pay attention to the words on the screen and try to follow the ever-changing screens.

Sometimes, students' attention may also change into elsewhere if the courseware is designed to aesthetically. As we know, the courseware may integrate the sound, pictures, animations and others in a whole so as to bring people some artistic taste. Students may be too absorbed in the beautiful scenery on the screen or the pleasant music from the loudspeakers to keep concentrated on learning, and then they may discuss others in a disorder conversation.

Kearsley(2000:10)mentions that the teaching quality may go down. Some English teachers' vexation. Through our practical multimedia network class, it is not difficult to find that network English teaching may be an vexation for some English teachers. At present, the use of multimedia is very common, but some teachers just only have a superficial knowledge about it. When they have lessons, they will run to ask for help from the technical personnel once they touch a wrong key. If no one can give a hand, the class will disrupt even stop. So the teachers who give the network English teaching should not only prepare the lessons by making courseware with a good knowledge of operating computers but also give guidance to students in operation of computers. It is an immense challenge for the English teachers.

So the teachers who cannot manipulate the computer efficiently are anxious when they have the multimedia network lessons. Even though the teachers have much experience in this aspect, they still feel annoyed when they design their own courseware. They should spend a lot of time in searching materials, decorating the contents or others.

1.8-Obstacles in using multimedia

The very richness and complexity interactive multimedia can lead to problems if the needs of the learner are not given careful consideration. As Norman (1988:35) points out, for any design to be successful, in terms of developing usable and understandable products, then that design must be based on the needs and interests of the users and be informed by an understanding of their limitations and capabilities. In the context of interactive multimedia learning applications this involves consideration of both human-computer interaction and learning theory.

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However, it is important to realize that failure to present multimedia technology in an appropriate form can lead to negative results. The perception of display on a multimedia application is of significant importance in terms of transfer learning. In fact, too much multimedia stimulation can interfere with the deeper cognitive processing that is critical to learning. Mayer(2001). In light of these concerns, it is necessary to see whether learning will be improved or limited by multimedia, which is the focus of the current study. After examining what is composed in an e-text, it is important to understand the concept of learning and how it applies to the present study.

However, not everyone is excited about the new technology. On the basis of negative anecdotes described on student evaluations and in discussions at professional conferences, researcher can conclude that some students and some instructors have had bad experiences with multimedia in the classroom. It is important to keep in mind that a poorly developed and/or executed use of multimedia can do more harm than good.

1.9-Elements of Multimedia System

According to Nicholas(2009:28-31)multimedia means that computer information can be represented through audio, graphics, image, video and animation in addition to traditional media(text and graphics). Hypermedia can be considered as one type of particular multimedia application. Visual input can take the form of text, Graphics, pictures, diagrams, video, or animation. Auditory input can consist of sound, signals/cues, music, narration, or instructions. They are explained in the following caption.

1- **Text** It is the most common media type in computing applications. Most multimedia systems use a combination of text and other media to deliver functionality. Text in multimedia systems can express specific information, or it can act as reinforcement for information contained in other media items. This is a common practice in applications with accessibility requirements. For example, when Web pages include image elements, they can also include a short amount of text for the user's browser to include as an alternative, in case the digital image item is not available.

2-Graphics / Images Nicholas (2009:29) says graphics are visual presentations on some surface, such as a canvas, wall, computer screen, paper, or stone to brand, inform, illustrate, or

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entertain. Examples are photographs, Line Art, graphs, diagrams, drawings, typography, numbers, symbols, geometric designs, maps, engineering drawings, or other images. Graphics often combine text, illustration, and color. Graphics are usually generated by a graphics editor program (e.g. Illustrator) or automatically by a program (e.g. Postscript). Graphics files usually store the primitive assembly and do not take up a very high storage overhead. Input devices for capturing graphics include keyboard (for text and cursor control), mouse, trackball or graphics tablet. Images may be two-dimensional, such as a photograph, screen display, and as well as a three-dimensional, such as a statue. They can be captured by scanner, digital camera for processing by a multimedia computer. In a broader sense, an image can be seen as any two-dimensional figure such as a map, a graph, a pie chart, or an abstract painting. In this wider sense, images can also be rendered manually, such as by drawing, painting, carving, rendered automatically by printing or computer graphics technology, or developed by a combination of methods, especially in a pseudo-photograph. To be more specific a still image is a single static image, as distinguished from a moving image.

Graphics not only make the course interesting but add value to the text and enhance recall and retention. Depending on the level of learners knowledge and the type of course content, a course can use static graphics, animated graphics, conceptual graphics, screenshots, or real-life photographs.

The following table provides Mayer's description and examples of each type of graphic.(Mayer2001:62)

Type of Graphic	Description	Example
Static graphic	Does not show any motion or movement.	A graphic showing an airplane in a hangar.
Animated graphic	A collection of static graphics, which change over time to dynamically illustrate a sequence or process.	A graphic showing a flying airplane.

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Conceptual graphic	Used to explain a concept, that is, an idea, theory, or impression that cannot be seen.	A graphic depicting data transfer between two computers.
Screenshots or screen grabs	Generally used in courses based on software applications	A course on Microsoft Word can include screen grabs to show how to perform various tasks in Word, such as opening a document, saving a document, and setting various options.

3- Audio / Sound Nicholas (2009:30) shows voice and music, for example are by nature analog, so when teachers record voice or video, they have created an analog electric signal. They can be captured into the computer for processing via microphones and then digitized and stored. If we want to store the recording in the computer or send it digitally, we need to change it through a process called sampling. The term sampling means measuring the amplitude of the signal at equal intervals. After the analog signals is sampled, teachers can store the binary data in the computer or use line coding (or a combination of block coding and line coding) to further change the signal to a digital one so it can be transmitted digitally. Digital signals are less prone to noise and distortion. A small change in an analog signal can change the received voice substantially.

4-Video is an image sequence, since video can be represented by a time sequence of still images. Video has traditionally been captured, stored and transmitted in analog form. The term analog video signal refers to a one-dimensional electrical signal of time that is obtained by sampling the video intensity pattern in the vertical and temporal coordinates and converting intensity to electrical representation. This sampling process is known as scanning. A typical example of scanning is the Raster scanning. This begins at the top-left corner and progresses horizontally, with a slight slope vertically, across the image. When it reaches the right-hand edge it snaps back to the left edge (horizontal retrace) to start a new scan line. On reaching the bottom-right corner, a complete frame has been scanned and scanning snaps back to the top-

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left corner (vertical retrace) to begin a new frame. During retrace, blanking (black) and synchronization pulses are inserted.

5-Animation video may be generated by computer program rather than a video camera. This type of video content is normally referred to as computer animation or sometimes, because of the way it is generated, animated graphics. Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. It is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in a number of ways. The most common method of presenting animation is as a motion picture or video program, although several other forms of presenting animation also exist. . The typical frame rate required for animation is 15-19 frames per second.

Different types of simulations or animations used in learning such as social simulations, virtual reality, and videos emulations. Schnotz and Bannert's (2003:43) table provides a description and example of each type of simulation.

Type of Simulation	Description	Example
Software simulations	Used in technical or skill-based courses to describe the steps for performing a particular task in an application	A simulation used to show the creation of a document in Microsoft Word instead of using a static screen grab
Social simulations or role plays	Typically used in soft skill based courses to enable students to learn strategies that require the use of reasoning, intuition, or perception to solve a problem and help them reflect on their progress	A course created to teach selling skills can use a role play exercise to test learners on the type of questions that should be asked from a prospective customer

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Virtual reality	Used in specialized courses to create a simulated environment of a real or imaginary system that enables users to perform operations on the simulated system using standard or specialized devices	Commonly used for training pilots on a virtual or simulated system
Video simulations	Use videos to teach an activity .	Simulations used in Learning

Schnotz and Bannert (2003) state that, three functions can be attributed to animations with regard to the elaboration of a mental model of a dynamic system: enabling, facilitating or inhabiting functions. First, when learners are novices or have poor imagery capabilities, animations enable learners to visualize the system that otherwise they would not be able to mentally simulate. Second, even when learners are capable of mentally simulating a dynamic system, providing animation can lower the cognitive cost of mental simulation thus saving cognitive resources for learning. . However, as animation saves learners from mentally simulating the functioning of the system, it may induce a shallow processing of the animated content, and consequently leads to what can be called the "illusion of understanding". Then the elaboration of a mental model is inhibited by animation.

1.10- The relation between multimedia and story telling

Birch, et al (2011:18-35) shows that visual and auditory inputs build Multimedia elements which can be related to certain text or story elements. Such text or story elements which can be part of a Multimedia environment produce different cognitive-emotional processes which finally result in emotional outcomes. To illustrate, multimedia elements are used in combination. Story elements Literary text elements build "stories", i.e., pieces of information that contain a chain of related fictional and/or non-fictional events. They can entertain, inform, or instruct people. Texts for entertainment are, for example, novels. Texts for information are, for example, reports in newspapers about political issues, or

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documentations in TV. Texts for instruction are, for example, contained in chapters of text books or teaching software on CD-ROM.

According to Asteitner(2004:6) ,cognitive-emotional processes. It is assumed that Multimedia and story elements are processed within working memory based on three types of processes: perceptional-cognitive, cognitive emotional, and emotional.

(1) *First,* Multimedia and story elements are evaluated within a perceptional cognitive process. The evaluation process is based on different aspects: Sensory arousal concerns the number of human senses which are stimulated by the Multimedia and story elements. Realism refers to the degree of correspondence with reality. Dynamics concern the level of changes within an environment. Coherence is achieved when sequences of the text have something in common like similarities in, for example, time or place, or if they have a causal relationship. Novelty is the quality of being new. Relevance means the importance of a stimulus or event to one´s goals and concerns. Valence is the pleasantness or unpleasantness of the stimulus or event. Difficulty concerns the estimated ability to deal with the event and its consequences. Legitimacy represents the evaluation of one´s own actions in relation to moral standards, social norms, or one´s self-ideal.

(2) *Then***,** a cognitive-emotional process takes place in which cognitive and emotional conditions of feelings are controlled and processed. Presence concerns a feeling of being part of an environment. Emotional tracking means the representation of changing emotional states of characters. Emotional motivation is dealing with the control for achievement of emotional goals (i.e., entertainment, relaxation, stimulation, suspense). Sympathy refers to feelings for a character, empathy to feelings with a character.

(3*) **Finally,*** emotional processes result in general feelings towards different aspects of the Multimedia and story elements. Aesthetic feelings are based on formal components of Multimedia or story elements (e.g., foregrounding). Narrative feelings concern feelings towards the sequence of events (e.g., resulting in increasing the empathy with a character). Evaluative feelings refer to feelings towards the text as a whole (e.g., overall enjoyment). Self-modifying feelings represent feelings that restructure one's own understanding and sense of the self.

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However, there are some general relationships combining groups of variables. It is assumed that Multimedia elements can be used to design certain story elements. These elements influence perceptional, cognitive, and emotional processes. It can also be hypothesized that perceptional processes influence cognitive processes and that cognitive processes affect emotional processes. Emotional processes should be accumulated and result in emotional outcomes. Finally, it is also highly probable that emotional outcomes also influence perceptional, cognitive, and emotional processes.

Multimedia, story elements, and emotional processes. (Asteitner2004:5)

Multimedia elements	Story elements	Perceptual-cognitive-emotional processes			Emotional Outcomes
Visual input Text ------------------------- Pictures Diagrams Video Animation **Auditory input** Sound Signals/Cues Music Narration Instructions -----------------------	**Theme** **Character** **Plot** **Structure** **Setting** **Point of view** **Foregrounding** Imagery Symbolism Allegory Syntax and diction Voice/Sound Rhythm and meter	Sensory arousal Realism Dynamics Coherence Novelty Relevance Valence Difficulty Legitimacy	Presence Emotional tracking Emotional motivation Sympathy Empathy	Aesthetic feelings Narrative feelings Evaluative feelings Self-modifying feelings	Activation Deactivation Pleasantness Unpleasantness

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There are varying ways of presenting learning material in a multimedia format to students. For example, Mautone and Mayer (2001:74) examine the effects of signaling in three different kinds of instructional messages: when the scientific explanation is presented in verbal form as a text passage, when the scientific explanation is presented in verbal form as speech, and when the scientific explanation is presented in verbal and visual form as a narrated animation. Students who received signaled text generated significantly more acceptable answers on the transfer test than did students who received non signaled text. It is possible that multimedia technology can help students successfully learn(Mayer and Moreno, 1998; Mayer & Moreno, 2002; Austin, 2009). The modality principle sheds light on how to develop multimedia tools for learning. A combination of visual and hearing aids does not burden students and enables better performance on transfer learning. Mayer and Moreno (2002) discover that the redundancy principle occurs only when material are presented simultaneously.

1.11-Effective multimedia presentations

Good multimedia instruction is driven by an understanding of how the brain processes information. The most effective multimedia applications take advantage of this knowledge SEG(2008:4) describes the characteristics of effective multimedia presentations in the following points:

1. Effective multimedia recognizes that working memory has a limited capacity to process information.

2. Effective multimedia presentations take advantage of both the auditory and visual channels in working memory to deliver content. Using multiple channels increases the overall amount of information the brain can process.

3. Effective multimedia understands that text may be particularly challenging to process, with involvement from both the visual and auditory channels required.

4. Effective multimedia presentations recognize that long-term memory organizes information into meaningful chunks called schema. Presenting information in a way that makes use of existing organizing structures (schema) or that helps students organize the information can greatly assist the learner in incorporating information into Long Term memory.

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Multimedia learning is more effective when it is interactive and under the control of the learner. Not all students learn at the same pace. Research tells us that when learners are able to control the pace of the presentation, they learn more (Mayer, Dow, and Mayer, 2003). "Research tells us that when learners are able to control the pace of the presentation they learn more." Multimedia presentations are more effective when the learner has the ability to interact with the presentation, by slowing it down or by starting and stopping it. This pacing can also be achieved by breaking the presentation into segments; shorter segments that allow users to select segments at their own pace work better than longer segments that offer less control.

Multimedia learning is more effective when a learner's attention is focused, not split. Multimedia applications are more effective when a learner's attention is not split. Split attention occurs when the learner is forced to attend to information that is far apart, such as when content is visually far apart on the screen or if it is presented at two separate points in time. In short, when related content is presented together in time and visually, learning is more effective (Mayer & Moreno, 1998). There is a general agreement that multimedia presentations are most effective when the different types of media support one another rather than when superfluous sounds or images are presented for entertainment value which may induce disorientation and cognitive overload that could interfere with learning rather than enhance learning (Mayer, Heiser, &Lonn, 2001).

1.12-Affective Impact of multimedia

The Affective domain includes emotional aspects of learning, such as attitudes, motivations, values, and feelings (Krathwohl, Bloom, &Masia, 1973). Aspects of affective learning often, but not always, involve engagement with the actions, beliefs, behaviors, products, and cultures of other people and places. Growth in this area is a result of personal judgments regarding the acceptance, valuing, and integration, or disregard, de-valuing, and opposition to new and perhaps conflicting realities, experiences, and environments (Krathwohl, Bloom, &Masia, 1964). The affective domain of learning is divided into five permeable sub-section including: receiving (lowest), responding, valuing, organization, and internalizing (highest).

Chapter II: Part One

Attitudes

III Attitudes

Introduction

Kara (2009:11) stated that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning.

Meanwhile, the controversial concern is why some EFL students attain higher grades in English language exams than others who are under the same conditions and situations. The concern on the learners' attitudes towards the target language was emphasized by Gardner (1985:31). He stated that the learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. This, in turn, affects on their performance, too.

Attitude is one of the key predominant factors for success in language learning. (Alhmali, 2007; Ghazali et al., 2009). In addition, Saidat (2010) mentions that language attitude has been considered in the previous 50 years because of the growing relation between the importance of the language use and the nature of individuals. However, the information concerning the language attitudes of Arab students. This thesis investigates the attitudes of seventh graders towards English listening skills at Al Mamounja prep school.

1 What is an Attitude?

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008, p. 71) state, "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude."

Gardner (1985) also points out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. "Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal."

Gardner's argument led Wenden (1991:21) to present a comprehensive definition of the attitude concept. He classified the term "attitude" into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

1.2 Importance of Attitude

Reid (2003, p. 33) declared, "Attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009, cited in Tella et al, 2010) investigated that negative attitude towards English is the most affective and psychological factor that results in the

students'.

1.3 Language Attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language (Padwick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language.

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They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992, p. 9) states that, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death." Recently, De Bot et al. (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

1.4 Aspects of Language Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009:54). Furthermore, learning process has social as well as psychological aspects besides the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

1.4.1 Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community.

Kara (2009:69) stated that, "Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally."

1.4.2 Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

1.4.3 Emotional Aspect of Attitude

Feng and Chen (2009:44) stated that, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towardsthe target language (Choy & Troudi, 2006).

Chapter II: Part Two

Previous studies

Previous Studies

Introduction

This part of chapter two is divided into three parts. The first tackles studies that examined using multimedia to develop non linguistic a spect. The second tackles multimedia to develop Language Skills in General. The third tackles studies used multimedia in developing listening comprehension skills.

A-Multimedia to develop Other than Language

Ching (2009)

The researcher added an empirical evidence of a direct correlation between the length of eye fixation behavior and the depth of learning. Moreover, the study provides insight into the multimedia effect on students' cognitive process through the use of eye fixation behavior evidence. This study examined how middle school students constructed their understanding of the mitosis and meiosis processes at a molecular level through multimedia learning materials presented in different interaction and sensory modality modes. A two (interaction modes: animation/simulation) by two (sensory modality modes: narration/on-screen text) factorial design was employed. The dependent variables included subjects' pre-test, post-test, and retention-test scores, showing their understanding of mitosis and meiosis process at molecular level, as well as data of subjects' eye-movement behavior. Results showed the group that received animation with narration allocated a greater amount of visual attention (number of fixations, total inspection time, and mean fixation duration) than the group that received animation with on-screen text, in both pictorial area and area of interest, which is consistent with students' immediate and long-term retained learning of the processes of mitosis and meiosis. The group that received simulation with on-screen text allocated a greater amount of visual attention than the group that received simulation with narration, consistent with students' immediate and retained learning.

