UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

The relationship between computers - based multimedia technology and the development of the English listening competence in the case of the Advanced Intensive English I semester II-2012 students at the Foreign Language Department in the University of El Salvador

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MAIN CAMPUS   SAN SALVADOR   EL SALVADOR

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INDEX

ABSTRACT

The technological era, it is now called in TV programs; when talking about all the new techniques that have appeared to practice the listening skill by using devices and technologies that are emerging day after day. The Foreign Language Department is not an exception to the exposition to these technologies, however not all the students have the same perception about the technological era. The most important aspect of the new technology is that it gives more benefits to the students because of the multimedia capacity that it has, as it is shown in the Cognitive Theory of Multimedia by Mayer; in here is where it has to determine if in fact multimedia works in teaching at Foreign Language Department the same way as it works in different countries.

Knowing that the listening skill competence is one of the most difficult skills to develop, in this research it is needed to take into account three main factors, before stating that multimedia has a direct impact on the listening skill; the first one is that multimedia is related to the students particular interests, followed by the evidence that the successfully use of multimedia enhances the development of the listening competence and at last it is understood that due to the content shown to the students, these ones react positively to the exposure of authentic material by using multimedia technology. These factors contribute to the explanation on how the multimedia helps to improve their listening comprehension skill.

A very important aspect of the modern technology is the multimedia resources that are being used in our academic environment for developing the students' listening competence, but what does it mean exactly by multimedia? According to some researchers like Richard Mayer defines multimedia as the presentation of material,

containing words and pictures; some other writers mention that multimedia is when you use images and sounds combined in order to enhance a specific content. In this research the term multimedia is going to be understood as a presentation containing audio and video, such type of multimedia can be found in in different presentations or with concepts that understand as multimedia a power point presentation, however it is called multimedia only to the material presented with audio and video simultaneously through a computer- based software.

1. INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

The relationship between computers based multimedia technology and the development of the English listening competence in the case of Advanced Intensive English I semester II-2012 students at the Foreign Language Department in the University of El Salvador.

Research Question
To what extent does using multimedia technology influence the development of the English listening competence in the case of the Advanced Intensive English I students at the Foreign Language Department students in the University of El Salvador?

 Subsidiary questions.
What is the relationship between the use of multimedia technology and the development of English listening skill competence?

Do students consider computer based multimedia a tool for developing their listening skill competence?

Does the environment around the students enhance the proper use of computer based multimedia in order to develop their listening skill competence?

1.2 SIGNIFICANCE OF THE PROBLEM

Listening is a competence that requires that the listener not only makes the action of listening but also understands and interprets the message received. There is a necessity of practicing the listening competence in our major. The opinions of most of

the students about listening in the department are that listening has more impact in the learning process than other macro skills as the students mention. It means that students need to look for different sources to practice such listening competence. Lately the Foreign Language Department has become very important in the School Of Arts And Sciences due to the variety of language majors that it offers to the students. Focusing this research specifically in the listening competence through the use of multimedia, it is said according to Mayer, this competence is considered the most difficult skill to develop by students, so that teachers at the Foreign Language Department use different techniques in order to develop this skill, and even though there are many techniques, because of the technology devices nowadays available, the computers- based multimedia technology is the preferred by many students and teachers.

1.3 PURPOSE

General Objective

To determine how the development of English listening competence is influenced by the use of multimedia technology.

Specific Objectives

1. To identify the necessity of practicing the listening competence by using multimedia as a resource.

2. To study the development of the listening skill competence through the use of computer based multimedia.

1.4 STATEMENT OF HYPOTHESES

1.4.1 Research hypothesis

The more computer-based multimedia technology the students of the Foreign Language Department use, the more they are going to develop their listening comprehension competence.

1.4.2 Null hypothesis

Computer-based multimedia affects negatively the development of the Listening competence in the students of the advanced English levels at the Foreign Language Department.

1.4.3 Alternative hypothesis

Computer-based multimedia does not have any effect, on the development of the Listening competence in the students in the advanced English levels at the Foreign Language Department neither positive nor negative.

1.5 LIMITATION

This research was carried out at the Foreign Language Department of the University of El Salvador; covering 57 of students taking the course Advanced Intensive English I semester II-2012, in the different groups available in this semester. It was done during the two semesters of this year, starting on March and ending on November. In the first four months, it was planned the proposal, there were taken into account many important aspects like the subsidiary questions that were going to answer our research question at the end, also it was studied the theory that was going to support the research, and it was worked the literature review. Then, during the last three months we developed three main points; the data gathering, the analysis of data and the conclusions and main findings of this research.

1.6 DEFINITION OF KEY TERMS.

- Multimedia

Is media and content that uses a combination of different content forms. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms.

- Multimedia Technology

Computer-based, interactive applications having multiple media elements, including text, graphics, animations, video, and sound. Multimedia technology refers to both the hardware and software used to create and run such systems.

- Listening competence

It is the ability of hearing with special attention and requires a lot of concentration.

- The Cognitive Theory of Multimedia Learning

It is the theory that explains how multimedia influences the learning process through the use of multimedia devices.

- Resources

Something that you can use to help you to achieve something, especially in your work or study

- Devices

A machine or piece of equipment that does a particular thing.

- Foreign Language

Any language used in a country other than one's own; a language that is studied mostly for cultural insight.

2. REVIEW OF RELATED LITERATURE

It was hard the listening part of the test or I failed the exam because of the listening part. These words are common to be heard every day in the corridors of the Foreign Language Department, it is also normal to hear from the teachers that there is not enough technology available to help the students in the department to enhance their listening skill, and it is even more shocking when thinking about having a multimedia laboratory in the department but such laboratory is not well equipped.

Knowing that there is necessity of practicing the listening competence by using the multimedia as a resource, it is important to take into account three main factors, the first one is that the multimedia is related to the students particular interests, followed by the evidence that the successfully use of multimedia enhances the development of the listening competence and at last it can be understood that due to the content shown to the students, these ones react positively to the exposure of authentic material by using multimedia technology. These factors contribute to the explanation on how the listening comprehension skill is modified by the use of multimedia which indeed helps to improve this skill.

Since people consider the action of listening as the act of receiving information through the ears and then going to the brain in order to codify the sounds into a message, it is said that this skill comes to be the most difficult competence to develop when learning a second language. It requires a lot of concentration and knowledge. The lack of these two aspects make that the most of the students loose the interest of improving this important skill. What actually makes that these students fail in the process of learning a second language. Due to this problem is that the technological devices have been considered as important tools.

A very important aspect for developing the students' listening competence is the modern technology resources that are being used in our academic environment. But, how do we define modern technology resources (multimedia)? According to some researchers like Richard Mayer the creator of the Cognitive Theory of Multimedia defines multimedia as the presentation of material containing words and pictures, some other writers mention that multimedia is where you have images and sounds. In this research, you will understand as multimedia the presentation of information containing audio and videos simultaneously, such type of multimedia can be found in different presentations or with different concepts in some cases a power point presentation is considered part of multimedia; however in this paper multimedia will be called only to the material presented with audio and video at simultaneously.

The listening skill is by far the most difficult competence to acquire when learning a foreign language and even more when the learner is not surrounded by native speakers of the target language, it is normal and it seems to be natural to get bad grades in the tests that measure this skill in the Foreign Language Department, and it is usually attributed to the factor that students rarely have contact with authentic speakers of the target language as said before. With the development of newer technology it is almost a must for students to look for information on the net. The internet itself has become the easiest and fastest source of information for the students, in order to get in touch with the authentic language spoken in the nations where the target language is used when it is not possible to get directly in touch with native speakers. Taking into consideration the troubles with the listening skill and in order to take advantage of this resource, teachers can get wonderful results by using it effectively, due to the combination of sounds and images that result in meaningful information pretend to the students.

Technology, as it is known, has been improved through the years since its beginnings in every branch of topics, and education is not an exception. For many people, technology is not just a simple sort of entertainment, but also an important resource to learn many things. Recently it has been considered as an important tool in the process of learning a second language and very useful in the development of the listening competence. According to Meskill (1996) … "As multimedia technology… becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option" (p. 179), and it can provide better results in the acquisition of the foreign language. It is also important to note that the development of this skill is indispensable in the process of learning a second language, for instance Feyten (as cited by Vandergrift) indicates that: "Listening has emerged as an important component in the process of second language acquisition" (1991).

Everyone knows that developing the listening skill is one of the most challenging skills however, not everyone believed that with multimedia students could do many things, and one of them is to train our listening competence in an easier manner as we can do it today, for instance the fact that through the invention of Internet students can have a direct way of interaction with the language is considered to be an innovative source. According to Young (2003) and Meskill (1996) it allows us to have direct contact with the target language either in the written, spoken or any other form in a few seconds, and even more interesting one can talk to people from different countries or continents, as if you were talking with someone next to us.

But the most important aspect of developing the listening competence by using multimedia is that it provides two important ways of presenting the information, these

ones are through sounds and images. Even though many people consider that the listening skill is the most difficult competence to improve when learning a second language, because of different factors that were mentioned above, it is said that through the use of images when listening something provide us better understanding and so that a better comprehension. It is important to mention that this competence not only implies to hear something, but also as Rost (2007) suggests, this process includes "three intervention phases: decoding, comprehension and interpretation of the information we hear" (p. 102). And in order to comprehend what students are listening and trying to decode, and interpret, it is necessary to have in mind what is the purpose implied (i.e. to memorize, to identify, to repeat, etc.) when you listen to something and in that way you can guarantee the success of the process, as the researcher Rost states: "I believe we need to understand the learners' goals during these listening processes. What actually motivates the learners towards achieving these goals is what ultimately will be useful" (p. 102, 2007).

Once identified the goals for listening something and through the help of sounds and images, the process of learning becomes easier than it was believed it will be. But why do we say that sounds and images help to improve the listening competence? It can be explained through the recent Mayer's theory: "The Cognitive Theory of Multimedia Learning" which suggests that "when the information (i.e. words and pictures) is presented by the multimedia resource, this information is carefully selected, then organized into two main models (i.e. verbal and pictorial) and finally this information is connected with previous knowledge about the topic" (2005). In other words, it can be said that words and images are connected in a way that provides an excellent understanding of what students or the people that are listening are trying to comprehend, because in the case that they could not listen clearly to the word or phrase,

with the help of the image we can easily infer the meaning of that message, and also it can happen the other way around. Furthermore, Gate and Saint-León (as cited in Moore, Morales & Carel, 1998), state that through the use of this resource people can have direct interaction with the language, students can listen to the correct pronunciation of words by listening songs, speeches, news, etc., and even they can talk with native speakers. That is why it is stated that through the use of this kind of resources it is easy to improve the listening competence, and the process of learning a second language turns to be an attractive and meaningful process, because now learners can count with a vast of images, graphics, sounds, etc. Nowadays, one of the most useful tools that learners have found is the famous page YOUTUBE, which has become an interesting, and interactive resource among people, and where they can find information presented in words and pictures as well.

Recently, Ramirez & Alonso worked in a study of two groups of children learning English as second language by listening stories through digital resources. This study provided them the effects that this method has in the acquisition of a second language, and they found very useful teaching through multimedia because it "may promote foreign language learning" (2007). And as it is known, it is easier because multimedia has become very popular among this population, and the use of computers for children is more than an attractive way of playing with games and learning because it is a very interactive tool where they can see many graphics or another kind of images. Besides that, according to Ramirez and Alonso, children can listen to many kind of things like tales and stories, which are important strategies to improve the listening competence when learning a second language.

Now with the immediate access to different sources anywhere and at the time everyone wants it, people also have the opportunity to choose what they want to listen or watch among thousands of things around the world. Another important remarkable aspect or advantage of this resource is that people can learn from different cultures, which makes people to get involved in a deeper way in the learning process and the development of the listening competence; due to the fact that student's listening competence through multimedia is highly related to their interests.

In the beginning it was only an empirical belief that this type of technological multimedia helped the students to develop their listening skills. In the modern advanced technological era that we live, according to Park the usage of animated pictures has become a trend in teaching a new language (1994). With the time and the studies regarding this matter it can be found that when these animated pictures are used effectively, this content enhances and improves the learning process especially when the content is based in computer animation environments as many researches have shown it. With newer technology it is easy to move away from the dependence of textbooks, pen and paper and many others resources that we used to have in the past and which did not promote the development of the listening competence, and that most likely had topics that were not interesting for us. And thanks to this newer technology people and students now have access to a wider variety of contents for different likes and interests.

There is much potential on moving towards the technology path when talking about listening competence. It is interesting for the students to apply different types of methodologies in order to learn and develop different skills. The fact that the students can change from an environment that uses pen and paper as the main tools to an environment that integrates audio and video technology, according to Candlin and

Koebke, (1999) enhances the interest of the students, because of the diversity of topics offered, and at the same time they feel more comfortable on practicing the target skill.

Thinking backwards about listening and multimedia, when there was no information on the correct usage of multimedia as an educational tool for the development of the listening skill, when you combined the CD-ROM and video discs that in that time could provide a more authentic interaction in simulated cultural contexts, and some teachers had the opinion that it was not that helpful. These contexts related to lack of knowledge on the use of technology and the type of topics selected by the teachers did not give the expected results in the past. Carla Meskill (2006) explains that nowadays newer types of machines and contents for different opinions including text, sound, and images are offered around the world through the World Wide Web best known as Internet. The Internet is definitely becoming the best friend in any foreign Language teaching classrooms, even though it does not provide a resource for developing a complete proficiency in a second language, it allows to get in touch with real content from the target language in a selective manner.

Did you ever imagine living a faraway country but talking almost face to face with people speaking your target language? Within the internet there is a variety of services that are available for different topics, likes and dislikes, some services that provide this help are directly related with the audio and video streaming, some others are recordings from native speakers, and most lately the opportunity for doing live talks with native speakers with services like Skype, Google hung around and so on. Like these many other programs are offered on the net. Sweller (2003) encourages the use of multimedia technology in the classroom because this resource allows the students to get in touch directly with the language and in this way it stimulates the listening

13

competence as well as other sub skills like vocabulary and the culture of the target language.

Having different multimedia resources sometimes may not be appropriated. The fact that the students can decide what they like and what they do not has an impact in the student's learning process (Mayer 2005). This impact has to do with running into the risk of just wasting time if there is no a guideline to follow for guiding the learning of the competence being taught. So that, one of the key aspects on using multimedia, is the guidance that the teacher gives to the students when using this resource.

It is also important to take into consideration that there are different types of learners; researchers state that there are multiple channels in working memory (Baddeley1992). When using multimedia as a learning tool we have two probabilities, the auditory and the visual channel. The auditory channel handles information that is heard ,the human brain can hold only about 7 seconds heard information, while the visual channel processes the information related to images, if this channel worked alone then the brain could hold about 10 seconds. According to Miler (2005) this feature of the multimedia enables the student to develop the listening competence at the same time he is watching a video regarding an interesting topic. If the topic to be taught is not interesting for the student then there is no advantage on teaching with technology because the students are just not going to keep any knowledge on their heads. So that, they will just not pay much attention, asserts Bacon (1995), besides that when watching a video there are more chances to keep more information through the auditory channel than only by using the visual channel (Miler, 2005).

You might also face another worry when using multimedia for developing the listening competence, that is, when students do not keep the attention when a

presentation of multimedia material is extensive. When the students in a class feel that the activity is a long one, the students get bored, causing as its effects according to Sweller, (2005) students cognitive overload of information and they no longer learn but just stop on paying attention; on the other hand some students may prefer long classes because they feel more chances to learn. In these two cases, teachers are using multiple channels which increase the opportunities for the students to learn. After knowing this, the task of the teacher is to find the balance between the topic, the type of technology and the usage of such material.

Not all the students may learn at the same pace and specially talking about one of the most difficult skills as the listening is, multimedia also offers to the students the choice of learning in their own way, by controlling the speed and the content in which they develop their listening skills (Mayer, Dow, and Mayer, 2003). The multimedia learning is more effective when the teacher gives the students the power of controlling what they are learning, in other words it is not the same to present a video in the classroom where the teacher is attached to a time frame than giving to the student the chance for going home and select the video that they prefer and watch as their style is.

The interests of the students are highly related to a multimedia task. In order to consider the multimedia as effective, this task has to stick to the students interests at the same time that it provides useful knowledge to the students. Aspects like the time, the topic or even the convenience that the student has when practicing the listening competence on his own has an impact on the student's development of this skill. It depends on the teacher's strategies on using multimedia, to make of this tool an effective strategy. The listening competence results from the effective use of multimedia resources.

Nowadays, everybody is immersed in the era of technology where everything is getting more sophisticated, the innovations are increasing and there are many gadgets such as modern computers, laptops, smart phones, tablets, that have become a part of us. According to Rasmi (2010), multimedia technology has been used to increase efficiency and productivity on the job and help students to learn more effectively both in and out of the classroom. As a matter of fact, computers have become more practical and useful tools in our everyday lives. Because of that, foreign learners can get advantage of it in the process of learning a second language through multimedia technology. In our modern life the effective use of multimedia resources facilitate the development of the listening competence skill to foreign language learners.

In the past, students had developed the listening competence just by listening to their teachers who were not native speakers. Some years ago, foreign language students had to send letters by mail to native speakers living in the United States in order to get a real contact with the language, United Kingdom or somewhere else, so that, the writing skill was the most developed skill in those days. In the other way around, speaking and listening skills were not that practiced by learners. Aside than that, they had to wait for a week or more for their letter to be answered. A problem with this mechanic method is that speaking and listening skills are interconnected each other, this practice was just enhancing one of them. Vandergrift (2007) indicated that when people learn a language, there are four skills called macro skills that are needed for a complete communication and the listening skill is probably the least explicit of the four, making it the most difficult skill to learn. But learners can take advantage of the use of multimedia technology in order to develop their listening competence skill.

Furthermore, there are many factors in the classroom that hinder the foreign learners' development of listening competence such as nervousness, that they do not feel confident to ask the teacher how to pronounce a word. Also, some teachers do not have the most appropriate pronunciation. In addition, other main unhelpful factor is the external noise that hinders the development of listening competence. For example, some teachers can use their CD players so the students can do the listening exercises but the noise avoids that the students could develop their listening skill. According to Rost (2002), the interaction, an awareness of the processes variables related to listening success, are fundamental to an understanding of the listening construct. It means that learners have to get interaction with the listening context in order to develop their listening skill and for doing this, the students must be able to listen to the recordings clearly.

In this modern life, foreign learners can develop their listening skill through multimedia technology that learners did not have some years ago. Cuban (2001), states that the computer-based technology is most evident in the modern foreign language classroom. For instance, if a shy student wants to know how to pronounce a word properly, he or she can go to the computer and look for the correct pronunciation on the net. Also, learners can listen to a song and at the same time read its lyric by looking for it on the net. According to Mayer (2005), the auditory channel handles information that is heard, while the visual channel processes information that is seen for this reason text seems to have unique processing requirements, with words initially captured by the visual channel and then converted to sounds in the auditory channel and also narration and video is much more effective than narration and text. Miler (2005) also adds to this view saying that his researches suggest that the visual channel handles less information

than the auditory channel. Moreover, learners can look for movies and videos and watch them with subtitles in order to develop their listening skill.

On the other hand, it is necessary to pay attention to the use of the multimedia resources in order to get the development of the listening skill competence. According to Mayer (2005) multimedia applications are more effective when learner attention is not split, that 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 other words, learning is more effective when the content related is presented together in time and visually. When related content is not presented together, learner attention is split and the brain has more work to do to integrate the disparate sources of information. Furthermore, learners making use of multimedia technology can listen to native speakers and train their listening skill.