Nusir and Alsmadi (2012)

The purpose of this study is to investigate the impact of utilizing multimedia technologies on enhancing, or not, the effectiveness of teaching students at early stages in Jordanian primary schools. To achieve this objective a program is developed to test the students' abilities to understand mathematical basic knowledge and skills. Two groups are selected from a local school based on their own class distribution where one group was taught the subject in basic math using a program developed for this purpose. The second class was taught the same subject using traditional methods of teaching (i.e. direct student to child instruction, board, etc.). Results showed that in such math skills at this age, using programs or multimedia enhanced methods of teaching can be effective in getting students attention especially when cartoon characters are used. Results also showed that there is no significant difference in learning and knowledge skills and information absorption based on gender distribution where results comparison between little boys and girls showed no significant difference in their learning skills.

Frear and Hirschbuhl(1999)

This study examined the effects of Interactive Multimedia instruction upon the variables of achievement and problem solving skills on non-science majors in an Environmental Science course at a mid-western university. The findings indicate that the Interactive Multimedia had a significant effect on both of the variables. The findings are discussed in terms of the impact on self-study when students are learning outside of the classroom in a distance learning environment.   This research examined the impact on students' grades and higher level thinking skills when computers were added to the classroom. Interactive multimedia simulations of "real world situations" (actual field trips of a geology professor with 22 years' experience) were incorporated into one section of an environmental geology course. The interactive multimedia modules, which promoted participation and interaction, were designed for students to gain scientific knowledge and concepts, and develop problem solving skills without the heavy use of math. The research design was quasi-experimental because it combined the use of "naturally assembled" intact groups (Campbell and Stanley, 1963), pre-test and post-test, and the use of a control group.

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B-Multimedia to develop Language Skills in General

Arda,et al. (2010)

This study examined the effectiveness of authentic animated cartoons in teaching English to young Turkish learners. In this experimental study ,a pre and post achievement test was designed, a comparison was made between instruction based essentially on traditional grammar and vocabulary teaching and one that made use of authentic animated cartoons. Thirty 4th grade pupils studying in a private school took part in the study. The control group (n= 15) followed a traditional grammar-based syllabus for four weeks while the experimental group (n= 15) watched and made use of 'The Simpsons' as classroom material. Results indicate that the experimental group outperformed the control group in learning target grammar points and vocabulary items.

Naci ,et al.(2011)

This study attempted to investigate whether a difference exists between learning vocabulary via animation and via traditional paper-based method. This small scale study was conducted at Karadeniz Technical University in the -academic year 2009-2010. Two pre-intermediate classes were randomly selected as the experimental group(n=17), and control group (n=22) as each class accommodated that number. Results obtained from the data gathered with a pre-test and a post-test applied to each group was analyzed using t-test in SPSS 16.00 version. The findings showed that although there was no statistically significant difference between post-tests of each group, there was an increase in the post-test scores of animation group as compared to the pre-test scores. This increase implies that using multimedia such as animations contribute to students' achievement in vocabulary learning. Besides, the teachers' observations and students' opinions indicate that there were relatively positive attitudes towards using such kind of animations in vocabulary learning. They were useful since they addressed more senses than using paper-based texts. The study supports the idea that multimedia applications can be integrated into language classes not as an alternative way but as an additional way to contribute positively to the atmosphere of class and motivation of students. The researcher thinks that giving longer time of practice may achieve significant results.

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Chen(2006)

This dissertation investigated the effects of multimedia annotation on L2 vocabulary learning and reading comprehension. The overarching objective of this study was to compare the effects of text-picture annotation and audio-picture annotation on L2 vocabulary immediate recall and reading comprehension. This study also sought to examine the different effects under incidental and intentional learning conditions. The participants were 78 intermediate adult ESL learners from three universities in northwest U.S. The participants read an Internet-based English text. Twenty target words, annotated in either text-picture or audio-picture, were embedded in the reading text. The participants accessed the annotations by clicking on the highlighted target words. Two instruments were used for measuring vocabulary immediate recall: Vocabulary Knowledge Scale and Word Recognition Test.Two measurements were used to assess reading comprehension: Multiple-choice Reading Comprehension Questions and L1 Written Recall. In term of annotation types, the results indicated that the audio-picture annotation group did significantly better than the text-picture group in L2 vocabulary immediate recall. However, there was no significantly different effect between the two annotations on L2 reading comprehension. In terms of learning conditions, the intentional learning condition resulted in significantly better performance in L2 vocabulary immediate recall than the incidental learning condition. However, the incidental learning condition resulted in significantly better L2 reading comprehension than the intentional learning condition only in the Written Recall measure, but not in the multiple-choice Reading Comprehension Test.

In terms of interaction between annotation type and learning condition, there was not interaction between annotation type and learning condition on L2 vocabulary immediate recall. The interaction between annotation type and learning condition on L2 reading comprehension was not significant in multiple-choice Reading Comprehension Text. However, the interaction was found to be significant in Written Recall: in the incidental learning condition, the difference between text-picture annotation and audio-picture annotation was not significant; in the intentional learning condition, participants in text-picture did significantly better than those in audio-picture on written recall.

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Plass, et al. (1998)

English-speaking college students who were enrolled in a German course read a 762-word German language story presented by a computer program. For key words in the story, students could choose to see a translation on the screen in English (i.e., verbal annotation) or view a picture or video clip representing the word (i.e., visual annotation), or both. Students remembered word translations better when they had selected both visual and verbal annotations during learning than only 1 or no annotation; students comprehended the story better when they had the opportunity to receive their preferred mode of annotation. Results are consistent with a generative theory of multimedia learning that assumes that learners actively select relevant verbal and visual information, organize the information into coherent mental representations, and integrate these newly constructed visual and verbal representations with one another.

Sun and Dong(2004)

Learning in context is an important component of second language (L2) vocabulary teaching and learning. However, young children may encounter some difficulties in dealing with the context. Hence learning support should be included to facilitate learning. The present study examined the effects of two types of learning support on Chinese children's (7 years of age)learning of English words: sentence-level translation (SLT) and target warming-up (TW). The results indicated that learning L2 vocabulary in an animation-based context without any learning support was inefficient for the young beginners. SLT and TW were both effective in facilitating L2 learning in a multimedia context. These findings had important implications for L2 vocabulary teaching and the design of effective multimedia L2 teaching tools.

Kuo and Kun (2006)

This study aimed to investigate the effects of three types of multimedia annotations: glossing, animations, and with photograph glossing plus animations on both vocabulary recognition and reading comprehension of 4 intact classes from an elementary school in central Taiwan. Subjects were given a pre-test to establish the baseline of their vocabulary knowledge. A narrative story was used as the instrument to implement different versions of the vocabulary and contextual annotations. Post-tests results showed that the version with glossing plus animations was the most effective one. Implications and suggestions for further studies were also be provided.

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Nikolova(2002)

A clear evidence that students learn a vocabulary significantly better when annotations containing text, sound, and pictures are found to be more helpful for vocabulary learning than annotations with sound and text only. This study investigated the effects on vocabulary acquisition of student participation in authoring a multimedia instructional module. Sixty-two subjects were randomly assigned to two groups, and each group was randomly assigned to one of two treatments. The control subjects were asked to study a French text downloaded from the Internet and presented on a computer. In the text, 20 relatively low-frequency words were annotated with text, sound, and pictures. The experimental subjects had the same text but without annotations. They were asked to participate in creating annotations for the same 20 target words. The results were discussed in the light of theories of vocabulary acquisition and active student involvement in the learning process.

Almekhlafi (2006)

The focused of the study is the effect of Computer Assisted Language Learning (CALL) on elementary-prep school students' improvement in English as a foreign language (EFL). Eighty-three students in Al-Tamayoz Elementary-prep School, United Arab Emirates, were selected and divided into experimental and control groups (43 and 40 participants respectively). The study administered a questionnaire of Computer-Assisted Language Learning users to investigate their attitude, perceived utility, and intention to use CALL in the future. Results showed a significant difference between CALL users and nonusers in favor of the experimental group ($p < .05$). Results of this study have provided evidence of the effect of CALL on learning English as a foreign language. Implications and recommendations for future research were presented.

Abo Rizk and Hassan (2005)

This study designed a multimedia computer program for developing some language skills among EFL student teachers. Their study showed that there were statistical significant differences between the performance of the experimental group before and after the experiment in (listening skill- reading comprehension skill- vocabulary skill) in favor of the

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post experimentation. These results showed that the designed program was effective in developing EFL students' language skills .

The tools of the study were a pre and post achievement tests were They were prepared to measure the effectiveness of the multimedia computer assisted language learning program in developing some language skills. It was administered to the sample   (fourth year English department students in college of Specific Education as one experimental group N=30) .

Parks , et al (2003)

The study focused on an innovative program in a Quebec high school, involving project-based teaching in networked classrooms equipped with laptop computers. One ESL language arts and two French content teachers' use of computer technology discussed in relation to their conceptualizations of teaching and the way in which the pedagogical innovations featured in this program were supported by the broader social context. The students were given attitude questionnaires, which would monitor the level of their motivation and their overall impressions from the treatment in order to study the long-term motivational aspect of the authoring activity.

Chen and Lin (2007)

This study investigated the effects of different types of computer-generated visuals (static versus animated) and advance organizers (descriptive versus question) on enhancing comprehension and retention of a content-based lesson for learning English as a Foreign Language (EFL (N = 115) were tested on their reading comprehension proficiency and then randomly assigned to one of four computer-based instructional modules static visual alone, animation alone, animation plus descriptive advance organizer, and animation plus question advance organizer. Once having interacted with their respective instructional materials, students then took four criterion tests immediately afterward and again four weeks later. The results showed that the animation group outperformed the static visual group in one of the four tests, and that animation embedded with a question advance organizer had a marginal effect among the four treatments in facilitating the acquisition of L2 reading comprehension both for the immediate and the delayed posttests.

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Gilakjani(2012)

One of the most important uses of technology is that it makes it easy for instructors to incorporate multimedia into their teaching. There are different multimedia tools. Three of the most popular ones are visual, auditory, and kinesthetic in which students take in information. Some students are visual learners, while others are auditory or kinesthetic learners. While students use all of their senses to take in information, they seem to have preferences in how they learn best. In order to help students learn, teachers need to teach as many of these preferences as possible. Therefore, teachers can incorporate these multimedia tools in their curriculum activities so that students are able to succeed in their classes. This study is an analysis of multimedia tools for Iranian EFL students. Over 100 students complete a questionnaire to determine if their multimedia tools are auditory, visual, or kinesthetic. The purpose of this study is to increase faculty awareness and understanding of the impact of multimedia tools on the teaching process. A review of the literature along with analysis of the data will determine how multimedia tools affect the teaching process.

C- Studies used multimedia in developing listening comprehension skills.

Wilberschied and Berman(2004)

To investigate differences in achievement in foreign language listening comprehension, 61 students in a Foreign Language in an Elementary School (FLES) program were studied during instruction using video clips from authentic Chinese TV broadcasts in two advance organizer conditions. The first type of advance organizer consisted of written words and sentences in Chinese, which summarized major scenes in the video the students were to watch. The second advance organizer involved the same written words and sentences as the first, with accompanying pictures taken from the video itself. Statistical significance of the listening comprehension scores from the exercises could not be established. However, the exercises seemed to be helpful, particularly for younger and less language-proficient students. Interview results indicated that students perceived the pictures as more helpful than text alone.

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Jones(2003)

This study extended Mayer's (1997, 2001) generative theory of multimedia learning and investigates under what conditions multimedia annotations can support listening comprehension in a second language. This paper highlights students' views on the effectiveness of multimedia annotations (visual and verbal) in assisting them in their comprehension and acquisition of vocabulary from aural texts. English-speaking college students listened to a 2 min 20 sec historical account in French presented by a computer program. Participants were randomly assigned to one of four listening treatments: the aural text (a) with no annotations, (b) with only verbal annotations, (c) with only visual annotations, and (d) with both visual and verbal annotations. For purposes of this paper, 20 students were purposively selected to participate in interviews. Overall, students remembered word translations and recalled the passage best when they had selected both verbal and visual annotations while listening. Students' voices reflected these results and revealed that they should have options for viewing material in both a visual mode and a verbal mode in a multimedia listening comprehension environment. This study provides qualitative evidence for a generative theory of multimedia learning that suggests that the availability and the choice of visual and verbal annotations in listening comprehension activities enhances students' abilities to comprehend the material presented and to acquire vocabulary.

Grgurović and Hegelheimer(2007)

A multimedia listening activity containing a video of an academic lecture was designed to offer help in the form of target language subtitles (captions) and lecture transcripts in cases of comprehension breakdowns. Eighteen intermediate ESL students enrolled in an academic listening class at a research university participated in the study. Two tests and questionnaires in addition to screen recordings were used to analyze students' performance on the activity and their use of help. The results indicate that participants interacted with the subtitles more frequently and for longer periods of time than with the transcript. Also, the study identified four patterns of learner interaction with the help options. Since, overall, the participants interacted with help less than half of the time they opened help pages, an important challenge in investigating help options lies in finding ways to promote the use of help.

Wagner(2010)

In this study, a quasi-experimental design was used to compare the performance of two groups of learners on an ESL listening test. The control group took a listening test with audio-only texts. The experimental group took the same listening test, except that test-takers received the input through the use of video texts. Multi-variety Analysis of Covariance (MANCOVA) was used to compare the two groups' performance, and it was found that the video (experimental) group scored 6.5% higher than the audio-only (control) group on the overall post-test, and this difference was statistically significant. The results of the study suggest that the non-verbal information in the video texts contributed to the video group's superior performance.

Lin (2001)

The study focused on the attitude of EFL learners towards the integration of multimedia into a language learning program. The tool of the study was a questionnaire-based survey administered at the end of the first semester of 2001. The participants 46 first year junior college students at Wenzao Ursuline College of Languages in Taiwan. All of these students were majoring in Spanish but were also taking English Listening and Writing as one of their required language courses. The survey was related to the English Listening and Writing course. The results of the survey indicate that the majority of EFL learners had a positive attitude towards the use of multimedia resources in their language program, appreciating, in particular, opportunities to practice and extend their language abilities by surfing the Internet, to take laboratory-based listening tests via a test analyzer, and to record and save their own writing and to make use of multi-media resources in developing their reading skills.

Verdugo and Belmonte (2007)

This study applied their study in six state schools in Madrid to examine the effects that digital stories may have on the understanding of spoken English by a group of 6-year-old Spanish learners. A pre-post test design was used to investigate whether internet-based technology could improve listening comprehension in English as a Foreign Language (henceforth, EFL). Findings indicate that the experimental group outperformed the control

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group in the final administered test. These results raise interesting issues related to the use of technology in the context of foreign language learning.

Jones (2010)

The researcher provided qualitative evidence for a generative theory of multimedia learning that suggests that the availability and the choice of visual and verbal annotations in listening comprehension activities enhances students' abilities to comprehend the material presented and to acquire vocabulary. Participants were randomly assigned to one of four listening treatments: the aural text (a) with no annotations, (b) with only verbal annotations, (c) with only visual annotations, and (d) with both visual and verbal annotations. For purposes of this paper, 20 students were purposively selected to participate in interviews. Overall, students remembered word translations and recalled the passage best when they had selected both verbal and visual annotations while listening. Students' voices reflected these results and revealed that they should have options for viewing material in both a visual mode and a verbal mode in a multimedia listening comprehension environment. Students' views on the effectiveness of multimedia annotations (visual and verbal) in assisting them in their comprehension and acquisition of vocabulary from aural texts were positive.

Kashani ,et al. (2011)

The study aimed to find out under what presentation conditions visual annotations would optimize listening comprehension of language learners. the study examined listening comprehension from a strategy of introducing visual information, either prior to or during an audio activity, and also looked at listening comprehension without visuals present. According to the results, test takers' performance varied significantly across the three conditions, with the pictures-before-listening condition manifesting the best scores while taking the least time, the pictures-during-listening condition the second best scores and the pictures-free-listening condition the lowest scores but taking the longest time. The inclusion of visuals prior to audio materials was the sole condition that significantly optimized comprehension. A linguistically homogeneous group of EFL learners took a number of listening comprehension tests under three different conditions. In the first condition, the test takers first looked at a number of pictures related to the listening materials and then, putting the pictures aside, listened to the relevant audiocassettes.

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In the second condition, the test takers looked at the pictures and listened to the audiocassettes simultaneously. In the pictures-free condition, the test takers merely listened to the audiocassettes in their conventional form. The listening texts were counterbalanced in presentation.

Commentary on the previous studies:

The previously mentioned studies were to investigate multimedia on developing language skills, grammar ,vocabulary ,reading, literature and listening. There was an over well-meaning agreement that utilizing multimedia in teaching language skills development students performance positively. In relevance to the impact to multimedia effect on developing listening comprehension Conducted that multimedia is an influential learning strategy that heightened students listening comprehension skills. What assure the effectiveness role of utilizing multimedia in learning is that the experiments mentioned were conducted among different students ranging from primary stage to university stage. As the tools used to measure the impact of multimedia on developing language comprehension skills, achievement test(pre-post test) and attitude scales were conducted. This was one of the motivation which encourage the researcher to try implementing the multimedia in teaching listening comprehension in the Palestinian content. Actually she made use of the instruments used to measure the results.

All of the above mentioned studies have many similarities and differences. For example, all of the studies are in agreement in term of the independent variable used multimedia. But, they are different in term of the dependent variable. Arda,et al. (2010), Naci ,et al.(2011), Chen(2006), Plass, et al. (1998), Sun and Dong(2004), Kuo and Kun (2006) , Nikolova(2002), Almekhlafi (2006), Abo Rizk and Hassan (2005) , Parks , et al (2003) , Chen and Lin (2007) and Gilakjani(2012). The current study is in agreement with those studies in this regard. The following ones Wilberschied and Berman(2004), Jones(2003), Grgurović and Hegelheimer(2007) , Wagner(2010), Lin (2001)and Kashani ,et al. (2011). This study added more specific details about applying the listening sub skills. For example, none of the previous studies presented the sub listening skills in details(getting the main idea, pointing out specific details, deducing meaning of unfamiliar lexical items and inferring the moral lesson from the listening text. Moreover, all the studies achieved their goals and documented significant improvement due to implementation of multimedia

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Chapter III
Methodology

Chapter III.
METHODOLOGY

1-Introduction

This chapter puts forward a holistic image of the methodology of the study; the design, the population, the samples and the tools. It also describes the suggested program titled "The Effectiveness of a multimedia based learning Program on Developing seventh graders' listening Comprehension skills and attitudes in Gaza Governorate".

2-The design of the study

The study was designed according to the quasi experimental approach. Two groups were assigned as the participants of the study; experimental group, and the control group. The multimedia based learning Program represented the independent variable. The experimental group received listening comprehension through a multimedia based learning Program. The experiment lasted for ten weeks. The control group received no treatment, they were taught in the traditional method.

3-Population

The population of the study consisted of all seventh (female) graders at the UNRWA schools in Gaza governorate for the school year (2011–2012).

4-Sampling Procedures

The sample of the study consisted of(86) students distributed into two groups. One experimental group consisting of (43) students and one control group consisting (43) students.

The experimental group was seventh graders in Al Ma'monia prep Girls' School in Gaza governorate where the researcher works as an English language teacher.

5-The Participants

The participants consisted of 86 female students from seventh graders in Al Ma'monia prep girls' School. They were 12-13 years old. They represented two classes that were chosen out of ten classes in the mentioned schools. Each of these classes was arranged at the beginning of the year to consist of the three levels; high achievers, average students and low achievers. These participants were enrolled at UNRWA schools at 6 years old. Since then,

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they have been receiving English classes three times a week, 45 minutes each in the low beginners stage and five classes in the high elementary stage. One of them had received her primary education in Britain. The two groups were almost equivalent in the economic, cultural and social levels. Age variable of the sample was controlled before the experiment.

6-Controlling the variables

To assure the results' accuracy and to avoid any marginal interference, the researcher tried to control some intervening variables before the study.

a. Age variable

The researcher recorded the students' ages from their school files at the beginning of the school year (2011-2012). T-test was used to measure statistical differences. Table (3.1) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

Table (3.1)

T-test results of controlling age variable

scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
age	experimental	43	12.948	0.257	0.322	0.748	not sig.
	control	43	12.965	0.231			

"t" table value at (84) d f. at (0.05) sig. level equal 1.98

"t" table value at (84) d f. at (0.01) sig. level equal 2.62

b. English and General achievement variable

T- test was used to measure the statistical differences between the groups due to their general achievement in English. The subjects' results in the diagnostic test of the school year (2011-2012) were recorded and analyzed.

Table (3.2)

T-test results of controlling English language achievement variable

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
English achievement	experimental	43	15.930	1.895	1.054	0.295	not sig.
	control	43	15.488	1.993			

"t" table value at (84) d f. at (0.05) sig. level equal 1.98

"t" table value at (84) d f. at (0.01) sig. level equal 2.62

Table (3.2) shows that there were no statistically significant differences at (0.05) between the experimental and the control participants in the English achievement variable**.**

c. General achievement in all subjects variable

T- test was used to measure the statistical differences between the groups due to their general achievement in all subjects. The results was taken from the general records of students in the first term.

Table (3.3)

T-test results of controlling general achievement variable

scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
General achievement in all subjects	experimental	43	765.000	171.593	0.065	0.948	not sig.
	control	43	767.395	168.337			

"t" table value at (84) d f. at (0.05) sig. level equal 1.98

"t" table value at (84) d f. at (0.01) sig. level equal 2.62

d. Controlling the Pre achievement test results between the experimental and the control groups

To make sure that the sample subjects are equivalent in their previous English language achievement. The researcher applied the pre- achievement test. The results of the subjects were recorded and statistically analyzed using t-test.

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Table (3.4)

t. test results of controlling previous learning variable of the pre achievement test

Scopes of the test	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Getting the main idea	experimental	43	1.000	0.655	0.658	0.512	not sig.
	control	43	1.116	0.956			
Getting specific details	experimental	43	5.512	2.303	0.131	0.896	not sig.
	control	43	5.581	2.639			
Deducing meaning of unfamiliar words in context	experimental	43	2.279	0.908	1.131	0.261	not sig.
	control	43	2.581	1.500			
Eliciting moral lessons	experimental	43	1.023	0.636	0.929	0.356	not sig.
	control	43	1.186	0.958			
Total	experimental	43	9.814	3.711	0.782	0.437	not sig.
	control	43	10.465	4.008			

"t" table value at (84) d f. at (0.05) sig. level equal 1.98

"t" table value at (84) d f. at (0.01) sig. level equal 2.62

Tables (3.4) indicates that there are no statistically significant differences at (0.05) level among experimental and the control groups of items of the pre achievement test.

e. Controlling attitude scale results in the pre administration between the experimental and the control groups

Table (3.5)

t. test results of controlling attitude scale results in the pre application

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Cognitive level	experimental	43	36.814	3.347	0.897	0.373	not sig.
	control	43	37.605	4.716			
Affective level	experimental	43	23.465	5.138	0.977	0.331	not sig.
	control	43	24.605	5.666			
Behavioral level	experimental	43	13.791	3.059	0.476	0.635	not sig.
	control	43	14.140	3.701			
Total	experimental	43	72.767	7.776	1.227	0.223	not sig.
	control	43	75.302	11.092			

"t" table value at (84) d f. at (0.05) sig. level equal 1.98

"t" table value at (84) d f. at (0.01) sig. level equal 2.62

Tables (3.5) indicates that there are no statistically significant differences at (0.05) level among experimental and the control groups due to the attitude scale results in the pre application of the attitude scale.

7-Instruments

To achieve the objectives of the study, the researcher utilized three tools, a pre-post achievement test ,a attitude scale and an interview

7.1-Achievement test

The researcher applied a pre- post achievement test as an instrument to collect data in relevance. To illustrate, a pretest was taken out by the two groups; the control group and two experimental group. The purpose of the test was to ensure the two groups' are uniform before starting the experimental program and to compare the results of the pre achievement test with the result of the achievement posttest after the intervention.

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The test was built according to the criteria of the table specifications. It is worth noting that the skills under investigation are skimming for the main idea, scanning for specific details, deducing meaning of unfamiliar lexical items from context and inferring the moral lesson of the text. The weighs of the items are listed in the table of specifications below. (Appendix C)

Table (3.6): table of specification

Skills	No. of items.	%
understanding the main idea	2	I0%
pointing out specific details	11	55%
deducing meaning of unfamiliar lexical items	5	25%
inferring the moral lesson	2	10%
Total	20	100%

7.1.1-The Items of the Test

The items of the test were designed to test the study hypotheses.

It included for domains each related to one of the study hypotheses

They are the following:

- getting the gist or the main idea of the listening text.

  Two multiple choice items were provided to help students eliciting the main idea.

- Pointing out specific details from the listening text (names, dates, events and places)

  Six true or false items and five multiple choice items were listed to support

  the students in pointing out specific details.

- Deducing meanings of unfamiliar lexical items from context.

  Five multiple choice items were assigned to help the students to deduce the meaning

  of unfamiliar lexical items from context.

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- Inferring the moral lessons latent in the texts.

Two multiple choice items were posited to help the students infer the moral lesson in the target listening text.

The text assigned for the achievement pre- posttest is a fairy tale titled as Snow White and Seven Dwarfs. It was validated by a specialized panel to be matching to the target students level. Students were unfamiliar with a range of five words of the text. No instructions or explanations relevant to the test were given to the students. (Appendix A). They were made aware of the purpose of the test. The same test was carried out after the 12 weeks of intervention. Results of the pre and post achievement test were recorded, statistically analyzed and compared.

8- Validity of the Test

Mackey and Gass(2005, p. 107) state "Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information." In other words, a test should measure what it intends to measure.

A. The Referee Validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, and experienced supervisors in UNRWA schools. The items of the test were modified according to their recommendations. (Appendix D)

B. The Internal Consistency Validity

Al Agha (1996, p. 121) stats that the internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Pearson formula.

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Table(3.7)

No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level
1	0.610	sig. at 0.01	11	0.687	sig. at 0.01
2	0.549	sig. at 0.01	12	0.785	sig. at 0.01
3	0.382	sig. at 0.05	13	0.792	sig. at 0.01
4	0.544	sig. at 0.01	14	0.512	sig. at 0.01
5	0.525	sig. at 0.01	15	0.643	sig. at 0.01
6	0.478	sig. at 0.01	16	0.534	sig. at 0.01
7	0.434	sig. at 0.05	17	0.713	sig. at 0.01
8	0.675	sig. at 0.01	18	0.621	sig. at 0.01
9	0.786	sig. at 0.01	19	0.724	sig. at 0.01
10	0.774	sig. at 0.01	20	0.538	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

c. Difficulty Coefficient:

That measures the percent of the number of failing student to the total number student who answered the test, we can calculate this by the following equation: Melhem(2005:237)

$$\text{Difficulty Coefficient} = \frac{\text{No. of failing student}}{\text{the total number of the students who answered the test}} \times 100$$

Table (3.10) shows the difficulty coefficient for each items of the test:

Table (3.8)

Difficulty coefficient for each items of the test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.38	11	0.63
2	0.69	12	0.44
3	0.50	13	0.44
4	0.31	14	0.56
5	0.25	15	0.56
6	0.31	16	0.50
7	0.38	17	0.50
8	0.63	18	0.63
9	0.31	19	0.44
10	0.50	20	0.56
Total difficulty coefficient			**0.48**

Table (3.10) shows that the difficulty coefficient wobble between (0.25 – 0.69) with total average (0.48), that mean each of items is acceptable or in the normal limit of difficulty. **d. Discrimination coefficient:**

That refers to the ability of the test to differentiate between the high achievers and the low achievers. It is measured according to the following equation. Almenazil(2009:140)

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students who has the correct answer from the high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of the student who has the correct answer from the low achievers}}{\text{No. of low achievers}}$$

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Table (3.11) shows the discrimination coefficient for each item of the test:

Table (3.9)

Discrimination coefficient for each items of the test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.75	11	0.75
2	0.63	12	0.63
3	0.50	13	0.63
4	0.63	14	0.63
5	0.50	15	0.63
6	0.63	16	0.75
7	0.50	17	0.50
8	0.75	18	0.75
9	0.63	19	0.63
10	0.75	20	0.63
Total Discrimination coefficient		**0.64**	

Table (3.11) shows that the discrimination coefficient wobble is between (0.50 – 0.75) with total average (0.64) and that means each of the item is acceptable or in the normal limits of discrimination.

9- Reliability of the Achievement Test:

The test is reliable when it gives the same results if it is reapplied in the same conditions. Al Agha (1996, p. 118) says the reliability of the test was measured by Alpha Cronbach and the Spilt- half techniques.

To ensure the reliability of the pre and post achievement test, a pilot study was conducted twice after ten days in between on a random group consisting of (43) grade 7 students in Al Mamounja Prep school other than the experimental and the controlling groups.
The reliability of the test was measured by Kud-Richardson (K-R20) and the Spilt- half techniques.

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1- Kud-Richardson (K-R20)

(K-R20) depends on calculating the percentages of correct answers to the test items, and also on the variance of every item.

Table (3.10)

(K_R20) Coefficients for the Test Domains

TOTAL	(K_R20) coefficient
20	0.914

2-By Using Split Half:

Correlation between two parts (even X odd) and modified by Spearman Brown:

Table (3.11)

SPILT –HALF TECHNIQUE			
	TOTAL		AFTER
Achievement test	20		0.856

From table (3.7) we can ensure that the questionnaire has a good reliability. According to tables (3.7) and (3.8) , the test proved to be reliable . Kud-Richardson (K-R20) coefficient is (0.914) and the Spilt- half coefficient is (0.856) this result indicates the achievement test is reliable.

10- Attitude Scale

The researcher has constructed an attitude scale to check learners attitudes towards listening comprehension before and after using the multimedia based learning program .

The scale consisted of twenty four items . Eleven items were for the cognitive level, nine items for the affective level and four items for the behavioral level. The items are related to the study questions which included students' abilities to get the gist of the listening material ,specific factual points in the text ,guessing meaning of unfamiliar words in context and differencing the moral lesson. Likert scale was used to measure the level of the attitudes. It contains five options; strongly agree, agree, indifferent, disagree and strongly disagree.(Appendix B)

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10.1-Validity of the Attitude Scale

An instrument is valid when it measures what is to be measured. The study used the referee validity and the internal consistency validity .

A. The Referee Validity

The attitude scale was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools . The items of the test were modified according to their recommendations.

B. The Internal Consistency Validity

The internal consistency validity indicates the correlation of the score of each item with the total average of the attitude scale(the questionnaire) . It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Person Formula.

According to the tables (3.12)- (3.13)- (3.14)- (3.15) the coefficient correlation of each item within its domain is significant at levels (0.01) and (0.05).

Table (3.12) shows the correlation coefficient of each domain with the whole

Attitude scale(the questionnaire). According to the following tables , it can be concluded that the attitude scale(the questionnaire)is highly consistent and valid as a tool for the study.

Table (3.12)

Pearson correlation coefficient for every item from the first domain with the total score of this domain.

	Cognitive level items	Pearson Correlation	Sig. level
1	I face a problem in understanding the listening comprehension texts	0.614	sig. at 0.01
2	I feel difficulty in identifying the main idea of the text.	0.470	sig. at 0.01
3	I extend effort in guessing the meaning of difficulty words through the text.	0.649	sig. at 0.01
4	The level of remembering the listening text details is reducing gradually.	0.565	sig. at 0.01
5	I face a difficulty in answering the listening text questions.	0.618	sig. at 0.01
6	I prefer to listen to listening comprehension texts combined with multimedia	0.535	sig. at 0.01
7	I see that the listening comprehension text combined with multimedia helps to understand the main idea of the listening text.	0.748	sig. at 0.01
8	I prefer guessing the meaning of vocabulary through the listening text combined with multimedia	0.412	sig. at 0.05
9	I see that the listening comprehension text combined with multimedia helps me to remember the details.	0.560	sig. at 0.01
10	I see that the listening comprehension text combined with video helps me to answer the questions.	0.599	sig. at 0.01
11	I see that the listening comprehension text combined with multimedia helps me to deduce the judgment and the moral lessons.	0.542	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

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Table (3.13)

Pearson correlation coefficient for every item from the second domain with the total

score of this domain.

	Affective level Items	Pearson Correlation	Sig. level
1	I would not prefer to follow the listening comprehension text	0.644	sig. at 0.01
2	I enjoy English listening classes	0.636	sig. at 0.01
3	I feel confident in English listening classes.	0.684	sig. at 0.01
4	I feel bored in English listening classes	0.427	sig. at 0.05
5	I feel unconfident in English listening classes	0.581	sig. at 0.01
6	I wish if there are not any English listening classes.	0.657	sig. at 0.01
7	I feel English listening classes are enjoyable	0.387	sig. at 0.05
8	I feel like to follow the English listening classes combined with multimedia strongly.	0.683	sig. at 0.01
9	I feel confident in English listening comprehension classes combined with multimedia	0.683	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

Table (3.14)

Pearson correlation coefficient for every item from the third domain with the total

degree of this domain.

	Behavioral level Items	Pearson Correlation	Sig. level
1	I like to repeat listening to the listening comprehension texts.	0.652	sig. at 0.01
2	I seek to learn all subjects combined with multimedia	0.593	sig. at 0.01
3	I tend to employee multimedia in my study to improve the achievement level.	0.607	sig. at 0.01
4	I intend to recognize the means of multimedia that one used in teaching.	0.616	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

The results of tables (3.12,3.13,3.14) show that the values of these items were suitable and highly consistent and valid for conducting this study. The researcher also made sure of the correlation between the six scopes with the total score of the questionnaire, and the six scopes with others as shown in table (15).

Table (3.15)

Pearson correlation coefficient for every domain from the questionnaire with the total score of the questionnaire and the domain with other domains.

	SUMB	Cognitive level	Affective level	Behavioral level
Cognitive level	0.826	1		
Affective level	0.707	0.535	1	
Behavioral level	0.539	0.583	0.443	1

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

As shown in the table (3.15), there is correlation between the domains and the total score and each domain with the other scopes at sig. level (0.01) that shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

10.2-Reliability of the Attitude Scale(The Questionnaire)

An instrument is reliable when it gives the same results if it is reapplied under the same conditions (Al Agha 1996). The researcher used the pilot study to calculate the reliability of the questionnaire which was measured by Alpha Crookbach and split-half methods. The researcher calculated the correlation between the first and the second half of each domain of the questionnaire and the whole of the questionnaire. Then, the researcher used Spearman Brown Formula to modify the length of the questionnaire to find out the reliability coefficient as shown in table (3.16).

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(Table 3.16)

Correlation coefficient between the two halves of each domain before modification and the reliability after modification.

Domains	No. of items	Correlation between two parts	Reliability after modifying
Cognitive level	11	0.620	0.624
Affective level	9	0.797	0.804
Behavioral level	4	0.458	0.629
Total	24	0.629	0.772

The table (3.16) shows that the reliability coefficient by using split- half after modification is more than (0.772) and this indicates that the questionnaire is reliable and the researcher is satisfied to apply it on the sample of the study. A total sample of 30 students participated in testing the reliability of the questionnaire, Alpha formula was used to determine the reliability of the questionnaire as shown in table (3.17).