Nowadays, also teachers can make use of multimedia technology to facilitate the development of students' listening comprehension skill by implementing audiovisual class with a projector and a computer. In addition, "animation is more likely to be effective if it is accompanied by narration, which makes use of both the auditory and visual channels" (Mayer & Chandler, 2001). When provided with the ability to interact with the application in this way, students seem to both enjoy the experience more and perform better when tested on the content.

For instance, in a pronunciation course teacher can give the class through videos showing the differences between voice and voiceless sounds and learners can listen the proper emphasis of the sounds. Mayer (2003) indicated that the active engagement helps the student to construct knowledge and organize information into meaningful schema. As a result, the effective use of multimedia is more personalized and engages learners

more than multimedia that is less personalized. Also, presentations that have a more conversational tone tend to be more engaging than those that have a more formal tone. Moreover according to Mayer (2005), the presentations that use the more familiar in first person are more engaging than those that present in the third person. "The use of onscreen characters can increase student engagement. This is especially true when the on screen character appears to interact with the learner" (Craig, Gholson & Driscoll, 2002). Besides that foreign learners can get the real contact with native speakers and at the same time that they are developing their listening skill competence.

Therefore, it can be noticed that multimedia technology has a big impact in everybody´s daily lives and most of the time nobody can realize it. "If there is a need to inform, teach, or entertain multimedia technology can play a key   role" (Rasmi, 2010). As a fact, the effective use of multimedia technology in the process of learning a second language is quite broad as an advantage in order to develop the listening competence skill. Moreover "including multimedia as part of instruction can significantly enhance student learning" (Russell French, 2008), it is concluded that the appropriate use of multimedia technology is the best way to develop your listening skill. Not only listening skill can be developed according to Biemiller (2003), but also reading comprehension as well. Today both teachers and learners can take advantage of the multimedia technology that facilitates not only the development of listening competence skill but also the proper information and the effective use of it.

3. DESIGN OF THE STUDY

3.1 Description of Research Design and procedures used.

In this study it was carried out a correlational research, because it was seemed to measure the relationship between two variables, and in this case it was tried to measure to what extent the use of multimedia (i.e. independent variable) affects the development of the listening competence in the students of the Foreign Language Department (i.e. dependent variable).

Since the correlations are useful to indicate a predictive relationship that can be exploited in practice (www.wikipedia.com), this type of research was the one that applied the most in this study, because all the information gathered in the literature review and the data collected from the students, could be proved in the listening test administered to the same students. In addition, it is said that in this type of research there is no place to causation, so another important aspect of this that even though there is found a relation between this two variables, it cannot give the answer of to what extent one variable affects the other one.

3.2 Source of Data

For gathering information for this research it was used a non-experimental design which is characterized because the researcher has no manipulation of the independent variable; the researcher studies what naturally occurs and how variables are related (Cohen, Richard M. and Jules Witcover. A Heartbeat Away (2004): "The research process". Page 193) With non-experimental design there was encountered the limitation that some aspects of the observation could not be manipulated, like the time, the place or the amount of students that in some cases affected the research, however with this

design there were gotten real results, in other words it captured a picture of the phenomenon that is happening in the Foreign Language Department.

3.3 Sampling Procedures

The total population involved in our research project was the students from Advanced Intensive English I (282) that are the students signed up in these courses in the Foreign Language Department of the University of El Salvador during the semester II 2012.

In order to select the population of students in this project the intention is to sample Advanced Intensive English students, assuming that the entire population cannot be studied. To provide an unbiased view of the population, the sample mean should on average equal the population means, and the sample variance should on average equal the population variance, corrected for the number of people in the sample. To do this, it was used the following statistic formula:

$$282 = 100\%$$
$$X = 20\%$$

In other words:

$$282/100 = 2.82*20 = 56.4$$

$$Fh = \frac{n}{N}$$

$$Fh = 57 / 282 = 0.20213$$

Fh = constant fraction

n = Sample

N = Total of population

3.4 Methods and instruments of data gathering

   In this research, there were collected both information directly from students and

program-based data; this last one meant the kind of data which was collected by the

researcher using some statistics sources and types. This data was gotten from the

Foreign Language Department at the University of El Salvador, and there were used two

instruments. The first one was a survey and once this was administrated, the second one

was used immediately, and which consisted on a part of the TOEFL listening test. These

two tests were administrated to the 57 students of the course Advanced Intensive

English I that were gotten as the sample to be researched. These students represented

the 20% of the whole universe to be studied. In the two cases the results were taken to

be then processed in the program to generate the information to be analyzed.

3.4.1   Instrument Guide

Variables	Indicators	Items or Questions
Use of the computer based multimedia technology.	- Accessibility	- Do students have access to computer based multimedia?
	- Usage frequency	- What is the relationship between the use of multimedia technology and the development of English listening skill competence?
	-Preference for multimedia content	-Does multimedia technology look attractive for you to use it for practicing your listening skill?

Students' development of the English listening competence.	- Teachers´ type of methodology.	- Have you ever noticed if your teacher has difficulties to access to multimedia sources to develop students' listening competence?
	- Type of learner	- How often do students use computer based multimedia for performing a task related to their learning process?
	- Grades	- Which of the following multimedia sources does your teacher use in classroom? - How often do the teachers assign homework involving the use of computer for listening activities?

3.4.2 Pilot Test

In order to test the data gathering instrument and identify potential troubles it was carried out a pilot test, such pilot test was administrated randomly with twenty students of the Advance Intensive English course students between the last week of September and the first week of October. The pilot test was created with the purpose of getting comments and questions about the different items presented in the survey, just to make sure all the items are understandable and otherwise to improve some of the items if necessary.

The most of the questions in the instrument were easy to understand however, through this pilot test there were identified some questions that did not present the meaning wanted, in such cases, these items were changed. There was only one case in which the question was ambiguous giving the chance to the survey taker to understand wrongly the question. In both cases the questions were studied and given a different perspective in order to convey the desired meaning.

3.5 Statistical treatment

The process of analyzing the data consisted in three main steps. The first one was to generate the univariate analysis which was basically the explanation of each question that represents a variable individually, in order to have a better picture of the phenomenon. In the second station, an analysis of two variables at a time was done, this bivariate analysis was done only with six questions that answered directly the research question. The last station for analyzing the data was to get the conclusion based on the findings so that it generated answers for the research question and subsidiary questions.

In order to analyze the data it was used a program for doing a statistical analysis. The program was previously loaded with the information coming from the surveys and listening exam administrated to the students. The name of the program was SPSS (Statistical Package for the Social Sciences) which is program manufactured by IBM for statistical analysis.

4. ANALYSIS OF DATA

4.1 Univariate analysis

GRAPH 1

1. Do you consider computer based multimedia technology useful for developing your listening skill?
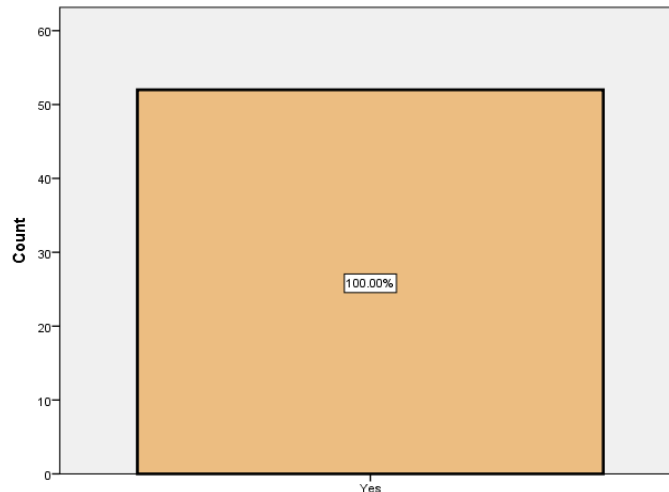
Source: Questionnaire administered to students from Advance intensive English I courses at the University of El Salvador, Semester II-2012

In this chart, it is clear represented that all the students, the 100%, consider that computer based multimedia technology is useful for developing their listening skill. Nobody said that multimedia technology is not useful in the process of learning a second language. It is considered that students are mainly aware that listening skill is going to be developed just by practice, and multimedia technology has become a useful tool for them in order to practice their English skills and for other purposes. Nowadays, students can take advantage of that useful tool than others students from the past that did not have the access to technological resources as today. As a matter of fact, all students agree about the importance of the use of multimedia technology in order to develop their listening skill.