Table (3.17)

Alpha Correlation Coefficient of the questionnaire Reliability

Domains	Number of Items	Alpha kronbach
Cognitive Level	11	0.675
Affective Level	9	0.763
Behavioral Level	4	0.588
Total	24	0.781

The results of table (3.17) shows that the ranges of reliability of the three domains were above (0.781) that result indicates that the questionnaire is suitable for conducting such study. The reliability of the questionnaire was measured by Alpha Cronbach and the split-half methods.

11- Interview

As the researcher cognizant of her students level ,especially, in writing. The researcher knew that some low achievers' might be capable of understanding the oral story or song but they can't express their comprehension in written words. Thus the researcher tried to collect their answers orally through interviewing them separately. Then, the researcher compared the result of the oral interview with the result of the written exam .It's worth noting that this activity was done after each listening session.

The purpose of the interview was to check whether listening comprehension activities accompanied with multimedia shows had helped achieving a level of understanding with low achievers whose reading and writing abilities were poor. The interview enabled them to express themselves orally. The target students were six low achievers. The target students did the written activity after listening like other members in the class , then the teacher asked them the same questions orally and recorded their marks. After that she compared the result of the written answers with the mark of the oral ones to check whether there was any difference between both .

12- The suggested Program

12.1- Description of the Multimedia based learning program

As a conclusion of the definition of multimedia is stated by Richard(2005) and Maddux(2001) multimedia can be defined as shows consisting of animated picture that involve sound, movement , color and picture related to a specific content.

12.2-Description of the program

1-Purpose of the 12 weeks (Multimedia based program)

The primary objective of the program was to equip learners' listening comprehension skills including, skimming in for the main idea , scanning for specific details, deducing unfamiliar lexical items and inferring the moral lesson, The summative aim was to nurture listeners who would eventually become independent lifelong listeners. The program was implemented in three stages which are listed in the following table.

Table (3.18)

Stages of the program

Stages	Description of the stage	Duration
Preparation stage	Preparing the lab to use multimedia equipment; lCD. Loud speakers ,MB3 ,wall screen and lab top. Selecting listening material texts. Preparing pre and post achievement tests. Pilot study.	2 weeks
Implementation stage	listening skills training. Listening comprehension activities.	9 weeks
Evaluation Stage	Evaluation stage. [Post Test Scoring] Results of Statistical Analysis	1 week

12.3- Preparation Stage:

12.3.1-Preparing the computer lab

The researcher devoted an effort to keep the lab in the best condition to facilitate running her classes. She made sure that the computer set , the L.C.D and the wall screen were working properly.

12.3.2- Preparing the listening Material

The researcher made a big effort to select materials that appeal to students, their age and their level. Both students' interests and listening comprehension proficiency were taken into account. The purpose was to provide materials that students could interact with and could listen to comfortably without struggling to get the meaning. Lots of authors wrote about the importance of selecting appropriate listening material. The researcher prepared students for two weeks by using one song and one story before applying the program.

The listening material of the program contains five short tails. They are snow white and the seven dwarfs, fantasy story, the shoe maker and the elves, Cinderella, the lucky seed. And five songs ,Ramadan song ,the busy bee, the healthy food, the seasons and people work.

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They were introduced gradually from easy to difficult. All the activities were video shows collected from internet you tube .Silent pictures of the pre listening stage to adapt students to the new text and to help their prediction and to familiarize them with the sequence of the events of the target tales and songs . In addition the silent pictures were means of finding the meanings of unfamiliar vocabulary. (Appendix E)

12.4-Implementation Stage:
Listening comprehension deliberate training

The researcher trained the participants on practicing skimming for the main idea of the listening text, scanning the specific details, guessing meaning of words from context, inferring the moral lesson. To enable the student to master these target strategies, the experimental group received systematic training on the target listening comprehension strategies through the following actions:

Students practiced each strategy separately in short listening paragraphs. They had to skim the main idea, to scan the specific details, to guess meaning of new words from the listening text and to infer the moral lesson.(appendix G and F) Then, the stories and the songs are 20488 words were prepared to be used as training tools. The stories were of different themes to cope with different students' interests. They were under the titles The Shoe Maker and the Elves, The lucky Seed, Fantasy Story and Cinderella Story. Moreover, five English songs titled as busy be song, people work song, seasons song, healthy eating and Ramadan songs.

Each listening text was accompanied with clear video colored attractive pictures to help the students to form their mental image and to infer through their schemata about information relevant to the content of the listening text. The   listening   comprehension questions focused on giving the students the opportunity to practice the four target skills; skimming for the main idea of the listening text, scanning the specific details, guessing meaning of words from context, inferring the moral lesson. Appendix (F).

13-Teachers' role

In the training stage, the researcher talked and thought aloud to familiarize students with the characteristics and the mental activities that should accompany each of the target

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strategies. Teacher led discussions, elicited students answers and responses to raise their awareness of the skills in concern. She monitored the students before, during and after the listening texts. She   advised her students, gave direction and facilitated difficulties that encountered the students. She encouraged students through prompt and modeling. The teacher explained to participants when, how and why to use the skill.

13.1-Modeling

The teacher modeled, or demonstrated, how to apply the listening skill , usually by "thinking aloud.eg teacher asked students to take notes or to write down the words which were often repeated in the listening text. Such an activity helped students to find the main idea of the text.

13.2-Guided practice

The teacher guided and assisted the students as they learned how and when to apply the skill. Teacher provided multiple choices and true or false exercises.

13.3-Free practice

The teacher assessed students' success in practicing the target listening skills freely ,she helped the them to assess their success in using the skills and encouraged them to reflect on the advantages of the skills'.

14-Students role

14.1-Skimming

Students were trained to skim the target listening texts to get the gist and the main ideas carrying out the following activities:

- They listened to the title to help them get an idea of what the listening text was about.

- They examined the facial expressions ,body movements and actions the characters from the silent show to predict the content of the text.

-They listened to the text for the first time to skim for the main idea of text.

14.2-Scanning for specific details

- They listened for the second time to scan specific details .

14.3-Inference

-They listened for the third time to deduce meaning of unfamiliar lexical Items .

14.4-Listening to the songs

Post listening Activity

Inferring the moral lesson of the text.

Students were trained to elicit the moral lesson hidden behind the literal words to get the hidden message the author wanted to convey. To achieve that, students were encouraged to ask questions about the fairness and the correctness of the text, in addition to asking question about their opinions in the characters. They have to justify their answers.

15-The Evaluation Stage

A post test was taken out by the three target groups. The results were collected and analyzed statistically. The findings were recorded.

16-The variables of the study

The study included the following variables:

Independent Variable

- Multimedia Based Learning Program.

Dependent Variable

- Seventh graders' listening Comprehension skills and attitudes.

17-Challenges

-Place:

It was not easy to use the computer lab at each meeting when carrying out the experiment. That happened because the lab was occupied by other classes . Some of the meetings were carried out in the classroom . The teacher needed longer time to start the listening lesson as she had to prepare the necessary needs sets.

-Time:

The listening comprehension lessons were carried out twice a week. It was not easy to find free periods in the time table of the target students to execute the job. The researcher used to replace absent teachers or to borrow classes from home economics.

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-Equipment:

Electricity problem is common in Gaza strip . Running out of electric current obstructed applying the listening comprehension classes in which the researcher used electric sets.

18-The statistical analysis

The data was collected and computed by using (SPSS) Statistical Package for social Sciences, Spearman correlation, Alpha Cronbach Technique and Spilt–half Technique were used to confirm the test reliability.

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Chapter IV

Results: Analysis of Data

Chapter IV
Result and Data Analysis

1-Introduction

The study aimed at examining the effectiveness of a multimedia based learning program on developing seventh grader's listening comprehension skills and attitudes in Gaza Governorate. In this chapter the researcher presents the results of implementing the multimedia based learning program.

The findings of the research will be discussed in relation to the research questions. Hence, the researcher will use various statistic forms such as percentages and t-test to present the final results of the collected data. Tables and bar graphs will be also used to clarify and show the data.

Moreover, effect size through (η 2) will be used to measure the extent to which the independent variable, the suggested programme, affects the dependent variable, the experimental groups achievement and attitudes.

2. Post – test results

2.1 Question (1) findings

The first question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of (experimental group) and that of the control group in relation to the "total posttest marks"?

To answer this question the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of (experimental group) and that of the control group in relation to the "total posttest marks"

The researcher uses the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, t-test, for two independent samples, is used to determine the significant differences between the control and the experimental groups in relation to the "total post test marks". Table (4.1) describes the results.

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Table (4.1)

t. test independent sample results of differences between experimental and control group

for all of the sub domain and total score of the domain

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level	η^2	Effect size
Total degree	experimental	43	11.349	3.287	5.967	0.000	sig. at 0.01	0.298	large
	control	43	7.233	3.108					

"t" table value at (84) d f. at (0.05) sig. level equals 2.00

"t" table value at (84) d f. at (0.01) sig. level equals 2.66

Table (4.1) illustrates that the (t) computed value, 5.967 is larger than the (t) table value, 2.66 in the post test. This means that there are significant differences at (α =0.01) between the experimental group and the control one in relation to the "total post test marks" favoring the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group is 11.349 the mean of the control group is 7.233 .The following equation, according to Afana (2000,p.43) and Mackey and Gass (2005, p. 349), is employed to calculate the effect size:

$\eta2=t2/ (t2+ D.E)$ Since: D.F= n1+ n2-2

To calculate the size effect the researcher used Eta square "η^2 " by using the following equation (Afana, 2000, 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$\sqrt{\frac{2t}{df}}$$

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Table (4.2)

the table references to determine the level of size effect (η^2) and (d)

Test	Effect volume		
	Small	**Medium**	**Large**
η^2	**0.01**	**0.06**	**0.14**
D	**0.2**	**0.5**	**0.8**

2.2-Question (2) findings:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of getting the gist or the main idea of a listening text among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way?

To answer this question the researcher tested the following null hypothesis.

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of understanding the gist or the main idea of a listening text among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way.

Table (4.3)

t. test independent sample results of differences between experimental and control group

for getting the main idea with total degree of the domain

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level	η^2	Effect size
Getting the main idea	experimental	43	1.558	0.590	4.507	0.000	sig. at 0.01	0.195	large
	control	43	0.953	0.653					

"t" table value at (84) d f. at (0.05) sig. level equals1.98

"t" table value at (84) d f. at (0.01) sig. level equals 2.62

Table (4.3) illustrates that the (t) computed value, 4.507 is larger than the (t) table value, 2.62 in the post test. This means that there are significant differences at (α =0.01) between the experimental group and the control one in relation to the " Getting the main idea " favoring the

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experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group is 1.558 the mean of the control group is 0.953 .

2.3-Question (3) findings:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of pointing out specific details among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way?

To answer this question the researcher used T. test independent sample the following table shows that:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of pointing out specifics details among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way.

Table (4.4)

t. test independent sample results of differences between experimental and control group

for pointing out specific details with total score of the domain

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level	η^2	Effect volume
pointing out specific details	experimental	43	4.744	2.013	3.938	0.000	sig. at 0.01	0.156	large
	control	43	3.116	1.815					

"t" table value at (84) d f. at (0.05) sig. level equals 1.98

"t" table value at (84) d f. at (0.01) sig. level equals 2.62

Table (4.4) illustrates that the (t) computed value, 3.938 is larger than the (t) table value, 2.62 in the post test. This means that there are significant differences at (α =0.01) between the experimental group and the control one in relation to the " pointing out specific details " favoring the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group is 4.744 the mean of the control group is 3.116 The following equation, according to Afanah (2000,p.43) and Mackey and Gass (2005, p. 349), is employed to calculate the effect size:

$\eta2=t2/ (t2+ D.E)$ Since: D.F= n1+ n2-2

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2.4-Question (4) findings:

Are there statistically significant differences at($\alpha \leq 0.05$)in the level of deducing meaning of unfamiliar lexical items from context among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way?

To answer this question the researcher used T. test independent sample the following table shows that:

There are no statistically significant differences at($\alpha \leq 0.05$) in the level of deducing meaning of unfamiliar lexical items from context among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way.

Table (4.5)

t. test independent sample results of differences between experimental and control group for deducing meaning of unfamiliar lexical items with total score of the domain

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level	η^2	Effect volume
deducing meaning of unfamiliar lexical items	experimental	43	3.465	1.548	4.401	0.000	sig. at 0.01	0.187	Large
	control	43	2.140	1.226					

"t" table value at (84) d f. at (0.05) sig. level equal 1.98

"t" table value at (84) d f. at (0.01) sig. level equal 2.62

Table (4.5) illustrates that the (t) computed value, 4.401 is larger than the (t) table value,2.62 in the post test. This means that there are significant differences at ($\alpha =0.01$) between the experimental group and the control one in relation to the " deducing meaning of unfamiliar lexical items " favoring the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group is 3.465 the mean of the control group is 2.140 .

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2.5-Question (5) finding

Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of inferring the moral lesson of the text among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way?

To answer this question the researcher used T. test independent sample. The following table shows that:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of inferring the moral lesson of the text among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way**.**

Table (4.6)

t.test independent sample results of differences between experimental and control group for inferring the moral lesson with total score of the domain

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level	η^2	Effect volume
inferring the moral lesson	experimental	43	1.581	0.663	3.984	0.000	sig. at 0.01	0.159	Large
	Control	43	1.023	0.636					

"t" table value at (84) d f. at (0.05) sig. level equals 1.98

"t" table value at (84) d f. at (0.01) sig. level equals 2.62

Table (4.6) illustrates that the (t) computed value, 3.984 is larger than the (t) table value, 2.62 in the post test. This means that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the " inferring the moral lesson " favoring the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group is 1.581 the mean of the control group is 1.023 .

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2.6-Question (6) findings

Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of the attitude scale towards listening and multimedia and sub domains(Cognitive level, Affective level and Behavioral level) among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way?

To answer this question the researcher used T. test independent sample the following table shows that:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the level of the attitude scale towards listening and multimedia and sub domains (Cognitive level, Affective level and Behavioral level) among students who learn listening comprehension through multimedia techniques (experimental group) and the students who learn listening comprehension in the traditional way.

Table (4.7)

t. test independent sample results of differences between experimental and control group

for all the questionnaire sub domains and total score of the domain

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level	η^2	Effect volume
Cognitive level	experimental	43	47.186	5.197	7.505	0.000	sig. at 0.01	0.401	Large
	control	43	38.233	5.847					
Affective level	experimental	43	35.372	6.651	7.059	0.000	sig. at 0.01	0.372	Large
	Control	43	25.419	6.423					
Behavioral level	experimental	43	17.256	2.361	4.393	0.000	sig. at 0.01	0.187	Large
	Control	43	14.256	3.805					
Total	experimental	43	99.721	10.888	9.116	0.000	sig. at 0.01	0.497	Large
	Control	43	76.767	12.413					

"t" table value at (84) d f. at (0.05) sig. level equals 1.98

"t" table value at (84) d f. at (0.01) sig. level equals 2.62

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2.6.1 Cognitive level: Table (4.7) illustrates that the (t) computed value, 7.505 is larger than the (t) table value, 2.62 in the post test. This means that there are significant differences at (α =0.01) between the experimental group and the control one in relation to the " Cognitive level " favoring the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group is 47.186 the mean of the control group is 38.233 .

2.6.2 Affective level: Table (4.7) illustrates that the (t) computed value, 7.059 is larger than the (t) table value, 2.62 in the post test. This means that there are significant differences at (α =0.01) between the experimental group and the control one in relation to the " Affective level " favoring the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group is 35.372 the mean of the control group is 25.419 .

 2.6.3 Behavioral level: Table (4.7) illustrates that the (t) computed value, 4.393 is larger than the (t) table value, 2.62 in the post test. This means that there are significant differences at (α =0.01) between the experimental group and the control one in relation to the " Behavioral level " favoring the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group is 17.256 the mean of the control group is 14.256 .

Chapter V

Conclusions, Discussion,

Pedagogical Implications and Recommendations

Chapter V

conclusions, Discussion, Pedagogical Implications and Recommendations

1-Introduction

This chapter presents the outcomes of the study. It interprets the results of the study and provides some recommendations which could be beneficial for curriculum designers, educators, teachers and researchers in Gaza strip. Moreover, some pedagogical implications are provided to enrich the teaching-learning process.

The study aimed at examining the effectiveness of using a multimedia based programme in developing English listening comprehension skills of seventh graders and their attitudes. To achieve this aim, the researcher applied an experimental study for two equivalent groups; One of them is treated as an experimental group consisting of 43 students; and the other is treated as a control group consisting of 43 students. Both groups   proved to be almost equivalent in terms of age, general English achievement and listening comprehension skills. The researcher used different tools: an achievement test (pre and post test), attitude scale "the questionnaire" and an interview.

2_Interpretation of the first question

The researcher investigates the first question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the "total post test marks".
The results indicate that the (t) computed value, 5.967, is larger than the (t) table value, 2.62, in the post test. This means that there are statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the total post test marks favoring the experimental group. There is also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 7.233, the mean of the experimental group is 11.349.

In addition, the effect size of the program is also calculated. According to ή2, the program has a large effect on students listening achievement; this means that the program

effect is significant. This large effect may be due to the use of multimedia program to develop students' listening comprehension skills.

So, multimedia enhances full interaction between the listener and the text and it provides integrated vision of the whole text. This, in turn, raises the overall comprehension and enables listeners to realize the relation among the text component . This result and interpretation confirms the results of Valerie and Hirschbuhl (1999:323–329) whose their study validates the effectiveness of the multimedia treatment significantly increases students' achievement and problem solving skills in environmental science.

3-Interpretation of the second question:

The researcher investigates the second question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental students and that of the control one in relation getting the main idea of the listening text. The results show that the (t) computed value, 4.507, is larger than the (t) table value, 2.62, in the post test. This means that there are statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to ideas favoring the experimental group. There is also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 0.953, the mean of the experimental group is 1.558.

The participants of the experimental group significantly outperformed from those of the control group at the level of skimming the text for the main idea. This is a clue that assures the potentiality of multimedia in supporting learners' mental processes to elicit the gist of the text. This interpretation matches multimedia cognitive theory. Mayer (2012) highlights the importance of getting the information of dual coincide channels, visual and auditory, In addition to the dynamic movement and natural colors. Moreover, this wealthy, comfortable learning environment provides brain with incentives to work properly. Consequently , it enables learner to recall a higher number of the proposition which compose the sentences of the listening material, out of these sentences a listener can get the main idea. This interpretation agrees with the comprehension propositional theory suggested by Kintsch, (1998). " The propositional representation consists initially of a listening of propositions that

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are derived from the text. After having read a complete sentence, this listening of propositions are transformed into a network of propositions. If the text is coherent, all nodes of the network are connected to each other."

4- Interpretation of the third question:

The researcher investigates the third question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group subjects and that of the control one in relation to pointing out specific details from the listening comprehension text.

The results show that the (t) computed value, 3.938, is larger than the (t) table value, 2.62, in the post test. This means that there were statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to pointing out specific details from the list comprehension text favoring the experimental group. There was also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 3.116, the mean of the experimental group is 4.744. The researcher also finds that the effect size of the experiment is large. This large effect can be attributed lascribed to the use of multimedia with aids used in the listening classes which aimed at enhancing listening skills. Also, Multimedia encourages motivation between the students in the English listening classes.

In addition, the results show that the participants of the experimental group scored higher marks at level of scanning than those of the of the control group. This result reflects the influential role of multimedia in enabling students to retain the target information of the text they have just listened to. This is ascribed to the rich multimedia environment which raises concentration and activates working memory which sustains higher retention. Retention of specific information is also ascribed to multimedia as a teaching aid that helps learners to compose full mental clear image of the text, in turn, he can pick any piece of information easily. This notion matches Jones(2003) research in the field which evaluated the role of multimedia on developing English listening skill.

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5- Interpretation of the fourth question:

The researcher investigates the fourth question which examined if there were statistically significant differences at (α≤ 0.05) between the performance of the experimental students and that of the control one in relation to deducing the meaning of difficult words from the listening comprehension text.

The results show that the (t) computed value, 4.401, is larger than the (t) table value, 2.62, in the post test. This means that there were statistically significant differences at (α = 0.01) between the experimental group and the control one in relation to deducing the meaning of the words favoring the experimental group. There is also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 2.140, the mean of the experimental group is 3.465. Moreover, the researcher also finds that the effect size of the experiment is large. This large effect can be attributed to the use of multimedia with pictures, images and videos which developed the listening skill. Guessing meaning of words in context. It is a matter of using clues in the text and exploring the relation between the vocabularies and the overall text or between the vocabulary and the neighboring sentences. With the help of multimedia, a listener can form a clear image of the whole text. Consequently, a listener is capable of filling in the gap of results from unfamiliar word. This guessing is not always 100% correct, but ,at least, it supports the overall comprehension.

The finding of examining this hypothesis is in agreement with the findings of Chen(2006)and Sun and Dong's(2004) which showed significant improvement in students' listening skills in terms of using multimedia programme.

6- Interpretation of the fifth question:

The researcher investigates the fifth question which examined if there were statistically significant differences at (α≤ 0.05) between the performance of the experimental students and that of the control one in relation to getting the moral lesson from the listening comprehension text.

The results show that the (t) computed value, 3.984, is larger than the (t) table value, 2.62, in the post test. This means that there are statistically significant differences at (α = 0.01)

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between the experimental group and the control one in relation to getting the moral lesson from the list comprehension text favoring the experimental group. There was also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group was 1.023, the mean of the experimental group was 1.581.

Furthermore, the researcher finds that the effect size of the multimedia based programme is large. In fact, the large effect can be attributed to the use of multimedia with a variety of teaching aids which aimed at enhancing English listening comprehension skills. The finding of examining this hypothesis is in agreement with the findings of Jones(2003) which showed significant improvement in students' listening skills in terms of using multimedia programme.

The researcher finds that multimedia program attracts students' attention to be very interested inside the English listening comprehension classes. It also creates a relaxed, fun and anxiety-free atmosphere that facilitates and enhances listening skills. The results of this question are in agreement with those of previous studies such as moral lessons in listening or reading comprehension are generally hidden behind lines . They are elicited or concluded by the active recipient after achieving a high level of comprehension resulting from critical thinking and deep analysis. These cognitive skills are enhanced when supported by effective teaching aids, strategies and techniques that help clarifying the message. This is the case of multimedia as it provides recipients with visual and auditory clarifications. That deepens the listener's imagination and understanding of what is written and what is hidden.

7- Interpretation of the sixth question:
The researcher investigates the sixth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental students and that of the control one in relation to the attitude scale" the questionnaire".

7.1 -First: The cognitive level:
The results show that the (t) computed value, 7.505, is larger than the (t) table value, 2.62, in the post test. This means that there are statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one . There is also a statistically significant

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difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 38.233, the mean of the experimental group is 47.186.

Furthermore, the researcher finds that the effect size of the experiment is large. This large effect can be attributed to the a variety of animated pictures, voice, images and videos that attract students' attention and improves their motivation toward the English Listening comprehension classes accompanied with multimedia.

Multimedia provides two separate learning channels (visual and auditory).Different types of multimedia presentations such as PowerPoint, diagrams, websites and videos are efficient in teaching and learning as they provide situations relatable to students life and schemata. This results in enabling students to understand and retain learned information in their long-term memory are fed by both channels of visual and auditory . This interpretation is based on the Cognitive Theory of Multimedia Learning of Mayer. (2012)
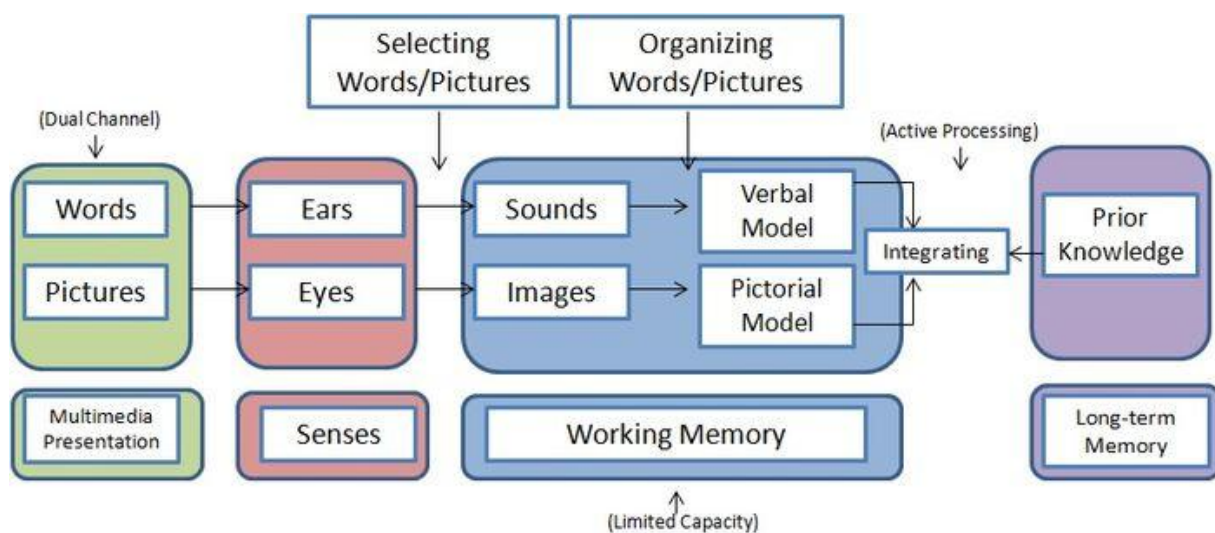
The two rows of the model represent the two information-processing channels: the auditory/verbal channel and the visual/pictorial channel (dual-channel assumption). The five columns each represents the modes of knowledge representations or physical representations, such as words or pictures. Sensory representations take place in the ears or eyes of the learner, while shallow working memory representations are the sounds or images a learner notices or attends to during the instruction. Deep working memory representations are verbal and

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pictorial models constructed by the learner, and lastly, long-term memory representations are what the learner already knows about this particular instruction.

In addition, multimedia gives provision for different learning styles; auditory, visual, and kinesthetic which means that students can make control of the learning style they prefer. Gilakjani (2012) claims that one of the most important uses of technology is that it makes it easy for instructors to incorporate multimedia into their teaching. There are different multimedia tools. Three of the most popular ones are visual ,auditory, and kinesthetic in which students take in information. Some students are visual learners, while others are auditory or kinesthetic learners. While students use all of their senses to take in information, they seem to have preferences in how they learn best. In order to help students learn, teachers need to teach as many of these preferences as possible.

 Therefore, teachers can incorporate these multimedia tools in their curriculum activities so that students are able to succeed in their classes.

7.2- Second: The affective level

The results show that the (t) computed value, 7.059, is larger than the (t) table value, 2.62, in the post test. This means that there are statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to word fluency favoring the experimental group. There is also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 25.419, the mean of the experimental group is 35.372.

Furthermore, the researcher finds that the effect size of the experiment is large. This large effect can be attributed to the variety of animated pictures, voice, images and videos that attract students' attention and improve their motivation toward the English Listening comprehension classes accompanied with multimedia.

In fact, the researcher realized that there was clear difference between mood of the control group and the experimental group. The experimental group had active and positive mood which encouraged students to be more interested and had better participation and engagement, whereas, the control group felt bored and looked at their watches wishing the end of the lesson. In addition, the students of the control group got jealous. They wanted the

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teacher to treat them as she did with the experimental group. One of the students said: "Why don't you bring LCD and a computer to our class and make us watch and listen to the videos ?" Another said: "Please, let us see all the stories and songs with multimedia? Aren't we going to see them?" A third said: Where is the LCD? Aren't we going to use it?" After the teacher had given them negative answers. They became very sorry.

Attitude is something emotional, related to feelings. However, at the level of learning, it has a solid link with learners' cognitive skills and achievement .In the current study, the result of the attitude scale show that the experimental group has a positive attitude towards integrating multimedia with listening comprehension. Multimedia is the source of this positive attitude towards listening comprehension and towards multimedia itself. To explain, multimedia which provides dual channels of information auditory and visual enhances cognitive processes such as comprehension and analysis. This has an affective aspect; that is, when learners feel that they can understand the target message, they get confident and happy and get rid of hesitation and fear. So, they feel positive attitude towards media and towards learning subjects through media. This result and interpretation agrees with that Singh and Chaudhary's(2012, pp11-12) study which stated the result of their experimental study concerning the impact of media on attitude of senior secondary school students in History with special reference to cartoons attitude towards history is enhanced by the use of media with special reference to cartoon in comparison   with the traditional method. The experimental group has scored higher on attitude for learning than the control. This implies that the experimental group is affected by the treatment of the innovated method of multimedia.

Multimedia in education has emerged as a revolution against the traditional techniques in classroom. Black board, chalk and textbook were almost the main sources of teaching learning process. They are cold and lifeless. In contrast, multimedia represented in all its components,   it has brought live change to the classroom . That is, lessons based on multimedia provide learner with a variety of stimuli; visual stimuli full of dynamic movement and natural colors and auditory stimuli which are supposed to accompany the visual one. Both integrated together act as sources of inspiration for learners on both the cognitive and the affective level.

7.3- Third : The behavioral level

The results show that the (t) computed value, 4.393, is larger than the (t) table value, 2.62, in the post test. This means that there are statistically significant differences at (α = 0.01) between the experimental group and the control one favoring the experimental group. There is also a statistically significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is 14.256, the mean of the experimental group is 17.256.

Furthermore, the researcher finds that the effect size of the experiment is large. This large effect can be attributed to the variety of animated pictures, voice, images and videos that attract students' attention and improves their motivation toward the English Listening comprehension classes with multimedia. The finding of examining this hypothesis is in agreement with the findings of Wilberschied and Berman (2004) which show significant improvement in students' listening skills in terms of using multimedia program.

An overwhelming majority of the literature review related to the utilization of multimedia in teaching process highlights the affective role that multimedia brings to the teaching learning process as it motivates students, provides feeling of enjoyment. In addition students feel happy and excite as the situation raises their ability to understand the target lesson consequently, their self- confidence improves. It's well known that those affective factors are influential in inciting learners to think deeply and freely. When learners are happy, confident and enjoy with what they learn they are capable of making progress, Nusir and Alsmadi,(2012,p:18) say "Multimedia has the potential to create high quality learning environments, with the capability of creating a more realistic learning context .Multimedia education offers an alternative to traditional education that can enhance the current methods and provide an alternative especially to take better control of the classroom especially when the class size is large."

8-Conclusions:

It is concluded that the multimedia program can improve and enhance EFL listening comprehension skills.

8.1- Pedagogical Implications:

1-Teachers should be aware of their students' needs and abilities by using variety of tools in teaching listening comprehension skills to attract their attention and to be enjoyable with the subject.

2- Teaching English listening comprehension skills combined with multimedia can be more beneficial to all students than traditional methods because multimedia serves the needs of various students but the traditional methods focus on the product. So, they address one type of students and thus one type of listening but multimedia provides different ways of teaching.

3-Teching English listening comprehension by using multimedia helps students to get interested in the target subjects because it enhances and increases their motivation through the use of various pictures and videos which lead to the improvements in students' achievement. Also, this diversity creates a suspense element within students and makes the lessons attention-getting.

4-Teching English listening comprehension with multimedia helps teachers to choose the best assessment that suits students' strengths; that is individualized assessment. It is not fair to assess and evaluate low achievers as high achievers are assessed .

5-Teaching English listening comprehension with comprehension skills with multimedia encourages low-achieving students to participate since there are pictures, images and sounds that are designed according to their levels or strengths.

8.2-Recommendations

The researcher highlights many recommendations directed to the ministry education, supervisors, English language teachers and recommendations for further studies.

8.2.1- Ministry of education is recommended to:

1. Enrich the Palestinian curriculum with various multimedia based materials which tackle the different skills of English language.

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2. Provide schools with all effective facilities and teaching aids such as, LCD, papers, copy machines, pictures, video and all kinds of board. These aids help teachers to activate and employ multimedia programs and other effective techniques.

3- Open multimedia schools to the Palestinian students' in each educational area can be provided with the teaching aids that ease the implementation of multimedia and thus foster students' achievement.

8.2.2- Supervisors are recommended to:

1. Provide teachers with instructional materials which improve their awareness of multimedia programs' and their importance and necessity in teaching English.

2. Concentrate on the fact that multimedia is not time- wasting activities. Rather, it is a very important tool which is used in different aspects of the language.

3. Conduct training courses for teachers related to implementing multimedia programs in their classes.

4. Conduct workshops that aim at familiarizing teachers with multimedia program

8.2.3- English language teachers are recommended to:

1. Apply multimedia programs with all English skills, listening, speaking, reading and writing.

2. Consider students' individual differences and learning styles in designing the questions of the multimedia program.

3. Elect effective stories and songs combined with multimedia to motivate students' participation in the classroom.

4. Strengthen the relationship with the students which creates non-threatening classroom atmosphere and facilitates the learning-teaching process by attracting their attention to the sounds, images and videos.

5. Change their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language through fun and entertainment by using the modern way of teaching not the traditional one.

6- Use a variety of multimedia programs that coincide with the listening curriculum content.

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8.2.4- Suggestions for further studies:

1. The current study was limited to listening skill. Multimedia should be applied with other English skills and sub-skills.

2. The effectiveness of multimedia program on developing students' speaking skill in English language.

3. Other researchers can conduct evaluative studies based on multimedia to examine to what extent English for Palestine encompasses the multimedia.

5. Other studies can investigate the effect of the remaining multimedia, videos, pictures and sounds, on listening skill.

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Appendices

Achievement test

The Islamic University- Gaza

Deanery of Graduate studies

Curriculum and English Teaching

Methods Department

Faculty of Education

Dear referee,

you are kindly , requested to check the validity of the following tools of a study conducted by Shreen Hamed Lubbad.

The title of the study is <u>The Effectiveness of A Multimedia Based Learning Program on Developing Seventh Graders' Listening Comprehension Skills and Attitudes in Gaza Governorate.</u>

Adding new points, omitting unnecessary ones if available.

Any comments will be taken in consideration.

Your effort is appreciated.

The researcher

Shereen H. Lubbad

Snow white

Students should read the following questions before first time listening and answer them after listening.

Choose the correct answer:-

1- The main idea of the story is about

a- Snow White and the seven dwarfs.

b- Snow White and the wicked step mother.

c- Snow White and the prince.

2- The main characters are

a- The dwarfs and the prince.

b- Snow White and the guard.

c- Snow White and the wicked witch.

Section (B) Student should listen to the text for the second time to point out specific details.

Circle the correct answer:-

1- Snow White lived with

a- her grandmother.

b- her real mother.

c- her step mother.

2- The queen was

a-. kind and compassionate

b-a jealous woman.

c- careless about everything.

3- The queen was jealous from Snow White because

a- Snow White was the most beautiful woman in the world.

b- the king loved Snow White the best.

c- the prince married Snow White.

4- The most beautiful woman in the world was

a- the queen.

b- Snow White.

c- Snow White's mother.

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5- The queen ordered the guard to

a- throw Snow White in a forest.

b- marry Snow White.

c-. kill Snow White

Put True or false:-

1- The guard killed Snow White (   )

2- The wicked queen decided to poison Snow White (   )

3- The dwarfs were happy and asked Snow White to take care of them (   )

4- Snow White opened the door but she did not eat the poisoned apple (   )

5- Snow White ate the poisoned apple and died(   )

6-Snow White woke up when a prince kissed her hand (   )

Section (C) Students should deduce meaning of unfamiliar lexical items from the text for the third time.

Match the underlined items with the most appropriate meaning of the items listed below:-

1- "scared" means

a- afraid

 b- - sad.

c- - happy.

2- "Dwarfs" refers to

a- strong people.

b- short people.

c- tall people.