GRAPH 2

2. Do you consider having access to computer based multimedia technology in the Foreign Language Department would enhance your listening and speaking skill?
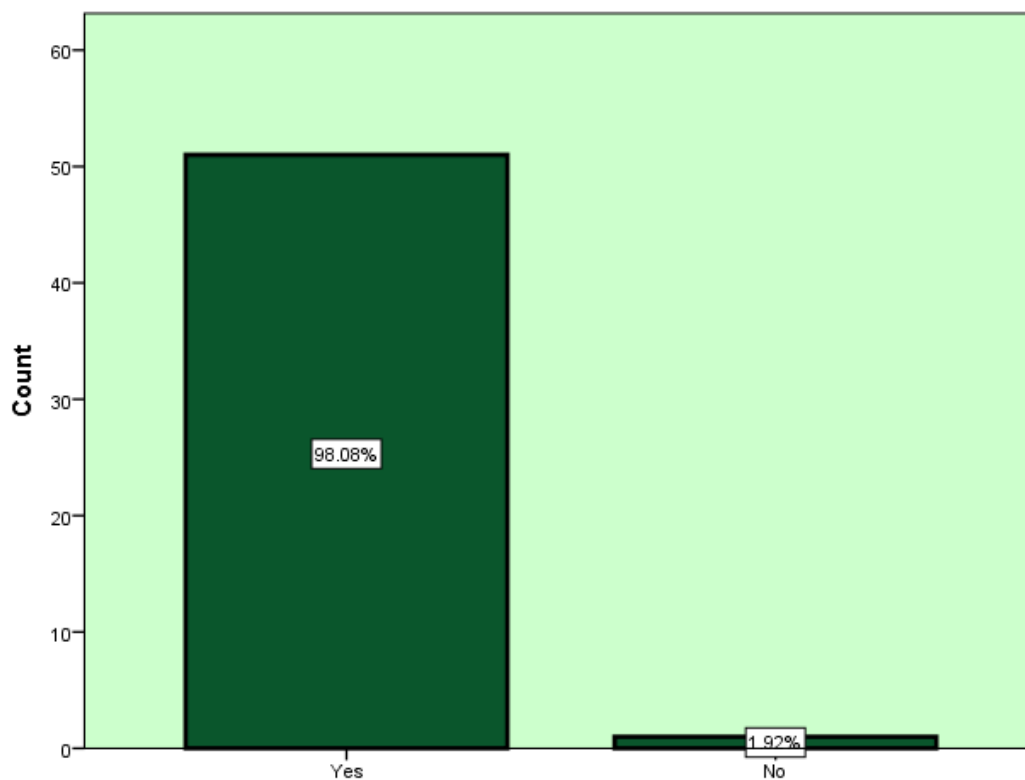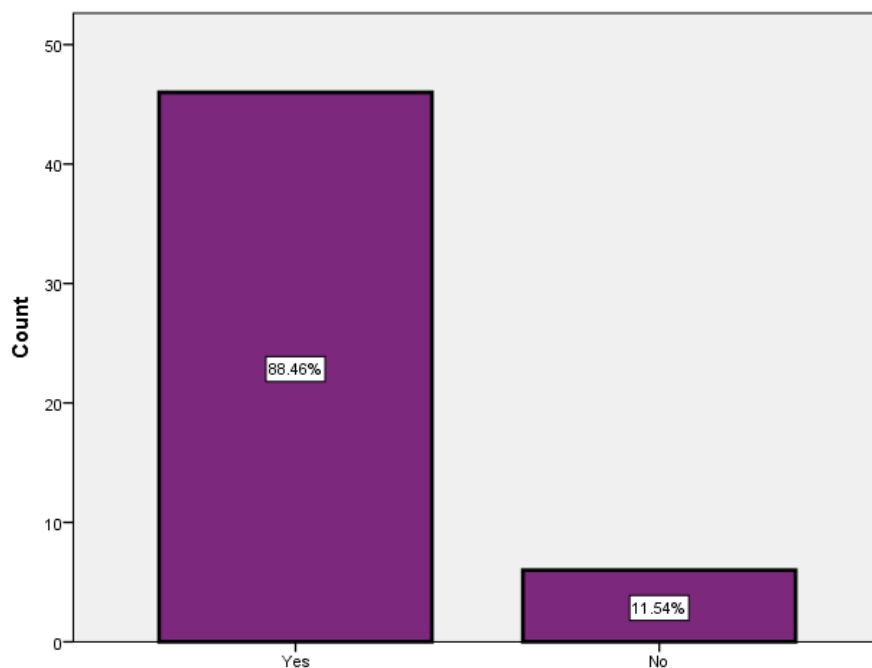

Source: Questionnaire administered to students from Advance intensive English I courses at the University of El Salvador, Semester II-2012

The results, obtained in this question, have shown that most students, 98.08%, consider that having access to computer based multimedia technology in the Foreign Language Department would enhance their listening and speaking skill and just the 1.92% consider the opposite. The majority of students think that having more access to such a kind of resource in the Department will help them considerately, to enhance their listening and speaking skills, because nowadays with the direct access to this technology they can interact with native speakers. In that way they can practice both skills at the same time. Also, looking for songs and their lyrics could be another option that students can choose in order to develop their listening skill.

GRAPH 3

3. Do you use multimedia technology for practicing your listening skill?

Source: Questionnaire administered to students from Advance intensive English I courses at the University of El Salvador, Semester II-2012

According to the students, the 88.46% said that they use multimedia technology for practicing their listening skill, and only 11.54% said the contrary. Since the majority of students answered yes, it is easy to determine that they practice their listening skill by using multimedia technology and they consider it as an important tool. In the previous question it can be noticed that the 92.31% of students see multimedia technology as a necessity in order to develop their listening competence but just the 88.46% use it. That is why most of the students are between low intermediate and intermediate level in the listening test because of the inappropriate use of multimedia technology.

GRAPH 4

4. Have you ever noticed if your teacher has difficulties to access to multimedia
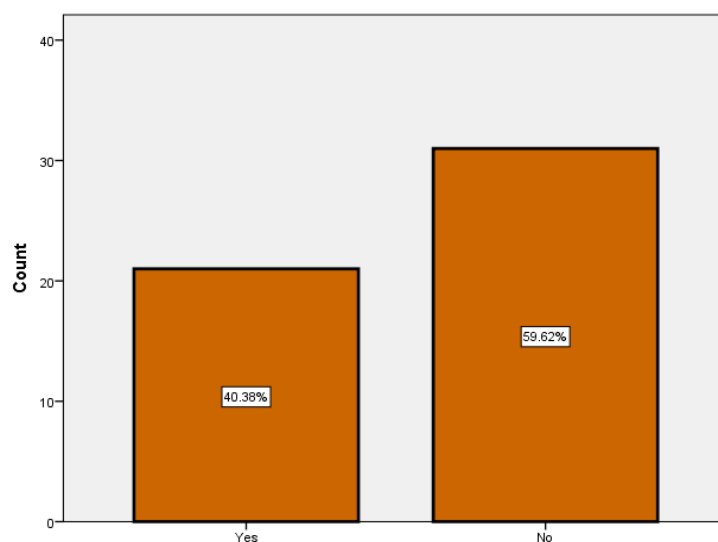sources to develop students' listening competence?

Source: Questionnaire administered to students from Advance intensive English I courses at the University of El
Salvador, Semester II-2012

In this chart, it is possible to appreciate that most of the students, the 59.62%, notice
that their teacher does not have difficulties to access to multimedia sources at the
Foreign Language. On the other hand the 40.38%   see how some teachers have
difficulties to access to multimedia sources when they need it in the classroom. This
result, demonstrates that students are aware of the difficulties to access to multimedia
sources. Also you can notice that students recognize how important listening
competence is not only for students but also for teachers. Clearly, teachers and students
have difficulties to access to multimedia sources at the Department, which means that
they face a lot of problems when looking for this kind of resources and also in the
development of their listening competence in class.

GRAPH 5

5. How do you consider yourself at using multimedia technology?

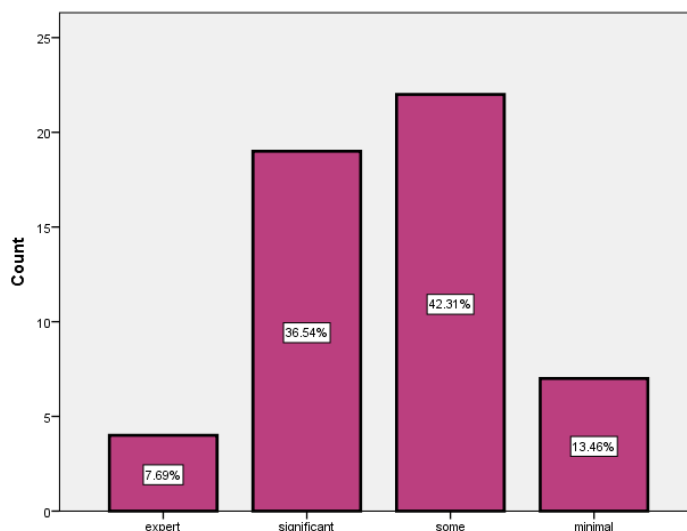Source: Questionnaire administered to students from Advance intensive English I courses at the University of El Salvador, Semester II-2012

The results obtained in this question, have shown that the 42.31% of students considered themselves as good user of the multimedia technology, which means that they are not experts but at least they have the basic knowledge of how to use it. Besides that, 36.54% of them consider that they have significant knowledge when using multimedia technology, they are not masters but they know how to solve problems related to this resource, or they can easily find what they want. On the other hand, the 13.46% of students consider themselves as having minimal knowledge, and only the 7.69% are experts, they consider themselves at this level and also they improve more their knowledge using technology. Besides that, students struggle to develop their English skill even though they are not expert in the field. The most important aspect to mention is that they are aware on how to use multimedia technology and also they want to learn how to use it.

GRAPH 6

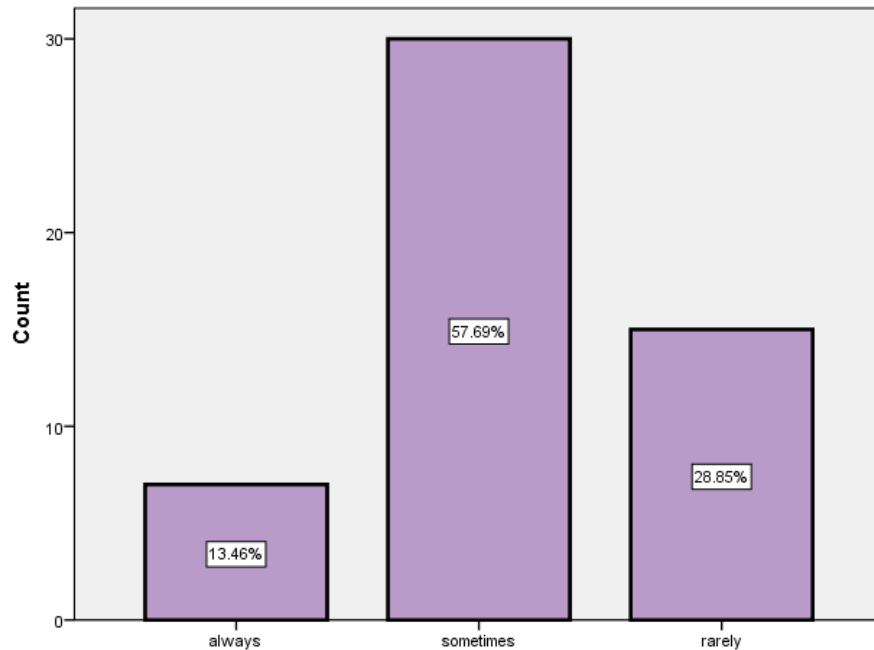**6.** How often do the teachers assign homework involving the use of a computer?

Source: Questionnaire administered to students from Advance intensive English I courses at the University of El Salvador, Semester II-2012

According to some students (i.e. 13.46%), teachers always tend to assign homework involving the use of computer, meanwhile the 57.69% said that sometimes and the 28.85% rarely. What can be implied from this result is that teachers try to take into account that some students do not have access to internet or even a computer. So, this seems to be a good reason why authorities should equip with more multimedia technology resources, and in that way they can guarantee better results from the learning process.

GRAPH 7

7. Which of the following types of multimedia do you consider the most

important?

In this question, there are reflected three answers. One, the 88.46% says that computer

is the most important type of multimedia because most of the students have access

everywhere at UES or at home. Second, the 3.85% of students consider cable T.V as an

important type of multimedia, so this percentage of students have cable in their houses

that help them to improve their listening skill. And three, the 7.69% of students consider

that foreign DVD movies is the most important, so that it can be easy to find and get,

at the same time they will use it as many times as possible. As a conclusion all

multimedia resources are important, but as students have access mostly to one of them,

they consider that computer is the most important, which will help a lot in all types of

activities related to the English competences.

GRAPH 8

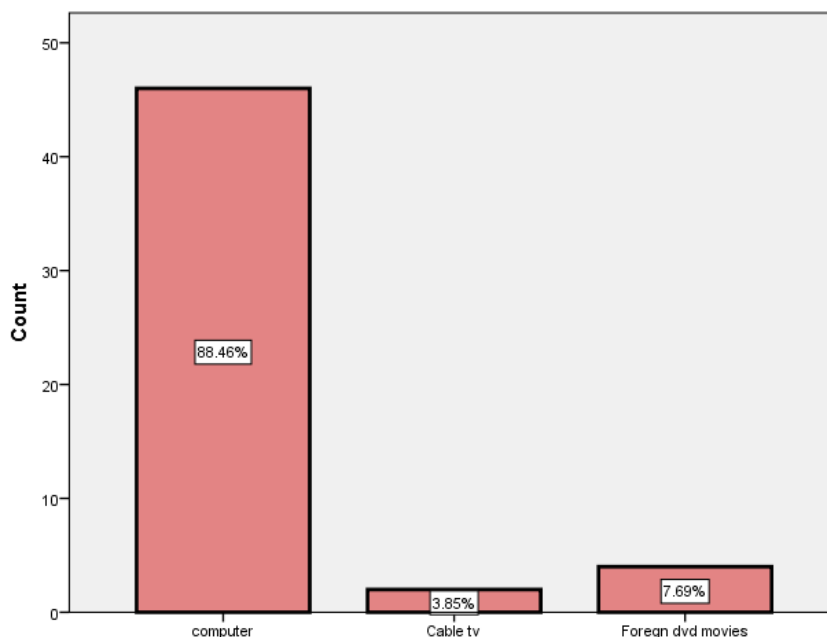14. How often do the teachers assign homework involving the use of computer for listening activities?

Source: Questionnaire administered to students from Advance intensive English I courses at the University of El Salvador, Semester II-2012

This question reflects three answers. One of this consists on the 38.46% of the positive opinion from students said that teacher sometimes assign homework involving the use of computer for listening activities. The 46.15% that said that teacher rarely assign this type of homework and the minority said that the 15.38% of students said that they never assign homework involving the use of computer. One factor that teachers takes into consideration is that the access to get a computer is difficult for some students and the time that they will spend to find one computer will be more. On the other hand if teachers assign homework using computer will be easy and less complicated to grade if students do group work.

GRAPH 9

Does your teacher use multimedia technology applied to authentic listening material?
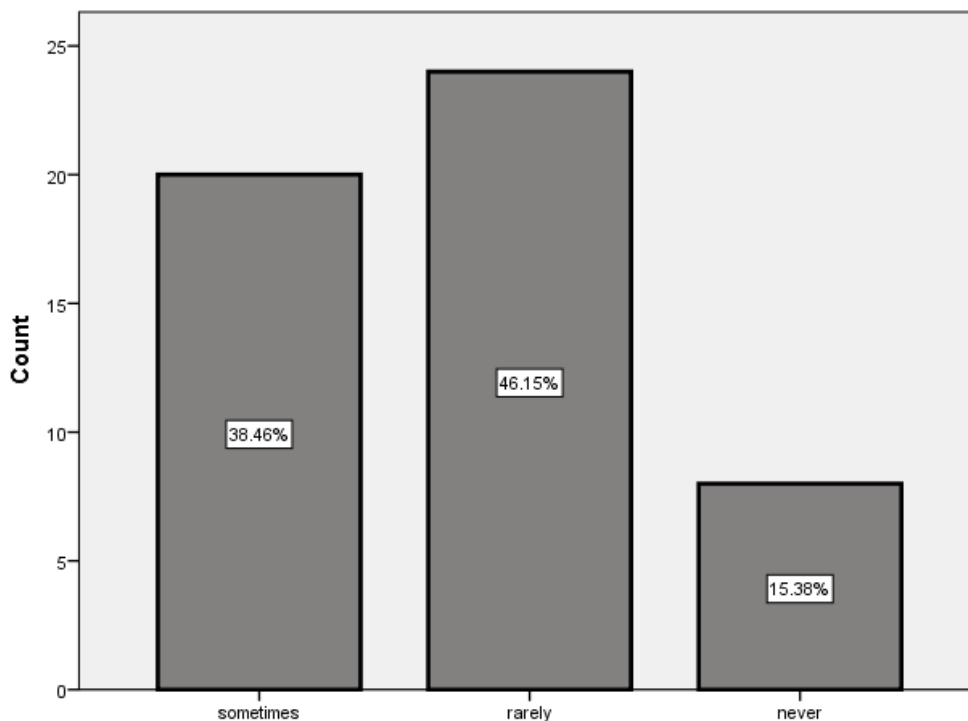

Source: Questionnaire administered to students from Advance intensive English I courses at the University of El Salvador, Semester II-2012

According to the information represented in the graphic above most of the students surveyed that their teacher use authentic material when practicing their listening skill in the classroom, the equivalent to the 65.38% state that they are exposed to native speakers dialogues, live descriptions, or even live chats which is considered as

authentic material on the other hand 34.62 percent of the students state that even though their teacher use multimedia technology for improving their listening skills, they have the idea that what they are presented is not authentic material so that they consider that authentic material is not used in the classroom.

GRAPH 10

Do you use any type of multimedia technology when you are presenting expositions in the classroom?

In the graphic above the students express if they use or not different multimedia devices when they do presentations in the classroom; the 48.08% of the students answered that yes they do use multimedia devices at the moment of making a presentation in the classroom, in contrast the 51.92% do not use multimedia when making their presentations, this is a fact that is related to the availability of the equipment.
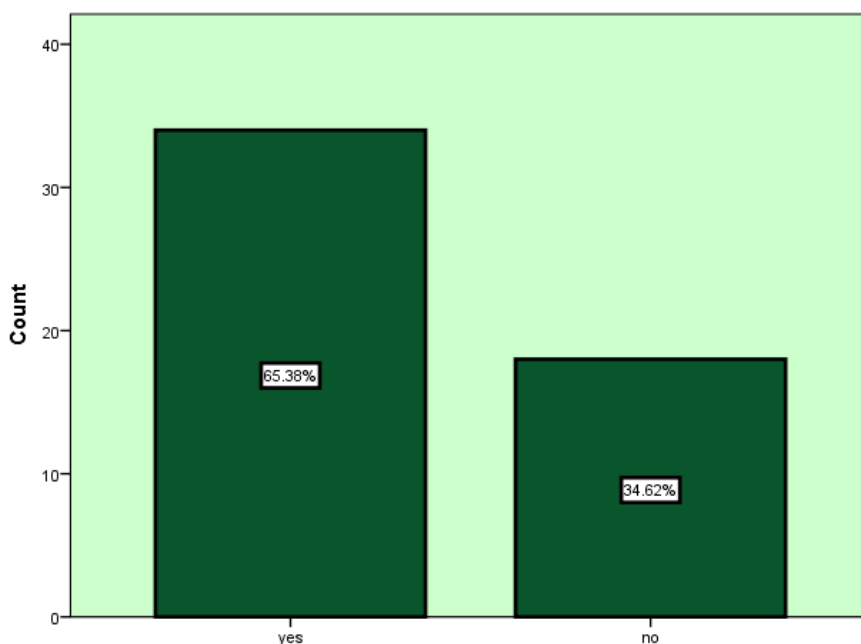
GRAPH 11