3- took pity on her means

a- was bad with her.

b- was kind with her.

c- was afraid of her.

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4- "wicked" means

a- bad or evil.

b- good.

c- happy.

5- "disguised" means

a- disappeared.

b- changed herself.

c- changed her appearance.

Section (D) Students should infer the message of the author.

Choose the correct answer:-

1- The lesson you learn from the story:-

a- Goodness wins at the end.

b- Weakness wins at the end.

c- We should fear wicked people.

2-The guard is:

a-a cruel man.

b-a kind man.

c-a coward man.

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The Attitude scale

Questionnaire to know Student's attitudes toward English listening comprehension texts and English listening comprehension texts combined with multimedia

No	Items	The Approval Agree				
	First: The cognitive level	**Strongly agree**	**Agree**	**Medium**	**disagree**	**Strongly disagree**
1.	listening comprehension is one of the problems I face in learning English.					
2.	I feel difficulty in identifying the main idea of the text.					
3.	I exert effort in guessing the meaning of difficult words through the text.					
4.	The level of remembering the listening text details is reducing gradually.					
5.	I face a difficulty in answering the listening text questions.					
6.	I prefer to listen to the listening comprehension texts combined with multimedia.					
7.	I see that the listening comprehension text combined with multimedia helps me to understand the main idea of the listening text.					
8.	I prefer guessing the meaning of vocabulary through the listening text combined with multimedia.					
9.	I see that the listening comprehension text combined with multimedia helps me to remember the details.					
10.	I see that the listening comprehension text combined with multimedia helps me to answer the questions.					
11.	I see that the listening comprehension text combined with multimedia helps me to deduce judgment and the moral lessons.					

No	Items	The Approval Agree				
	Second: The Affective level	**Strongly agree**	**Agree**	**Medium**	**disagree**	**Strongly disagree**
12.	I would not like to follow the listening comprehension text.					
13.	I enjoy English listening classes.					
14.	I feel confident in English listening classes.					
15.	I feel bored in English listening classes.					
16.	I feel unconfident in English listening classes.					
17.	I wish if there weren't any English listening classes.					
18.	I look forward to attend the English listening classes.					
19.	I would l like to follow the English listening classes combined with multimedia.					
20.	I feel confident in English listening comprehension classes combined with multimedia.					
Third: The Behavioral level						
21.	I like to repeat listening to the listening comprehension texts.					
22.	I seek to learn all subjects combined with multimedia.					
23.	I tend to employee multimedia in my study to improve the achievement level.					
24.	I intended to recognize the means of multimedia that are used in teaching.					

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Appendix (C)

An Interview Results

English Stories

English results for the Stories(written and oral interview results) for the six low achievers students after applying each listening class combined with multimedia.

	1		2		3		4		5		Total	
	Written results	Oral result	Written results	Oral result	Written results	Oral result	Written results	Oral result	Written results	Oral result	Written results	Oral result
First	2	5	6	10	7	11	13	18	4	7	32	51
Second	3	8	7	12	9	12	14	14	4	6	37	52
Third	5	7	8	12	8	11	10	15	6	8	37	53
Fourth	3	7	8	11	9	12	12	14	7	9	39	53
Fifth	6	7	7	11	8	11	12	15	7	9	40	53
Sixth	4	6	9	11	9	12	14	17	6	9	42	55

The table shows that there are differences between the results of the written and oral interview for the low achievers after applying stories in each English listening class that was combined with multimedia.

Figure(4.1)

The figure shows that there are differences between the results of the written and oral interview for the low achievers after applying stories in each English listening class that combined with multimedia.
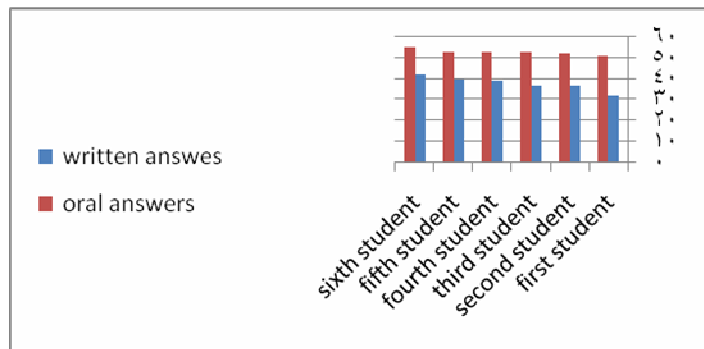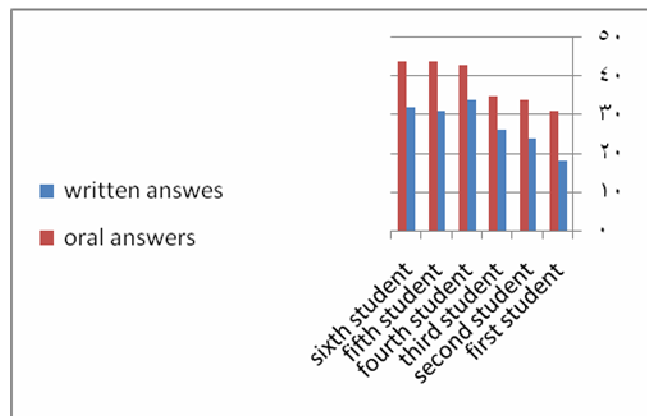
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Table(4.9)

English Songs

English results for the Songs(written and oral interview results) for the six low achievers students after applying each listening class combined with multimedia.

	1		2		3		4		5		Total	
	Written results	Oral result	Written results	Oral result	Written results	Oral result	Written results	Oral result	Written results	Oral result	Written results	Oral result
First	3	6	1	3	3	5	7	9	4	8	18	31
Second	6	7	2	4	3	5	8	10	5	8	24	34
Third	5	6	2	4	4	5	9	12	6	8	26	35
Fourth	7	8	3	5	6	7	10	13	8	10	34	43
Fifth	4	7	4	5	5	7	11	15	7	10	31	44
Sixth	6	8	2	5	4	6	11	13	9	12	32	44

The table shows that there are differences between the results of the written and oral interview for the low achievers after applying songs in each English listening class that combined with multimedia.

Figure(4.2)

The figure shows that there are differences between the results of the written and oral interview for the low achievers after applying songs in each English listening class that was combined with multimedia.

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Table(4.10)

The achievement test story pre and post oral interview results for the six low achievers students

students	per-interview	post-interview
first student	8	11
Second student	6	12
Third student	4	12
Fourth student	7	13
Fifth student	3	11
Sixth student	6	12

The table shows that there are differences between the of the pre and post oral interview results for the six low achievers after applying the story that combined with multimedia.

Figure(4.3)

The achievement test story pre and post oral interview results for the six low achievers students

The figure shows that there are differences between the of the pre and post oral interview results for the six low achievers after applying the story that combined with multimedia.

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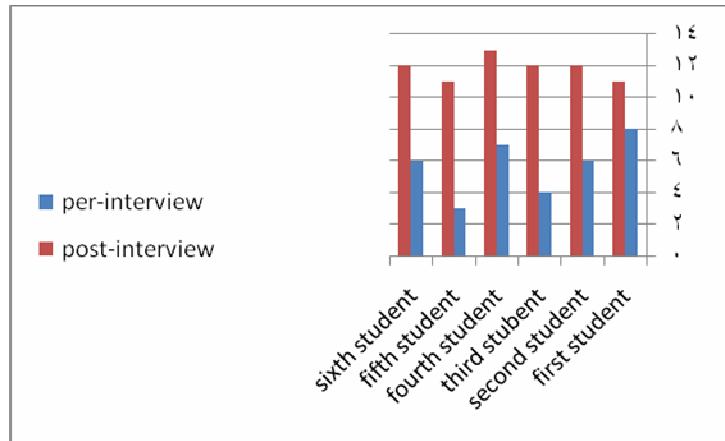
3-Summary

It was clear that the multimedia based program had positive effects on developing listening comprehension skills. The experimental group reported that they increased their motivation to listen. They like the English listening lessons and they were interested in the listening classes.

Furthermore, the multimedia program provided them with the ability to describe pictures of the stories and songs. Moreover, they could infer specific details of the listening text. In addition, students deduced the meaning of the difficult words from the listening text and got the moral lesson of the listening text.

Appendix (D)

Chart of specifications

percent%	evaluation	Synthesis	analysis	Comprehension	Cognitive skill. listening skills.
15%		2		----	Skimming
45%				10	Scanning
30%			6		Inference
10%	2				Evaluation
	2	2	6	10	
100%	20				

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Appendix (E)

The Referee Committee

Name	Job
Maher Sharaf	English Supervisor
Soha Dawoud	English Supervisor
Jaklleen Hussanain	D.E.P School Principle
Zulfa Bader Edeen	Gaza University Instructor
Ijlal Al Mudalal	Poly Technique Instructor
Saeda Al Madhoun	English Teacher
Abd Salam Humaid	School Supervisor
Saleh Muhsen	Head of Mental and Health Center
Ala'a Harp	Education Area Officer – UNRWA
Abd Arahman Qasia	UNRWA School Principle of Technology Department

The Magic Carpet

One very hot day Ali finds a carpet in his uncle's shop. "What's this?"

Suddenly the carpet jumps! It moves and flies off into the air. "Hey" "What's happening?"

A loud booming voice comes from the carpet. "Welcome, O Master. I am a magic carpet."

First they fly high up into the sky and then they land in a jungle. It is hot and wet and It's raining.

Then they fly to the desert "It is very, very hot and dry.

After that they fly to the south pole.

There is lots of ice and snow. It's freezing.

"Where are we now? I can't see?" "In the mountains, can you see me?"

"It's very fogy".

Then they fly to an island in the sea. There is thunder and lightning "Aaaghi" "let's go home".

Finally they fly back home. The carpet lands in the shop and Ali gets off. "Wow!" What an adventure!"

Animal shelter

This is animal shelter. There are lots of pets to adopt here, Dogs, cats, rabbits, hamsters, guinea pigs, budgies and fish.

This is the Good family. They want to adopt a pet. Which one will they choose?

"How a bout a dog? Dogs are great pets. They can go for walks. They can play games in the park They can fetch and carry things".

Mother Dogs are terrible pets they can jump on your bed and bark all night"

Girl "How about a rabbit? Rabbits are fun pets. They can jump and hop. They can skip and run. They can stand on two legs and wiggle their ears".

Mother "Rabbit are terrible pets. They can go into the garden and eat your vegetables!"

Boy "How about a snake? Snakes and cool pets. They can climb and slide. They can be very small or very tall. They can also scare your friends".

Mother "snakes are terrible pets they can bite you and swallows you whole".

Police man "help! Help! Stop that cat!"

Mother "How about a cat?

Cats are perfect pets. They can walk and run, they can jump and climb. They can play games and scare mice".

Mother "Cats are the best pets. Now, what name will we choose?"

Pets at the animal shelter.

The lucky seed

Along time ago a farmer took big bag of seeds to sell at the market.

Suddenly, his cart's wheel hit a big stone Bump!

One of the seed fell out of the bag, and onto the hot, dry ground.

I'm scared, "said the seed". "I need to be safe under the soil". Just then a buffalo walked on the seed and pushed it into the ground.

I'm thirsty. "said the seed". I need some water to help me grow." Just then it started to rain.

The next morning the seed had a little green shoot.

All day it sat in the sun and grew taller and taller.

The next day, it had its first leaf.

This helped it to catch sunlight and grow.

That evening a hungry bird tried to eat it. But the seed had roots to help it stay in the ground.

Many years of sunshine and rain passed. The seed became a plant, and then the plant became a tree.

Today if you visit the country side you can see the tree. It is big and strong and now makes seeds of its own.

Fantasy story

Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter.

One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.

The king and queen were very sad.

They promised to give a bag of gold to the knight who could rescue the princess.

All the knight in the land wanted to rescue the princess.

They rode to the tower as fast as they could.

The ugly ogre roared with anger when he saw the knights.

His roar was so scary they rode away as fast as they could.

One day a friendly dragon was flying over the ogre tower when he heard the princess cry for help.

The dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.

The dragon rescued the princess from the tower and gently put her on his strong back.

The king and queen were so happy to see the princess .They gave the dragon the bag of gold.

They all lived happily ever after.

Cinderella

Once upon a time a rich man's wife died. So he decided to marry again so that his lonely daughter could have a mother to care for her. But the woman he chose to marry was a proud and selfish woman with two daughters just like herself.
She did not show her true character until after a wedding.

She ordered his little daughter to work in the kitchen while she and her daughters enjoyed themselves.

When the child had done her work, she used to sit in the chimney corner among the cinders (ash).

So everyone called her Cinderella though her clothes were so dirty and torn yet she was far prettier than her sisters.

On day the king invited them for a dance party, the sisters were very happy. They talked of nothing but what they ordered were beautiful gowns.

Cinderella also wanted to go but her sisters teased her and said, "would you not like to dress up in fine clothes and ride in a carriage, dance with rich young men or may be even with the prince himself?" It was known that the prince was in search of a wife and Cinderella's step mother had high hopes for her daughters.

Soon the great day arrived. Cinderella was busy all day, dressing her sisters and combing their hair and when the beautiful carriage arrived to take them to the ball she arranged their dress so that they would not get shapeless on the way.
When the sisters had gone, Cinderella began to cry.

Suddenly, her fairy godmother appeared and said, "Why are you crying, my dear?" I wish I could go to the dance party," cried Cinderella.
The fairy godmother said that Cinderella could go.

She told her to get her a pumpkin, Cinderella was puzzled, but she quickly brought the largest pumpkin that she could find.

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The fairy godmother used her magic wand and turned the pumpkin into a beautiful golden carriage. Cinderella was then sent to find six mice, a rat and six lizards. The fairy godmother turned the six mice into smart grey horses, the rat into a handsome coachman and the six lizards into smart footmen. The fairy godmother moved her magic wand over Cinderella and soon her dirty dress became the most beautiful dress she could ever have seen. Cinderella also saw that her feet now had a beautiful pair of golden slippers.

The fairy godmother now told Cinderella to go immediately and leave the palace before the clock struck twelve, as the magic would end at midnight.
When Cinderella appeared in the dance room, everything is silent the music and dancing stopped as she was the most beautiful young woman in that room.
The young price took her hand and led her to the dance floor. He danced with no one else but her the whole evening when they sat down to eat their dinner, the prince could hardly eat anything, as he was busy looking at her. The dance went on Cinderella was so happy, she danced every dance and did not at all feel tired. Then she heard a clock striking the hour. She thought it must be midnight she became a afraid and ran away from the dance room. The prince tried to catch up with Cinderella.

As she ran towards the golden carriage, due to hurry, she lost one of her lovely golden slippers. As the prince bent down to pick up the golden slipper, the clock struck twelve. When the prince stood up he saw that his beautiful dance partner, her fine coach and the horses were missing Now the prince was in no mood to celebrate and all the guests were told to leave. The prince took the golden slipper to the king and told him he would find the beautiful that slipper; and when he would have found her, he would marry her.

The prince now went to every house in the entire kingdom to look for Cinderella.

Cinderella's stepmother grew very excited when the prince arrived at their house, she was shown the golden slipper, she told her daughters to try to put on that slipper. But they could not do so as they had big clumsy feet, and the golden slipper was tiny and delicate. The prince asked her if there was any other young woman in that house. The stepmother replied that only Cinderella was there and she worked in the kitchen, and she did not go the dance party.

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The prince ordered the stepmother to bring Cinderella there when Cinderella put on the slipper if fitted comfortably into her pretty foot.

The stepmother and her daughters were red with anger. The prince had now found whom he wanted to marry. He took Cinderella along with him to the palace , and married her there Thus they lived happily thereafter.

The shoe maker and the elves

There was once a shoemaker, who worked very hard and was very honest: but still he could not earn enough to live upon; and at last all he had in the world was gone, save just leather enough to make one pair of shoes.

Then he cut his leather out, all ready to make up the next day, meaning to rise early in the morning to his work. His conscience was clear and his heart light amidst all his troubles; so he went peaceably to bed, left all his cares to Heaven, and soon fell asleep. In the morning after he had said his prayers, he sat himself down to his work; when, to his great wonder, there stood the shoes all readymade, upon the table. The good man knew not what to say or think at such an odd thing happening. He looked at the workmanship; there was not one false stitch in the whole job; all was so neat and true, that it was quite a masterpiece.

The same day a customer came in, and the shoes suited him so well that he willingly paid a price higher than usual for them; and the poor shoemaker, with the money, bought leather enough to make two pairs more. In the evening he cut out the work, and went to bed early, that he might get up and begin betimes next day; but he was saved all the trouble, for when he got up in the morning the work was done ready to his hand. Soon in came buyers, who paid him handsomely for his goods, so that he bought leather enough for four pair more. He cut out the work again overnight and found it done in the morning, as before; and so it went on for some time: what was got ready in the evening was always done by daybreak, and the good man soon became thriving and well off again.

One evening, about Christmas-time, as he and his wife were sitting over the fire chatting together, he said to her, 'I should like to sit up and watch tonight, that we may see who it is that comes and does my work for me.' The wife liked the thought; so they left a light burning, and hid themselves in a corner of the room, behind a curtain that was hung up there, and watched what would happen.

As soon as it was midnight, there came in two little naked dwarfs; and they sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began to ply with their little fingers, stitching and rapping and tapping away at such a rate, that the shoemaker was all

wonder, and could not take his eyes off them. And on they went, till the job was quite done, and the shoes stood ready for use upon the table. This was long before daybreak; and then they bustled away as quick as lightning.

The next day the wife said to the shoemaker. 'These little lights have made us rich, and we ought to be thankful to them, and do them a good turn if we can. I am quite sorry to see them run about as they do; and indeed it is not very decent, for they have nothing upon their backs to keep off the cold. I'll tell you what, I will make each of them a shirt, and a coat and waistcoat, and a pair of pantaloons into the bargain; and do you make each of them a little pair of shoes.'