TOEFL listening test grades
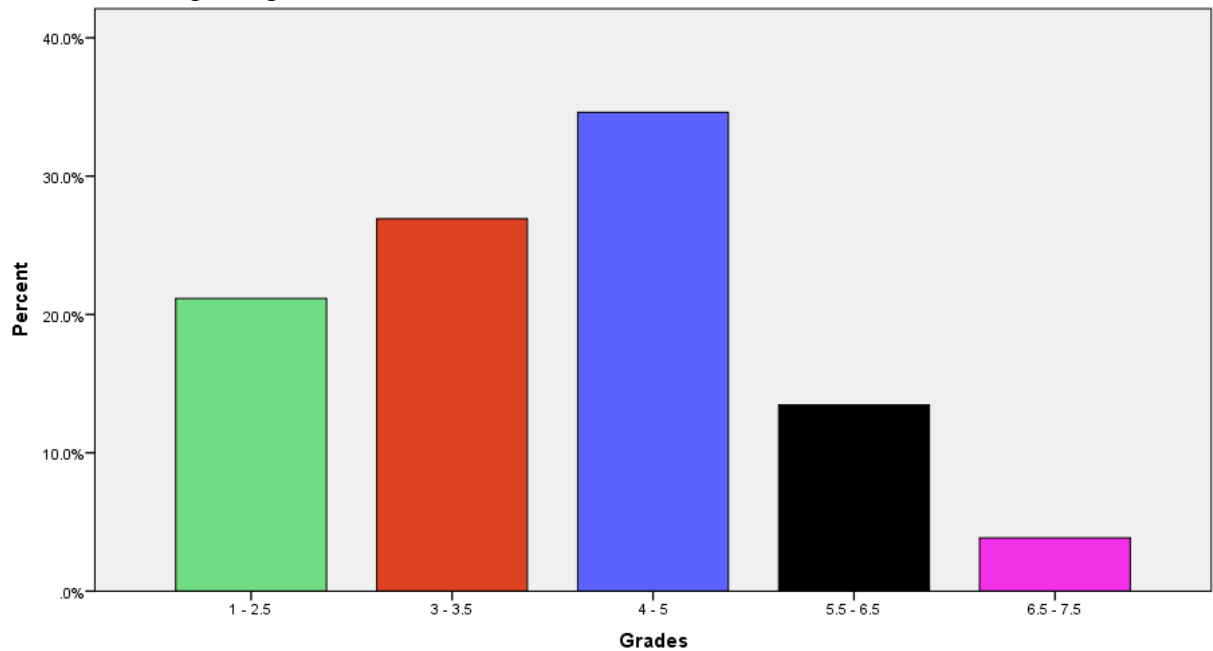
Source: Listening test administered to students from Advance intensive English I courses at the University of El Salvador, Semester II-2012

The above graph represents the grades in contrast to the percentage of the amount of students that were taken as the sample for this research. The most significant percentage is represented by the grades between 4 and 5 such percentage of the students goes above the 30% of the sample, these grades are followed by the ones that are between 3 and 3.5 and in the same way the other grades represent the rest of our sample with less percentages.

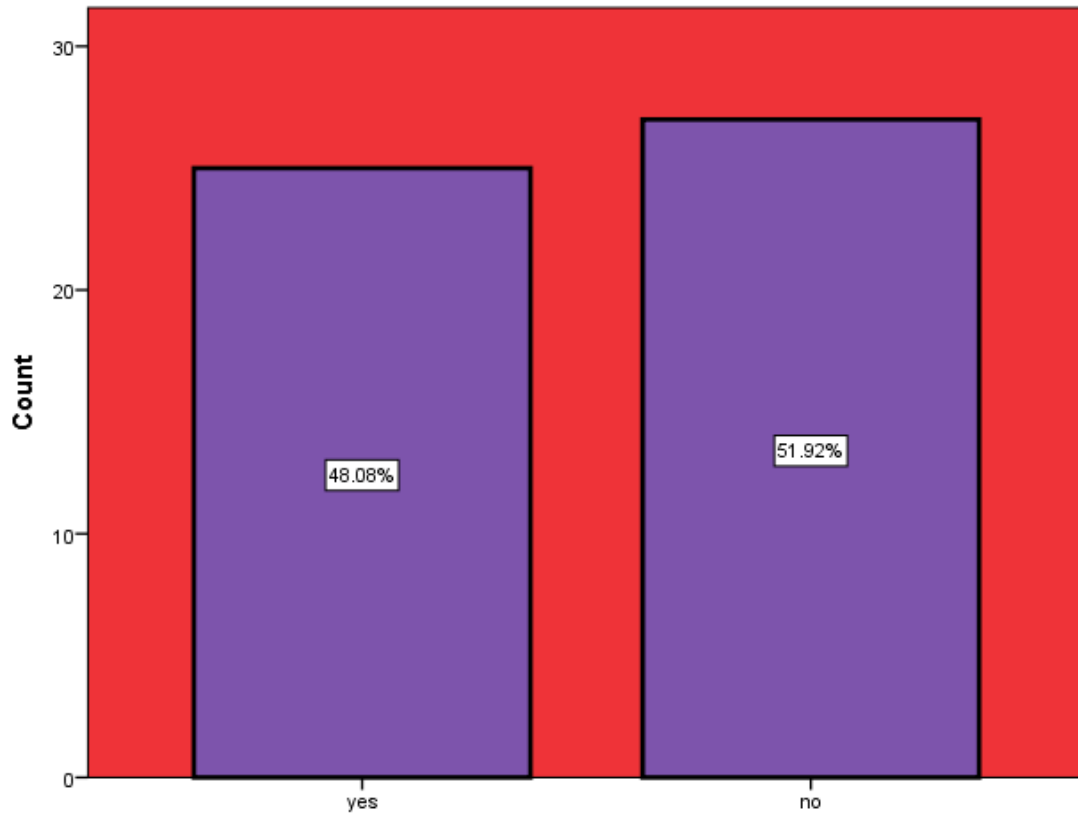4.2 Bivariate Analysis

Graph 12

x = yes   no

y = Number of students
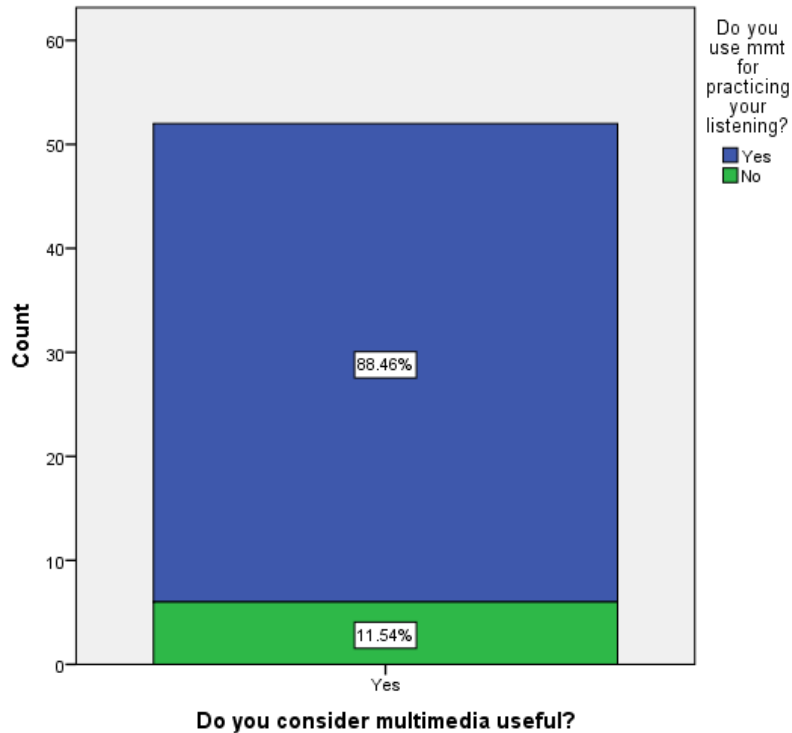
Source: Questionnaire administered to students from Advance intensive English I courses at the University of El
Salvador, Semester II-2012

In this graph it can be noticed that there is just a small contradiction between how

students consider multimedia and what actually they do with it. For example, the 100%

percent of participants consider that multimedia is useful for improving their listening

competence, but only 88.46% of them use it for that purpose. Why is it that not all of

them use it with that purpose if they have the chance to do it? On the other hand if they

considered it as a useful way to improve the listening competence, but they don't use it

then it means that these students are not aware about improving their skills through

immediate devices they have every day.

GRAPH 13
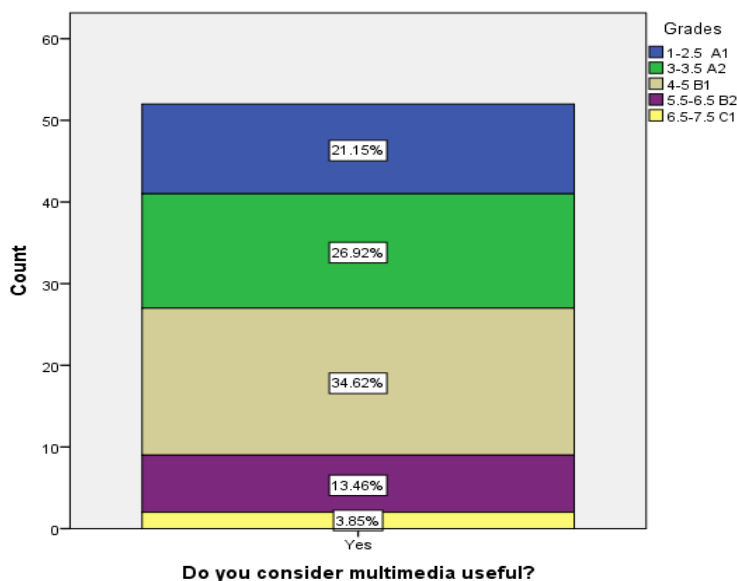
Using a TOEFL listening test it was possible to get the grades of the students

interviewed, such grades are presented in the graphic above according to the grade

gotten using their equivalence in IELTS system; contrasted to these grades, it is also

found that the opinion of the students regarding the use of multimedia technology.

When the students were presented the question, if they consider the usage of multimedia

technology useful, all of them answered a straight yes. They do consider multimedia as

a useful tool, taking this into account it is understood that since the students consider

useful the use of multimedia they really use it, however, as seen in the graphic above

only the 3.85% of the students that consider useful the multimedia technology got

grades between 6.5 and 7.5, there is also a 13.46% of the students that got between 5.5

and 6.5; these two categories together sum up 17.31% which would be the percentage of

the students that got a passing score in this system, the rest of the students that sum up

the 82.69% got grades between 1 and 5 which are not considered as passing scores

rather in the IELTS this grades are considered to be in the basic level.