The thought pleased the good cobbler very much; and one evening, when all the things were ready, they laid them on the table, instead of the work that they used to cut out, and then went and hid themselves to watch what the little elves would do.

About midnight in they came, dancing and skipping, hopped round the room, and then went to sit down to their work as usual; but when they saw the clothes lying for them, they laughed and chuckled, and seemed mightily delighted.

Then they dressed themselves in the twinkling of an eye, and danced and capered and sprang about, as merry as could be; till at last they danced out at the door, and away over the green.

The good couple saw them no more; but everything went well with them from that time forward, as long as they lived.

People work

Nigel Naylor, he's tailor, he makes trousers, suits and shirts.

Penny practor, she's a doctor, comes to see you when it hurts.

Peter palmer, he's a farmer, he's got cows and pigs and sheep.

Wendy witter, baby sitter, minds the kids when they're a sleep.

People work in the country, people work in the town.

People work day and night to make the world go round.

Mabel Meacher, language teacher, teaches English, French and Greek.

Gary Cummler, he's a plumber, call him when you've got a leak.

Patty prentice, she's dentist, keeps your teeth both clean and white.

Ronnie Ryman, he's a fireman, comes when there's a fire to fight.

People work in the country, people work in the town.

People work day and night to make the world go round.

People work in the country, people work in the town.

People work day and night to make the world go round.

Busy as Bee

Surfing , surfing , surfing

Surfing in the sea. The water is so blue

Buzz, buzz, buzz

I'm as busy as a bee

You can do surfing just like me.

Rafting , Rafting, rafting

What a pretty sign!

Rafting in the water

The water is so white.

Buzz buzz buzz

I'm as busy as a bee

You can go rafting just like me.

Biking , biking, biking

How fast can you go?

Biking up and down

Going high and low.

Buzz buzz buzz

I'm as busy as a bee

You can go biking.

Just like me.

Skating, skating, skating

What a lot of tricks!

Roller skating in the park Doing lots of kicks.

Buzz buzz buzz

I'm as busy as a bee

You can go skating

Just like me.

House song

Where's Mr. penguin?

He's in the bedroom

What's he doing?

He's reading a book.

Where's Baby Elephant?

He's in the bathroom.

What's he doing?

He's taking a bath.

Bed room Bath room Living room Dining room

Bed room Bath room Living room Dining room

Kitchen

Not Chicken!!!

It's a kitchen!!!

Where's Mr. Lion?

He's in the living room.

What's he doing?

He's watching TV.

Where's Billy Beaver?

He's in the dining room.

What's he doing?

He's studying English.

Bed room Bath room Living room Dining room

Bed room Bath room Living room Dining room

Kitchen

Not Chicken!!!

It's a kitchen.

Where's Mr. Brown Bear?

He's in the kitchen.

What's he doing?

He's cooking spaghetti.

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Where's Mr. Zebra?

He's in the kitchen.

What's he doing?

He's washing the dishes.

Bed room Bath room Living room Dining room

Bed room Bath room Living room Dining room

Kitchen

Not Chicken!!!

It's a kitchen.

Season song

The leaves on the trees are turning green

Turning green, turning green

The leaves on the trees are turning green

Grow grow grow

The flowers on the trees are beautiful

Beautiful, Beautiful, Beautiful

The flowers on the trees are beautiful

Busy, busy, bees!

The leaves on the trees are falling down

Falling down, falling down

The leaves on the trees are falling down

Yellow, red and brown.

The leaves on the trees have fallen down

Fallen down, fallen down

The leaves on the trees have fallen down

All on the ground.

Ramadan song

Ramadan, Ramadan come to us shake the lantern the way

Ramadan, Ramadan here we come sun is shining every day.

Ramadan, Ramadan help to poor offer food to all your friends.

Ramadan, Ramadan light the way with golden

Lantern every day

Ramadan, Ramadan, Ramadan

Healthy Eating

Sometimes the things we like to eat, taste so good, so very sweet.

But there one thing I must repeat, keeping well is what you need.

Take an apple or a pear, and some cabbage if you dare. The fruit and vegetables just put it there, because you need your five a day.

Got a lot too much, Got a lot crunch bananas, grapes and carrots hanging in a bunch!

One that could be beans two some other greens, Three and four some fruit. That means just one more for five today.

You can run and jump and play, keeping healthy every way. Even when you're old and gray you still need your five a day.

Appendix (G)

Grade: Seven   **lesson Plan**

The Snow white and the seven dwarfs

Objective: at the end of this listening lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: scared – Dwarfs - took - pity - wicked - disguised
A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson. For example : teacher writes five spaces on the board and asks students to guess the letters of the word (dwarfs).
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen " snow white "
Picture Reading for presenting the new vocabulary	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
Picture Reading for presenting the events of the story	Teacher	Shows silent pictures of the story in sequence and ask students to predict the events of the story.
While listening stage	Teacher	First: Section (A) choose the correct answer Gives students the worksheet of the listening story " snow white" and asks them to listen to the text for the first time and to answer section (A) of the questions related to the first objective of scanning the text to get the main idea of the listening text.

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		Choose the correct answer:-
		1- The main idea of the story is about
		a- Snow White and the seven dwarfs.
		b- Snow White and the wicked step mother.
		c- Snow White and the prince.
		2- The main characters are
		a- The dwarfs and the prince.
		b- Snow White and the guard.
		c- Snow White and the wicked witch.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) Circle the correct answer
		asks student to listen to the text for the second time to do the questions on section (B) related to the second listening objective of skimming the text to point out specific details of the listening text.
		Circle the correct answer:-
		1- Snow White lived with
		a- her grandmother.
		b- her real mother.
		c- her step mother.
		2- The queen was
		a-. kind and compassionate
		b-a jealous woman.
		c- care less about everything.
		3- The queen was jealous from Snow White because
		a- Snow White was the most beautiful woman in the world.
		b- the king loved Snow White the best.
		c- the prince married Snow White.

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		4- The most beautiful woman in the world was a- the queen. b- Snow White. c- Snow White's mother. **5- The queen ordered the guard to** a- throw Snow White in a forest. b- marry Snow White. c-. kill Snow White **Put True or false:-** 1- The guard killed Snow White ( ) 2- The wicked queen decided to poison Snow White ( ) 3- The dwarfs were happy and asked Snow White to take care of them ( ) 4- Snow White opened the door but she did not eat the poisoned apple ( ) 5- Snow White ate the poisoned apple and died( ) 6-Snow White woke up when a prince kissed her hand ( )
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Match the underlined items with the most appropriate meaning of the items listed below Gives students time to read questions related to section (C) and (D) before starting playing the listening text. **Match the underlined items with the most appropriate meaning of the items listed below:-** 1- "scared" means a- afraid

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		b- - sad.
		c- - happy.
		2- "Dwarfs" refers to
		a- strong people.
		b- short people.
		c- tall people.
		3- took pity on her means
		a- was bad with her.
		b- was kind with her.
		c- was afraid of her.
		4- "wicked" means
		a- bad or evil.
		b- good.
		c- happy.
		5- "disguised" means
		a- disappeared.
		b- changed herself.
		c- changed her appearance.
		Section (D) Students should infer the message of the author.
		Choose the correct answer:-
		1- The lesson you learn from the story:-
		a- Goodness wins at the end.
		b- Weakness wins at the end.
		c- We should fear wicked people.
		2-The guard is:
		a-a cruel man.
		b-a kind man.
		c-a coward man.
		Then asks students to listen to the text for the third

		time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

The magic carpet

Objective: at the end of this listening lesson students are expected to be able to:

-   Scan the text to get the main idea.
-   Skim the text to point specific details.
-   Deduce meaning of the difficult vocabulary.
-   Elicit the moral lesson.

Key Vocabulary: booming – Jungle – desert – freezing – foggy – forest- thunder - Adventure - island

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson. For example: asks students to collect pieces of a picture for the carpet that teacher draw and cut before the lesson(students work in groups to play the game and get what is the lesson about?.(The magic carpet)
Pre- Listening stage	Teacher	Teacher introduces the vocabulary of the lesson (booming – Jungle – desert – freezing – foggy – forest- thunder – Adventure)
Picture Reading	Teacher	Shows silent pictures of the story in sequence and ask students to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) choose the correct answer Gives students the worksheet of the listening story " The magic carpet" and asks them to listen to the text for the first time and to answer section (A) of the

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		questions related to the first objective of scanning the text to get the main idea of the listening text.
		Section (A) choose the correct answer:

		1. **The main idea of the story is about:**
		    a- Clothes.
		    b- Jobs.
		    c- Weather.

	Students	Listen and answer the first section
	Teacher	Second: Section (B) put (T) or (F) asks student to listen to the text for the second time to do the questions on section (B) related to the second listening objective of skimming the text to point out specific details of the listening text. **Section (B) put true or false:** 1. Ali finds a carpet in his uncle's shop ( ) 2. Ali flies to many places by a plane ( ) 3. The carpet is a magic carpet ( ) 4. The weather in a jungle is very dry ( ) 5. The desert is very wet and rainy ( ) 6. There is lots of ice and snow in the south pole ( ) 7. It is very windy in the forest ( ) 8. The adventure is very interesting ( )
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Match the underlined items with the most appropriate meaning of the items listed below. Gives students time to read questions related to section (C) and (D) before starting playing the

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listening text.

Section (C) Match the underlined items with the most appropriate meaning of the items listed below:

1. **"booming" means:**
    - a- Make aloud voice.
    - b- Make a quiet voice.
    - c- Make a noisy voice.

2. **"Jungle" means:**
    - a- Desert.
    - b- Forest.
    - c- Beach.

3. **"desert" means:**
    - a- a large area without water.
    - b- a small area without water.
    - c- a large area with water.

4. **"freezing" means:**
    - a- Very hot.
    - b- Very warm.
    - c- Very cold.

5. **"foggy" means:**
    - a- Thick clouds.
    - b- Warm clouds.
    - c- Cold clouds.

6. **"forest" means:**
    - a- Wood.
    - b- Desert.
    - c- Sand.

7. **"thunder" means:**
    - a- Loud music.
    - b- Quite sound.

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		c- Loud noise comes after storm.

		8. "adventure" means
		
		   a- Unusual experience.
		   b- Normal experience.
		   c- Usual experience.
		
		9. "island" means
		
		   a- Water that is surrounded by land .
		   b- Apiece of land.
		   c- Apiece of land that is surrounded by water.
		
		Section (D)Answer
		
		1. What is the lesson you learn from the story?
		
		……………………………………………

		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson on the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

Grade: Seven   **lesson Plan**

Animal Shelter

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: Shelter – pets – adopt – Fetch - Wiggle – swallow - Bank

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre-Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen "Animal Shelter"
Picture Reading	Teacher	Shows silent pictures of the story in sequence and ask students to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.(Shelter – pets – adopt – Fetch - Wiggle – swallow – Bank)
While listening stage	Teacher	First: Section (A) choose the correct answer Gives students the worksheet of the listening story "Animal Shelter" and asks them to listen to the text for the first time and to answer section (A) of the questions related to the first objective of scanning the text to get the main idea of the listening text. **Section (A) Choose the correct answer:** **1. The story is about:** a- animal shelter.

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		b- pets at the animal shelter. c- animal food.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) Fill in the Table asks student to listen to the text for the second time to do the questions on section (B) related to the second listening objective of skimming the text to point out specific details of the listening text. **Section (B) Fill in the Table:** _table below_

Section (B) Fill in the Table:

No	Name of the animal	Why they are good?	Why they are terrible?
1.	Dogs	Go for walk, play games, park, fetch and carry things	……………………………
2.	Rabbit	……………………………	They can go into the garden and eat vegetables.
3.	Snake	They can climb and slide. They can be small or tall and they can scare friends.	……………………………

	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Choose the correct answer. Gives students time to read questions related to section (C) and (D) before starting playing the listening text. **Section (C) Choose the correct answer:** **1. "Shelter" means:** a- big building gives protection from danger.

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b- small building gives protection from danger.

c- wide building gives protection from danger.

2. **"pets" means:**

a- an animal you keep in your home for pleasure.

b- an animal you keep in your home for competition

c- an animal you keep in your home for studying.

3. **"adopt" means:**

a- feeding the animal

b- cleaning the animal

c- bring an animal to your home and consider it as own.

4. **"Fetch" means:**

a- bring

b- take

c- give

5. **"Wiggle" means:**

a- clapping.

b- shaking.

c- skipping

6. **"swallow" means:**

a- pass food from mouth down to throat.

b- breathe air by nose.

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		c- see things by eye.
		7. "Bark" means:
		a- the sound of cats.
		b- the sound of snakes.
		c- the sound of dog.
		Section (D) the lesson you learn from the story is:
		a- How to choose a best animal pet.
		b- How to make animal shelter.
		c- How to play with animal pets.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

The lucky seed

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: wheel - leaf – buffalo – seed - green shoot

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson. (guess what is the word if you omit the letter means you can use your eye to know things"seed")
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen "The lucky seed"
Picture Reading	Teacher	Shows silent pictures of the story in sequence and ask students to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.(wheel - leaf – buffalo – seed - green shoot)
While listening stage	Teacher	First: Section (A) choose the correct answer Gives students the worksheet of the listening story "The lucky seed" and asks them to listen to the text for the first time and to answer section (A) of the questions related to the first objective of scanning the text to get the main idea of the listening text. **Section (A) Choose the correct answer:-** **1- The story is about:-**

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		a- a buffalo.
		b- a farmer who sells seeds.
		c- a seed which fell into the ground.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) Choose the correct answer asks student to listen to the text for the second time to do the questions on section (B) related to the second listening objective of skimming the text to point out specific details of the listening text. **Section (B) Choose the correct answer:-** **1- When the seed fell on the ground it was:-** a- happy. b- sad. c- run after the farmer. **2- To feel safe the seed wanted to be:-** a- under the soil. b- fly in the air. c- swim in the river. **3- The one who pushed the seed into the ground was:-** a- a farmer. b- a buffalo. c- a bird. **4- The seed wanted:-** a- water. b- juice. c- tea. **5- The next day the seed:-** a- birds ate it. b- it died. c- grew green shoot.

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		6- The seed:- a- grew taller in the sand. b- dried. c- died. **7- The leaf helped the seed to catch:-** a- sunlight. b- water. c- air. **8- Birds couldn't eat the seed:-** a- the bird was too small. b- it had roots in the ground. c- it had big leaves. **9- The seed become:-** a- a plant in the tree. b- a tree then a plant. c- flower then a tree. **10- A big tree:-** a- can make flowers only. b- can't make seeds. c- can make seeds of its own.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Match the word with the picture. Gives students time to read questions related to section (C) and (D) before starting playing the listening text.

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		Section (C) Match word with the picture:- a- wheel ( ) b- leaf ( ) c- buffalo ( ) d- seed ( ) e- green shoot ( ) **2- Listen and write the opposite:-** a- Wet X ………………….. . b- Safe X ………............... . c- pull X ………………….. . d- shorter X ………………. . e- last X …………………… . **Section (D)** **The lesson you learn from the story:-** a- Allah helps the weak ones. b- Allah gives us rain and sunlight to live and grow. c- Allah gives us safety. d- all the choices are correct.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

Fantasy Story

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: Ogre- Knight- rescue- scared

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson. Teacher brings
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to " Fantasy Story"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) Choose the correct answer Gives students the worksheet of the listening story " Fantasy " and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) Circle the correct answer asks students to read questions of section (B) then

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		asks student to listen to the text for the second time to do the questions on section (B) which related to the second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Match "A" with "B" , Underline the correct answer :- Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

Cinderella story

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: selfish**-** gowns **–** slipper **-**

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to "Cinderella story"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask the student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) choose the correct answer Gives students the worksheet of the listening story " Cinderella "and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) Circle the correct answer asks student to listen to the text for the second time to do the questions on section (B) which related to the

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		second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) choose the correct answer , Match pictures with words Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

The shoe maker and the elves

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: Tiny - pretty - elves - consol – sewing - talented

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to "The shoe maker and the elves"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) Circle the correct answer Gives students the worksheet of the listening story "The shoe maker and the elves" and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section

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	Teacher	Second: Section (B) Choose the correct answer asks student to listen to the text for the second time to do the questions on section (B) which related to the second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Match the word with the meaning Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

People work

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: Tailor- plumber – babysitter- dentist- fireman- leak

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to "People Work"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A)) choose the correct answer Gives students the worksheet of the listening story "people work" and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) put true or false asks students to read questions of section (B) then

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		asks student to listen to the text for the second time to do the questions on section (B) which related to the second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) match the underlined items with the most appropriate meaning of the items listed below and Choose the correct answer Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

Busy Bee Song

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: Surfing – Rafting- Biking - Skating

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to " Busy Bee Song"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask the student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) choose the correct picture Gives students the worksheet of the listening story " Busy Bee "and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) match the word with suitable sentence asks students to read questions of section (B) then asks student to listen to the text for the

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		second time to do the questions on section (B) which related to the second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) choose the correct answer Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the dificult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

The House Song

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: Bedroom – Bathroom - Living room – dining room - kitchen

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to "The House song"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) choose the correct answer Gives students the worksheet of the listening story "The House song" and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) put true or False asks student to listen to the text for the second time to do the

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		questions on section (B) which related to the second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Match the underlined items with these most appropriated meaning of the items listed below Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

Seasons Song

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: fall down – busy – grow - leaves of trees

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to " Seasons Song"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) choose the correct answer Gives students the worksheet of the listening story Seasons Song" and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) Put (T) or (F) asks student to listen the text for the second time to do the questions

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		on section (B) which related to the second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) choose the correct answer Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

Ramadan Song

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: lantern -   sunshine - sunset

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to " Ramadan Song"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) Answer Gives students the worksheet of the listening story " Ramadan Song" and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) Fill in the gaps asks students to read questions of section (B) then

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		asks student to listen to the text for the second time to do the questions on section (B) which related to the second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Match words with the pictures, choose the correct answer Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Grade: Seven   **lesson Plan**

Healthy Eating

Objective: at the end of this lesson students are expected to be able to:

- Scan the text to get the main idea.
- Skim the text to point specific details.
- Deduce meaning of the difficult vocabulary.
- Elicit the moral lesson.

Key Vocabulary: You hair is grey **–** crunch **-** bunch

A.V.M: The listening material- worksheet- L.C.D and computer or lab

Steps	Sign	Procedures
Warming up	Teacher Students	Greeting the class. Play a game related to the topic of the listening lesson.
Pre- Listening stage	Teacher	Teacher introduces the lesson by telling students that they are going to listen to " Healthy Eating"
Picture Reading	Teacher	Shows silent picture of the story in sequence and ask student's to predict the events of the story.
	Students	Can recognize and deduce the meaning of the vocabulary from the pictures and from the sequence of presenting the pictures.
While listening stage	Teacher	First: Section (A) choose the correct answer Gives students the worksheet of the listening story " Healthy Eating" and asks them to listen to the text for the first time and to answer section (A) of the questions which related to the first objective of scanning the text to get the main idea of the listening text.
	Students	Listen and answer the first section
	Teacher	Second: Section (B) Put (T) or (F) asks student to listen to the text for the second time to do the

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		questions on section (B) which related to the second listening objective of skimming the text to point out specific details of the listening text.
	Students	Listen and answer the second section.
	Teacher	Section (C) and (D) Match pictures with words, choose the correct answer Gives students time to read questions related to section (C) and (D) before starting playing the listening text.
		Then asks students to listens to the text for the third time to deduce meaning of the difficult vocabulary and Elicit the moral lesson of the listening text.
		Students listen and answer the third and fourth sections from the worksheet.
Post listening stage "Rounding up"		According to the understanding of the listening text and the actions of the story students can retell the story in their words.

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Appendix(H)

The magic carpet

Section (A) choose the correct answer:

2. **The main idea of the story is about:**

   d- Clothes.

   e- Jobs.

   f- Weather.

Section (B) put true or false:

9. Ali finds a carpet in his uncle's shop   (   )

10. Ali flies to many places by a plane   (   )

11. The carpet is a magic carpet   (   )

12. The weather in a jungle is very dry   (   )

13. The desert is very wet and rainy   (   )

14. There is lots of ice and snow in the south pole (   )

15. It is very windy in the forest   (   )

16. The adventure is very interesting   (   )

Section (C) Match the underlined items with the most appropriate meaning of the items listed below:

10. **"booming" means:**

    d- Make aloud voice.

    e- Make a quiet voice.

    f- Make a noisy voice.

11. **"Jungle" means:**

    d- Desert.

    e- Forest.

    f- Beach.

12. **"desert" means:**

    d- a large area without water.

    e- a small area without water.

    f- a large area with water.

13. **"freezing" means:**

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d- Very hot.

e- Very warm.

f- Very cold.

14. "foggy" means:

d- Thick clouds.

e- Warm clouds.

f- Cold clouds.

15. "forest" means:

d- Wood.

e- Desert.

f- Sand.

16. "thunder" means:

d- Loud music.

e- Quite sound.

f- Loud noise comes after storm.

17. "adventure" means

d- Unusual experience.

e- Normal experience.

f- Usual experience.

18. "island" means

d- Water that is surrounded by land .

e- Apiece of land.

f- Apiece of land that is surrounded by water.

Section (D)Answer

2. What is the lesson you learn from the story?

………………………………………………………………………….

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Animal Shelter

2. **The story is about:**
    d- animal shelter.
    e- pets at the animal shelter.
    f- animal food.

Section (B) Fill in the Table:

No.	Name of the animal	Why they are good?	Why they are terrible?
1.	Dogs	Go for walk, play games, park, fetch and carry things	……………………………
2.	Rabbit	…………………………	They can go into the garden and eat vegetables.
3.	Snake	They can climb and slide. They can be small or tall and they can scare friends.	……………………………

Section (C) Choose the correct answer:

8. **"Shelter" means:**
    d- big building gives protection from danger.
    e- small building gives protection from danger.
    f- wide building gives protection from danger.

9. **"pets" means:**
    d- an animal you keep in your home for pleasure.
    e- an animal you keep in your home for competition
    f- an animal you keep in your home for studying.

10. **"adopt" means:**
    d- feeding the animal
    e- cleaning the animal
    f- bring an animal to your home and consider it as own.

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11. "Fetch" means:

    d- bring

    e- take

    f- give

12. "Wiggle" means:

    d- clapping.

    e- shaking.

    f- skipping

13. "swallow" means:

    d- pass food from mouth down to throat.

    e- breathe air by nose.

    f- see things by eye.

14. "Bark" means:

    d- the sound of cats.

    e- the sound of snakes.

    f- the sound of dog.

Section (D) the lesson you learn from the story is:

    d- How to choose a best animal pet.

    e- How to make animal shelter.

    f- How to play with animal pets.

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The lucky seed

1- The story is about:-

a- a buffalo.

b- a farmer who sells seeds.

c- a seed which fell into the ground.

1- When the seed fell on the ground it was:-

a- happy.

b- sad.

c- run after the farmer.

2- To feel safe the seed wanted to be:-

a- under the soil.

b- fly in the air.

c- swim in the river.

3- The one who pushed the seed into the ground was:-

a- a farmer.

b- a buffalo.

c- a bird.

4- The seed wanted:-

a- water.

b- juice.

c- tea.

5- The next day the seed:-

a- birds ate it.

b- it died.

c- grew green shoot.

6- The seed:-

a- grew taller in the sand.

b- dried.

c- died.

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7- The leaf helped the seed to catch:-

a- sunlight.

b- water.

c- air.

8- Birds couldn't eat the seed:-

a- the bird was too small.

b- it had roots in the ground.

c- it had big leaves.

9- The seed become:-

a- a plant in the tree.

b- a tree then a plant.

c- flower then a tree.

10- A big tree:-

a- can make flowers only.

b- can't make seeds.

c- can make seeds of its own.

Section (C) Match word with the picture:-

a- wheel   (   )

b- leaf   (   )

c- buffalo   (   )

d- seed   (   )

e- green shoot   (   )

2- Listen and write the opposite:-

a- Wet X ………………….. .

b- Safe X ………….............. .

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c- pull X ………………….. .

d- shorter X ………………. .

e- last X ……………………. .

Section (D)

The lesson you learn from the story:-

a- Allah helps the weak ones.

b- Allah gives us rain and sunlight to live and grow.

c- Allah gives us safety.

d- all the choices are correct.

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Fantasy Story

Section (A) Choose the correct answer :-

1- The story is about :-

    a- the dragon and the king.

    b- the princess and the ogre.

    c- the dragon and the ogre.

2- The main characters of the story are :-

    a- the princess ,the queen and the dragon.

    b- the princess ,the king and the ogre.

    c- the princess ,the ogre and the dragon.

Section (B) Circle the correct answer :-

a- the dragon and the princess flew to the king's castle.

b- the dragon and the princess flew to the dragon's cave.

c- the dragon and the princess flew to the ogre's tower.

a- the ogre killed the princess.

b- the ogre captured the princess in his dark tower.

c- The ogre ate the princess.

Put True "T" or False "F" :-

1- The king and the queen rescued the princess   (   )

2- The Knights were scared from the ogre   (   )

3- The dragon rescued the princess   (   )

4- The dragon ate the ogre   (   )

Section (C) Match "A" with "B" :-

"A"		"B"
1- Ogre	( )	save
2- Knight	( )	afraid
3- rescue	( )	a man riding a horse
4- scared	( )	big ugly animal

Section (D) Underline the correct answer :-

1- The ogre is (nice – kind – bad)

2- The dragon is (helpful – weak – killer)

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Cinderella story

Section (A) Choose the correct answer:-

1- The suitable title for the story is :

    a- The step mother and her daughters.

    b- The prince and her step mother.

    c- Cinderella and the prince.

Section (B) Circle the correct answer:-

1- Cinderella lived with:

    a- her father and mother.

    b- Stepmother and her two daughters.

    c- The fairy godmother.

2- The stepmother:

    a- was nice and helpful.

    b- was proud and selfish.

    c- Loved Cinderella.

3- The prince had a party because;

    a- he loved music.

    b- he wanted to dance with girls.

    c- he wanted to get married.

4- Cinderella:

    a- went to the party with the stepmother.

    b- stayed at home.

    c- went to the garden.

5- Cinderella couldn't go to the party because:

    a- she was ugly.

    b- the stepmother didn't like to take her.

    c- she was busy.

6- Cinderella's dress was:

    a- ugly and dirty.

    b- beautiful.

    c- expensive.

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7- The woman who suddenly appeared to help Cinderella :

   a- her stepmother.

   b- fairy godmother.

   c- her dead mother.

Fill in the space:-

[Mice – wand – pumpkin]

1- The fairy godmother had a magic ………………. . She changed the ……………… into

horses. The …………...... changed into a coach.

Put (T) or (F) :-

1- The prince admired Cinderella and danced all the night with her (   ).

2- Cinderella stayed in the party till the sunshine (   ).

3- Cinderella lost a pair of her slipper while she was running to return home (   ).

4- The prince searched for Cinderella by using the slipper (   ).

5- The slipper fit the two sisters' feet (   ).

6- The slipper fit Cinderella's foot (   ).

7- The prince married Cinderella (   ).

Section (C). choose the correct answer :-

1- "selfish" means :

   a- love herself only.

   b- love herself and others.

   c- love others only.

2- "gowns" mean :

   a- shoes.

   b- blankets.

   c- clothes.

3- "slipper" means :

   a- hat.

   b- shoes.

   c- dress.

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Match pictures with words :
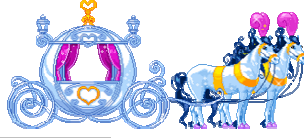
coach   wand   pumpkin

Section (D). choose the correct answer :-

1- The lesson you learn from the story is :-

   a- bad people win at the end.

   b- good people win at the end.

   c- a stepmother should be careless with her children.

Answer :

1- What is the character you love most? Why ?

………………………………………………………………………………………

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The Shoe Maker and The Elves

Section (A) Circle the correct answer:-

a- The shoe maker and his wife.

b- The shoe maker and the elves.

c- The shoe maker and the merchant.

Section (B) Choose the correct answer:-

1- The shoe maker :

a- was poor.

b- was rich.

c- had a lot of shoes to sell.

2- The shoe maker was sad because:-

a- He didn't sell any of the shoes.

b- He had no shoes to sell.

c- He had many shoes to sell

3- The shoe maker's wife

a- was angry with him.

b- was kind and reconciled him.

c- was careless with him.

4- The ones who decided to help him were:-

a- policemen.

b- friends.

c- elves.

5- The elves:-

a- took the shoes and flew away.

b- sold the shoes.

c- Stitched the most beautiful shoes.

6- The shoe maker and his wife were amazed in the next morning because:-

a- they didn't find the shoes.

b- they found a beautiful shoes.

c- they found many shoes.

7- The one who bought the shoes was:-

a- the merchant.

b- the king.

c- the poor man.

8- The shoe maker and his wife decided to :-

a- stop the elves coming to the house.

b- give the elves food.

c- make tiny clothes for them.

9- The elves:-

a- took the clothes and come back next night.

b- took the clothes and never came back.

c- didn't take the clothes and didn't come back.

10- The shoe maker and his wife became rich because:-

a- they sold the most beautiful shoes.

b- the elves give them money.

c- they sold clothes.

Section (C) Match the word with the meaning:-

1- Tiny	( )	try to comfort.
2- pretty	( )	very small.
3- elves	( )	beautiful.
4- consol	( )	gifted and clever.
5- sewing	( )	small fairy people.
6- talented	( )	fixing clothes with needle.

Section (D) Choose the correct answer:

1- The lesson you learn from the story is to be:-

a- careless.

b- Co-operative.

c- selfish.

2- We should:-

a- thank the people who help us.

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b- punish the people who help us.

c- forget the people who help us.

3- The elves were:-

a- kind and helpful.

b- careless.

c- naughty.

People Work

1- The main idea of the song is about :-

   a- people houses.

   b- people work.

   c- people cars.

2- The main jobs that are mentioned in the song :-

   a- tailor, doctor ,farmer and teacher.

   b- baby sitter ,dentist ,plumber and fireman.

   c- a and b

Section (B) But true or false :-

1- Tailor makes trousers ,suits and shirts （   ）

2- Doctor comes to see you when you are healthy （   ）

3- A farmer sells cows ,figs and sheep （   ）

4- Wendy Witter is a baby sitter （   ）

5- Language teacher teaches only English （   ）

6- Plumber mends leaks in the pipes （   ）

7- Dentist keeps your teeth unclean （   ）

8- Fireman fights fire （   ）

Section (C) match the underlined items with the most appropriate meaning of the items listed below :-

1- "Tailor" is a person who makes :-

   a- hats.

   b- shoes.

   c- clothes.

2- "plumber" is a person who repairs :-

   a- cars.

   b- leak in the pipes.

   c- clocks.

3- **"Baby Sitter" is a woman who looks after :-**

    a- child.

    b- animal.

    c- hair.

4- **"Dentist" is a person who looks after your :-**

    a- eyes.

    b- stomach.

    c- teeth.

5- **"Fireman" is a person who :-**

    a- makes fire.

    b- fights fire.

    c- plays with fire.

6- **"leak" means a hole in :-**

    a- the roofs.
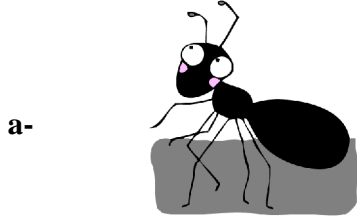
    b- the pipes.

    c- clothes.

Section (D) Choose the correct answer :-

1- **The lesson you learn from the song :-**

    a- all jobs are important and needed.

    b- all jobs are undeliverable.

    c- all jobs make life better.

Busy Bee Song

The story is about :-

a-   b-   c-

Section (B) and (C) match the word with suitable sentence :-

Surfing	In a boat
Rafting	On a bicycle
Biking	On water
Skating	In a park

Section (D) choose the correct answer :-

1- **The busy bee is :-**

a- lazy

b- active

c- small

The House Song

1. The main idea of the song is:

  a- People houses.

  b- People cars.

  c- People work.

2. The main rooms that are mentioned in the song:

  a- Bed room, bathroom and dining room.

  b- Living room and kitchen.

  c- a and b

Section (B) put true or False:

1. Baby elephant is taking a bath in the bathroom (   )

2. Mr. Penguin is Cooking spaghetti in the bedroom (   )

3. Mr. Browrs Bear is in the chicken (   )

4. Billy Beaver is studying Math in the dining room (   )

5. Mr. Lion is watching T.V in the living room ( )

Section (C) Match the underlined items with these most appropriated meaning of the items listed below:

1. "Bedroom" is a room for:

  a- Having lunch.

  b- Taking bath.

  c- Reading a book and sleeping.

2. "Bathroom" is a room for:

  a- Eating.

  b- Cooking.

  c- Taking a bath.

3. "Living room" is a room for:

  a- Playing football.

  b- Watching T.V.

  c- Taking a bath.

4. **"dining room" is a room for:**
    a- Studying English
    b- Cooking
    c- Sleeping

5. **"kitchen" is a room for:**
    a- Reading and sleeping
    b- Taking bath
    c- Cooking and washing dishes.

Section (D)Choose the correct answer:

1. **The lesson you learn from the song:**
    a- House rooms and how to use each one.
    b- House rooms and how to paint each one.
    c- House rooms and hospital rooms function.

Seasons Song

Section (A) Choose the correct answer :-

1- What is the song about :

   a- months of the year.

   b- seasons of the year.

   c- days of the year.

Section (B) But (T) or (F) :-

1- Trees are green in spring (   ).

2- Leaves fall in summer (   ).

3- Leaves are yellow and brown in autumn (   ).

Section (C) Choose the correct answer:

1- "fall down" means :

   a- goes to the land.

   b- fly in the air.

   c- swim in the sea.

2- "busy" means :

   a- always playing.

   b- always sleeping.

   c- always working.

3- "grow" means :

   a- becomes smaller.

   b- becomes bigger.

   c- die.

4- leaves of trees are :

   a- green.

   b- pink.

   c- white.

Section (D) Choose the correct answer :-

1- The lesson you learn from the song is :-

   a- change is always bad.

   b- change is always good.

   c- everything is changing except Allah.

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Ramadan Song

1- What is the song about ?

…………………………………………………………………………………………………

Section (B) Fill in the gaps :-

1- Children shake ………………. in Ramadan.

2- We give ……………….. to the poor people in Ramadan.

3- We ……………….. in Ramadan from the sun rise to the sunset.

4- We offer food to ……………….. .

Section (C) Match words with the pictures :-

1- lantern   (   )

2- sunshine   (   )

3- sunset   (   )

Section (D) choose the correct answer :-

  1- **we fast in Ramadan :-**

      a- To get hungry.

      b- To feel like poor people.

      c- To give food to friends.

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Healthy Eating

Name: ……………………..   **Class:** ……..

Section (A) Choose the correct answer :-

1- What is the song about :

   a- eating sweets.

   b- healthy food.

   c- sports.

Section (B) But (T) or (F) :-

1- Much sweets are healthy food (   ).

2- Vegetables and fruits are healthy food (   ).

3- We should crunch the food well (   ).

4- Sports keep you healthy (   ).

5- Old people should not practice sports (   ).

Section (C) Choose the correct answer:

1- "You hair is grey" means :

   a- You are old.

   b- you are young.

   c- you dye your hair.

2- "crunch" means :

   a- chew quickly.

   b- chew well.

   c- don't chew.

3- "bunch" mean :

   a- a group of things together.

   b- one thing.

   c- two things.

Match pictures with words :

Cabbage   Carrot   bunch of grapes

Section (D). choose the correct answer.

"The lesson you learn from the song" :

    a- we should eat healthy food.

    b- we should eat sweets.

    c- we should eat healthy food and exercise.