GRAPH 14
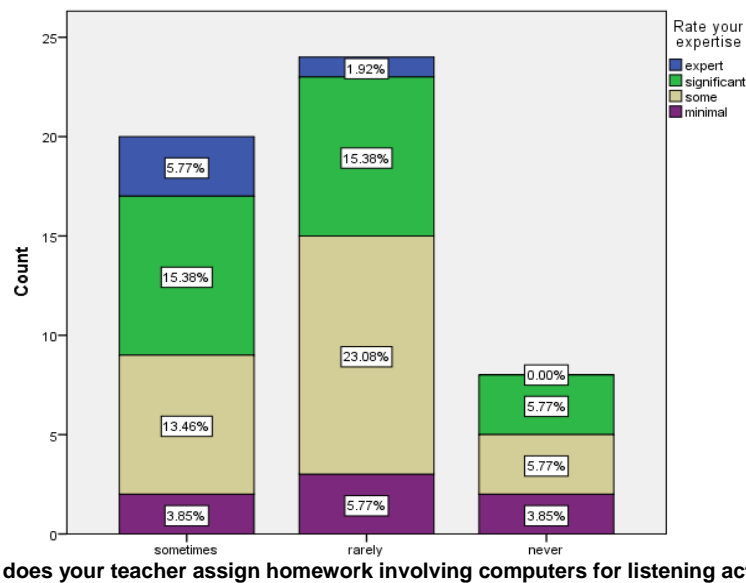
How often does your teacher assign homework involving computers for listening activities?

One of the main problems that can be faced with multimedia technology equipment is the expertise that we have when using these types of devices, in the graphic above it is shown the frequency with the one teachers assign homework that involves the use of multimedia equipment for doing their homework, between sometimes, rarely and never; the students state that most of the teachers rarely assign homework that requires to use multimedia equipment. Taking a look closer, the ones that state that they don't do homework using multimedia represent only the 1.92%. The students that state that they rarely are assigned homework are experts on using such equipment, it means that at least for this group if these types of tasks would be more frequent they would still be able to accomplish the objective followed by this it can be seen that the 15.38% of students also have significant knowledge about the use of this equipment, this group wouldn't have problems for doing their task either, but if it is seen above then we can see that 23.08% categorize themselves as with only some knowledge and 5.77% state they only have little or no knowledge about multimedia technology equipment for doing their homework.

5. MAJOR FINDINGS

5.1 Research questions

To what extent does using multimedia technology influence the development of the English listening competence in the case of the Foreign Language Department students of the Advanced Intensive English I course in the University of El Salvador?

According to the results obtained, the development of the English listening has a great impact in the use of the students from the Foreign Language Department of the University of El Salvador, but also it is clearly stated that this influence is not used or put it into practice at all when learning a second language in the department. Even though just a small part of the students do not use this kind of resource frequently (graph # 8), the fact that the majority of the students use multimedia technology like computer does not mean that they are using it for educational purposes. And this can be seen in graph # 35 where the grades that the students got after the administration of a short listening test taken from the TOEFL test can be compared with the importance they give to the use of multimedia.

In this research it can be found a big contrast with what students say, and what they actually do. Despite the fact that multimedia technology is a useful tool when learning a second language, and which fact is not only proved by our own experience, but also by the different studies done in different places by different researches and also which can be supported by the Cognitive Theory of Multimedia Learning, students from the Language Department are not giving it the correct use or do not take advantage from this resource as they should do.

Then, it can be said that despite that technology is very useful when learning a second language, the results are going to depend from the correct use that people do when they use this kind of resources and how they take advantage from it.

What is the relationship between the use of multimedia technology and the development of English listening skill competence?

Nowadays the multimedia technology has become a useful tool in every area of the sciences, and in the process of learning a second language is not the exception. According to the researches that have been searching about the use of technology and the process of learning, this two variables have a very close relationship. Since all the improvements that technology has had, it has become an innovated tool that allows people to do many things that in the past we did not think we could do. For instance, when we talk about the process of learning a second language, this resource has helped us to be in touch with any language around the world. Now we can talk and chat with foreign people easily, and that is due to the newer device called "internet".

So, if we talk about the relationship between the multimedia technology and the development of the listening competence, it can be concluded that if we have access to any kind of device like computer, internet, etc., the process of learning and acquiring a new language it is going to be easier and better because of the interaction that students can have with that language. With these resources students can improve any skill that is required for learning another language, and here it be also included the most important ones like reading, writing, speaking and of course, the listening competence.

As everybody knows, every skill can be improved through different activities, for instance if we talk about the listening competence, activities like songs, movies, speeches, realities show, etc., are the most popular among people that can help to

improve the listening skill and as a result, like Mayer's theory suggest, he mentions that the acquisition of a second language has been fastest, easier and funny.

Do students consider computer based multimedia as a tool for developing their listening skill competence?

Recently, the use of computers has become a popular hobby among people of any age for doing any kind of task. So, as computed based multimedia has given to people the accessibility to any type of program or interest that they have, this resource is considered as a useful tool for developing any kind of skill. Therefore, it is also considered very useful in the process of learning a second language, as the data suggest in graphs n° 3, 4 and 5, where the majority suggest that computer is an important resource for improving or developing the listening competence.

Does the environment around the students enhance the proper use of computer based multimedia in order to develop their listening skill competence?

It is known that the more you have access to any kind of resource from multimedia technology, the more you acquire a second language, but according to our results the environment where the students are immersed is not the best in order to develop their listening skill.

That is a problem that the Foreign Language Department has faced for years. Even though they offer a laboratory for students learning a second language, this does not have the best equipment that now is everywhere, and that is easiest to use. It is clearly notice that in this laboratory, students do not have access to computers, what makes the process of learning a second language difficult and even boring for them. Despite the fact that they can have access to this resource at home, it needs to be kept in mind that is

at the university where students spend most of their time, and this makes that the development of their skills, including the listening competence, to be slowly than it should.

Besides that, there should be specific subjects, activities or places where students could practice every single skill, for example it would be excellent and appropriate that the department could offer a specific room with the correct equipment to develop the listening skill, where they can practice with exercises involving only listening activities. Unfortunately, the Foreign Language Department at the University of El Salvador does not have this possibility to offer that.

So, it can be concluded from that, that those students are not in a proper environment where they can develop their listening skill, or at least at the university where it should be the correct place since they do not have the opportunity to interact with foreign people.

5.2 Hypothesis
The more computers based multimedia technology the students of Advanced Intensive English I of the Foreign Language Department use, the more they are going to develop their listening comprehension competence.

After all the analysis of the results of our research, the study has reached the conclusion that the hypothesis that was proposed at the beginning of the research was correct. The more computers based multimedia technology students of the Foreign language Department use, the more they are going to develop their listening comprehension competence because it has been proved here that the ones that use technology every day and who are more in touch with all the types of devices that were mentioned here, are the ones that could get the higher grades in the test. And even though there are people

that use multimedia resources, most of them do not make good use of that, and that is why they have obtained low grades, being between low intermediate and intermediate level in the listening test. Not only, some of them showed disinterest about to know their level of the listening competence but also they did not care of the purpose of the listening test.

Moreover is clear that the inappropriate use of multimedia technology in other words the independent variable which is "The less effective use of multimedia resources in the listening competence" affects immensely the independent variable which is "the more troubles in the students' development of sounds and images" and for that reason it can be said that the hypothesis showed has accepted.

6. CONCLUSIONS

While computer based multimedia technology becomes more accessible to teachers and according to Park (1994), the usage of animated pictures has become a trend in teaching a new language. In the case of the Foreign Language Department, all of the students consider multimedia of a big help for improving their listening skill competence. Due to the fact that our Department does not have native English speaker teachers, multimedia is the most helpful tool so teachers are able to expose students to authentic material as explained before by Young (2003) and Meskill (1996) who states that it allows us to have direct contact with the language either in the written form and speaking form in few seconds, and we can talk with people from other countries, and even from another continent, as if we were talking with someone near of us. Taking advantage of these sources teachers can get good results for student´s development of their listening competence in the Foreign Language Department. In addition the most of the students find technology as a need, because nowadays everywhere we go and everything we do has to do with technology and a good way of taking advantage of this is by being exposed to this material.

Most of the students understand and agree with the fact that multimedia enhances the development of the listening competence however according to the cognitive theory of multimedia learning by Mayer he states that the best way in which the student is going to get the listening proficiency needed is by using resources that combine audio and video simultaneously, this is totally demonstrated if we take a look at the graphic where we can observe the grades of the test that the students took which was administrated only with listening. According to different theories the listening skill is

better developed when there are two signals going to the brain, those are the listening part and the visual part, the two signal that arrive to the brain convey a meaningful message to the students brain so that the students acquire the knowledge in a faster and a more effective way.

The listening skill development is in fact a very good objective to solve with the use of computer based multimedia technology if all the students with no exception have access to it, otherwise the students that have access will have more advantage over the ones that do not have a complete access to the resources needed to have a faster success on learning a foreign language. It can be noticed this in the graphic 35 where the grades of the students are shown, a good way on getting the best results for the students would be by assuring for all the students the access to multimedia resources for the students.

7. RECOMMENDATIONS

This research involves students, teachers and authorities of Foreign Language Department in the University of El Salvador that is why the recommendations will be addressed to them.

7.1 Recommendations for students

1. Students should make good use of multimedia technology in order to facilitate the development of their listening English skill.

2. Students should take advantage of multimedia technology as a useful tool than others students who did not have in the past as today.

3. Students that have access to multimedia technology in their homes should share the new knowledge with their peers that do not have during the class, in this way the class will be more interesting and students can interact each other.

4. Students should care of the languages department stuff taking into account that this kind of equipment that must be used for their own development of the listening skill. In that way, they can show to authorities that they really need them to improve their level of education.

7.2 Recommendations for teachers

1. Teachers have to be aware of their students' listening skill development making an appropriate use of multimedia technology in order to improve the quality of the teaching process.

2. Teachers can create a website and assign tasks that involve the listening skill, in that way they can ensure that students are going to use multimedia technology for educational purposes. After checking the work, they can reinforce students during the class.

3. Teachers can pay more attention to students listening development by establishing at least 2 hours of listening to be done in English classes during the week. It can be a great help to those students that do not count with multimedia technology at home.

7.3 Recommendations for authorities

1. Authorities from the Languages Department, the Coordinator of the Major, the Dean of the Science and Humanities School and the Rector of the university should upgrade the English laboratory just by changing the obsolete equipment for an appropriate up-to-now and realize that is a mainly students' need in this department. This research can be used as a reference of the lack of adequate technological equipment for students. Also, authorities should look into this topic to do something about it.

2. Authorities also can invest in good equipment and implement them in every classroom. As a fact, both teachers and students can use them during the class and avoid that teachers carrying heavy stuff that sometimes do not work and they just waste time; in order that they can use them with students and develop their listening skill.

3. Authorities should build other cyber because, there is only one into the languages Department and it isn't enough to the students demand. Moreover, the schedule of these cyber should be more accessible to all students' means by opening and closing them from the first class in the morning until the last class at night. In that way, more students will have more access to multimedia technology and develop their listening skill.

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APPENDIX

Appendix 1

	March				April				May				June				July				August				September				October				November			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Research question	█	█																																		
Research design			█																																	
Literature review				█	█	█	█																													
Writing the introduction to research proposal									█																											
Writing the methodology chapter										█																										
Revision of draft proposal											█	█	█																							
Finish proposal														█	█	█																				
Literature review revision																	█	█	█	█																
Semester II																																				
Update data collections																					█															
Design data collection																						█	█													
Classify survey´s questions																								█												
Improvement data																								█												
Select and testing of data																									█											
Collecting the data																										█	█	█								
Analysis of data																													█	█	█	█				
Conclusion of data collection																																	█			
Creation of final report																																	█	█		
																																	█	█		

Semester II	August				September				October				November				February				March				April				May				June				July				August			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Update data collections	■																																											
Design data collection		■	■																																									
Classify survey´s questions				■																																								
Improvement data				■																																								
Select and testing of data				■	■																																							
Collecting the data						■	■	■																																				
Analysis of data									■	■	■	■																																
Conclusion of data collection													■																															
Creation of final report														■																														
Semester 1 - 2 2003																																												
Tutoring with the advisor																					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

Appendix 2

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

Objective: To provide an explanation of the influence of the usage of computer based multimedia technology on the development of the listening skill competence when learning a foreign language in order to provide suggestions about the matter to the Foreign Language Department at UES.

Directions: Put a check mark in the answer that best fits you and underline and fill the blanks for the questions that require further information.

Gender: ☐ Male   ☐ Female   Age: _____

1. Do you consider computed based multimedia technology useful for developing your listening skill?

          Yes ☐   No ☐

2. Do you consider having access to computer based multimedia technology in the Foreign Language Department would enhance your listening and speaking skill?

          Yes ☐   No ☐

3. Do you think computer based technology represents an advantage for improving your listening comprehension competence?

☐ Yes   ☐ No

4. Do you think about technology as a necessity for developing your listening competence?

Yes ☐   No ☐

5. Do you use multimedia technology for practicing your listening skill?

☐ Yes   ☐ No

6. If the previous answer was "yes", How often do you use it?

Often   Sometimes   Rarely   Never

7. If the answer to question #5 was "no", what kind of tool or technique do you use for practicing your listening competence?

_____

8. Do you use the knowledge acquired using multimedia technology when practicing your English during the class?

☐ Yes   ☐ No

9. Have you ever noticed if your teacher has difficulties to access to multimedia sources to develop students' listening competence?

☐ Yes   ☐ No

10. Please rate your expertise at using computer multimedia technology?

Expert ☐   Minimal Experience ☐

Significant Experience ☐   No experience ☐

Some Experience ☐

11. Which of the following types of multimedia do you consider the most

important?

Internet access/computer ☐

Cable TV ☐

Foreign DVD movies ☐

12. How often do you use internet?

Always   Sometimes   Rarely   Never

13. How often do you use internet for doing homework?

Always   Sometimes   Rarely   Never

14. How often do the teachers assign homework involving the use of a computer?

Always   Sometimes   Rarely   Never

15. How often do the teachers assign homework involving the use of computer for

   listening activities?

Always   Sometimes   Rarely   Never

16. Which of the following programs do you consider when practicing the listening

   comprehension competence?

Excel   ☐   Vlc player   ☐

Media player ☐   Internet Explorer ☐

Photoshop ☐

17. To what other devices do you have access to?

DVD player ☐

Smart phone ☐

Tablets   ☐

TV   ☐

Stereo equipment ☐

18. Which of the following web sites are the most useful for you to improve your

   listening competence? (choose more than one if necessary)

Upstream ☐

English blogs ☐

You tube ☐

English radio stations on internet ☐

19. Which of the following multimedia sources does your teacher use in the
classroom? (choose more than one if necessary)

You tube videos ☐   Authentic listening material ☐

Mp3 songs ☐   Voice recorder ☐

20. When do you use multimedia resources?

At your exposition ☐

In your homework ☐

In group work in class ☐

Appendix 3

This section measures your ability to understand spoken English.

QUESTIONS DIRECTIONS- LISTENING PART A. In this part, you will hear short conversation between two people. Each conversation followed by a question about it.

1. What does the man mean?

   a) Tom´s part in the play included mine.

   b) Tom waved his hand as he parted.

   c) Tom lifted an ice drink.

   d) It was kind of Tom of make the offer.

2. What does the woman mean?

   a) They arranged to go way.

   b) They shared the cost of the gift.

   c) They broke what was in the package.

   d) They shipped her   gift.

3. What does the woman mean?

   a) Two years ago hardback books cost a third as much as now.

   b) The cost of hardback book goes up two or three times a year.

   c) Hardback book costs twice as much as before.

d)   The cost of hardback books has gone up twice in the last three years.

4. What does the woman mean?

    a)   She thinks they didn´t go to the Supreme Court.

    b) It doesn´t seem possible to her that they missed the Supreme Court.

    c) They are going to the Supreme Court seems unbelievable.

    d)   She can´t believe they went to the Supreme Court.

5. What does the woman imply?

    a)   He passed by a narrow margin.

    b) He will be called into the physics office.

    c) He was close to a passing mark.

    d) He shouldn´t shout in the hallway.

6. What does the man imply?

    a) It´s easy to find his house.

    b) The woman wouldn´t be able to find the parking lot.

    c) He doesn´t want the woman to visit him.

    d) It´s difficult to explain how to get to his house.

7. What does the woman say about Scott?

    a) He has taken less than five years to write his dissertation.

    b) He began writing his dissertation more than five years ago.

    c) He finished working his dissertation more than five years ago.

    d) He will be writing his dissertation for at least five more years.

8. What does the woman mean?

a) They should pull off the road.

b) They need buy gasoline.

c) They need to check their headlights and taillights.

d) They should ask for directions.

9. What does the woman imply?

a) She´s on her way to exercise.

b) She needs to get a haircut.

c) She wants to see Jim.

d) She's going to visit Barbara.

10. What does the woman mean?

a) She is surprised he didn´t finish.

b) She is surprised the exam took hardly any time at all.

c) She is surprised he took so long to finish.

d) She is surprised the exam was so easy.

11. What does the woman imply the man should do?

a) Map out the routes in the Student Union.

b) Ask about bus routes at the information desk.

c) Pick up a map from the information desk.

d) Refer to the map at the bus station.

12. What does the woman imply?

a) Her sister work at home.

b) Her sister will cut her hair.

c) Her sister cut her hair.

d) Her sister needs more practice.

13. What does the woman mean?

    a) She wouldn´t mind going to see Jill about the notes.

    b) She´s thinking about biding her notes.

    c) She´s upset with Jill about not giving her notes back.

    d) She wants to give Jill another piece of information.

14. What does the man mean?

    a) He thinks Sue´s ideas are impractical.

    b) He agrees with Sue´s ideas for the project.

    c) He finds some of Sue´s ideas agreeable.

    d) He´s heard about Sue´s great ideas.

15. What does the woman mean?

    a) She can´t believe that Bob has already completed his work.

    b) She´s certain that Bob shouldn´t have gone back to the library.

    c) She doesn´t know that Bob didn´t finish the assignment.

    d) She knows that Bob won´t be able to go back to the library.

16. What can be inferred about the woman?

    a) She is probably very studious and wants to be far away from campus life.

    b) She probably has to commute to the University campus frequently.

    c) She would probably rather walk to the University than take the bus.

    d) She would probably like to commute to Los Altos from quiet suburb.

17. What does the man mean?

   a) Dan´s leave-taking surprised him.

   b) He didn´t know what to say when Dan accused him.

   c) It wasn´t true that Dan asked him to make a speech.

   d) He was amazed at the way Dan defended him.

18. What does the woman mean?

   a) Ted could set up a good deal for the man.

   b) Ted would be interested in buying the man´s car.

   c) The man should consider driving a bus.

   d) The man could get good information about bicycles from Ted.

QUESTIONS DIRECTIONS- LISTENING PART B.

In part B, you will hear several talks and conversations. Each talk or conversation is followed by several questions.

Conversation#1

19. What is the main topic of the conversation?

   a) The man ´s fencing class.

   b) The best place to park.

   c) The time and place to meet.

   d) The birthday gift for Phil.

20. Why does the woman want to go downtown?

   a) She wants to buy a present for Phil.

   b) She wants to help to the man buy a present.

   c) She needs to pick up her new contact lenses.

   d) She has to pay a fine for a traffic ticket.

21. Where are the people going to meet?

    a) In front of the gym building.

    b) On the one-way street.

    c) In the fencing class.

    d) In the student parking lot.

Conversation#2

22. What happened to the woman?

    a) She didn´t complete her assignment.

    b) She reported to Dr. Reed.

    c) She waited in line to meet Dr. Reed.

    d) She got an extension.

23. What did Dr. Reed give the woman?

    a) Some ideas for the report.

    b) Some organization tips.

    c) A different assignment.

    d) A new deadline.

24. What does the man want?

    a) Advice an organizing his material.

    b) A copy of the assignment.

    c) The due dates for futures reports.