

فاعلية أغاني الملتيميديا في تنمية مهارات الاستماع و الإتجاه نحو دراسة اللغة الإنجليزية كلغة أجنبية لدى تلاميذ الصف الخامس الابتدائي

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ملخص البحث

المقدمة:

الاستماع إحدى المهارات الأساسية لتعلم اللغة الانجليزية حيث يعد الدعامة التي يستند عليها في تنمية المهارات، فالتواصل من خلال اللغة يحدث نتيجة تفاعل نشاطين هما: الاستماع والتحدث، إن من خلال التفاعل النشط من قبل المستمع والمتحدث، ومع أهمية الفهم الاستماعي لعنصر هام في موقف الاتصال إلا أنه قد أهمل تدريسه وممارسته مرارا في برامج تعلم اللغة، فكثير من الطلاب بمختلف المراحل الدراسية يعانون صعوبات في المواقف الاتصالية، وقد يرجع ذلك إلي القصور الواضح في تدريب النواحي الاستقبالية لدى المتعلمين الذي ينتج عنه ضعف قدراتهم الاستيعابية عند تناولهم للرسالة المنطوقة هذا التوتر والارتباك الناتج عن القدرة على التركيز خاصة عندما يتطلب الموقف الاتصالي الاعتماد على حاسة السمع.

إن مهارة الاستماع من المهارات التي يصعب على الإنسان إجادتها واكتسابها بسهولة، كما أنها من المهارات التي تحتاج الى تعليم وتدريب منذ المراحل الأولى لتعلم اللغة كي يستطيع المتعلم اكتساب أساسيات الصوت وعناصره، ولكي يتمكن من ترجمة الصوتية تعبيرات لغوية لها دلالاتها.

واعتبار لذلك فهناك ضرورة للعمل على تكوين اتجاهات ايجابية نحو دراسة اللغة الانجليزية منذ المراحل الأولى لتعلم اللغة، وانطلاقا من ذلك قد تناولت الدراسة تلاميذ الصف الخامس الابتدائي للوقوف على نواحي القصور والصعوبات التي تعوق الكفاءة الاستماعية في مواقف الاتصال.

وفي إطار البحث عن كيفية تنمية مهارة الاستماع وتكوين اتجاهات ايجابية

لدى التلاميذ في هذه المرحلة المبكرة قد استدعى ذلك ضرورة الاستعانة بالمادة

المسموعة التي يتوافر فيها عنصر المتعة والإثارة والتي تزيد من إقبال التلاميذ على تعلم ودراسة اللغة.

مشكلة الدراسة:

في ضوء ما سبق تبرز ضرورة القيام بالدراسة الحالية حيث تكمن مشكلة الدراسة في قياس فاعلية أغاني الملتيميديا في تنمية المهارات الاستماعية والاتجاهات الايجابية نحو دراسة اللغة الانجليزية كلغة أجنبية لدى تلاميذ الصف الخامس الابتدائي وبذلك يمكن صياغة مشكلة الدراسة في السؤال التالي:

- ما مدى فاعلية أغاني الملتيميديا في تنمية مهارات الاستماع والاتجاه نحو دراسة اللغة الانجليزية كلغة أجنبية لدى تلاميذ الصف الخامس الابتدائي؟

نتائج الدراسة:

اعتمادا على دلالة الفروق الإحصائية بين التطبيقين القبلي والبعدي للتلاميذ، لقد توصلت الدراسة إلى أن أغاني الملتيميديا كان لها تأثير قوي وفعال في تنمية المهارات الاستماعية لدى تلاميذ الصف الخامس الابتدائي كما أنها ساعدت بكفاءة على تنمية اتجاهات نحو دراسة اللغة الانجليزية كلغة أجنبية.

التوصيات:

توصي الدراسة بالاتي:

1. الاستفادة من الأغاني وما تحمله من خصائص الإثارة والتكرار.
2. من الضروري أن يستخدم معلمو اللغة الانجليزية الإمكانيات الهائلة للوسائط المتعددة في تدريس المفردات.
3. ضرورة الاستخدام لمعامل اللغات بالوسائط المتعددة في جميع الدراسة.

4. أهيل المعلمين الطلاب على كيفية إعداد وتصميم البرامج التعليمية باستخدام الوسائط المتعددة.

المقترحات:

1. قياس فعالية تقديم مواد روائية من خلال الوسائط المتعددة على تنمية فهم القراءة.

2. إعادة إجراء الدراسة الحالية على عينات أخرى بمراحل تعليمية مختلفة مع مراعاة تطوير محتوى البرنامج المقترح بما يتناسب وكل صف دراسي.

Introduction:

Listening is one of the main four skills in language. It is regarded as the most important skill and the basis on which the other language skills can be developed. Roxon (1996-36)⁽¹⁾ states that it is the hardest skill to be mastered and comes top of the list when putting the four skills in order of difficulty.

Listening is creative skill, not a passive one. It is an active process of constructing a message from a stream of sounds (Rivers, 1991,66)⁽²⁾ in teaching the listening skill. Many EFL students at stage suffer from being so embarrassed and tense in the act of communication and this results in poor aural comprehension to the spoken message. In this respect, many researchers have attributed the difficulties have in listening skill to being frequently neglected in EFL/ESL instruction.

From the feedback obtained from EFL teachers as well as the analysis of content school book, it is evident that

pupils need to develop attention in listening from the early stage of language learning.

At present, computer plays an effective role in the language learning process. The term CELT computer enhanced language learning is widely used in the education context. It helps simulate the real world inside the classroom. It makes learning more relevant and encourages self- directed learning. CELT allows the learners to work at their own pace and to be more interactive (Hoven,1999:1)⁽³⁾ . further, the term multimedia has been linked to the use of computer technology. Multimedia as "the powerful combination of text, graphics, sound animation, music and video under computer control". To show the effect of multimedia presentations an language learning, introduced the dual-coding theory. It is based on the assumptions that "memory and cognition are served by two separate system, one specialized for dealing with verbal information such as printed words, and other for nonverbal information such as pictures or objects".

Saricoban and Met in 200 assert that songs offer a chance from the routine classroom activities. songs are precious resources to develop student's abilities in listening speaking reading and writing. In addition, label three theoretical reason.

The present study intends to investigate the effectiveness of multimedia songs in

enhancing fifth grades listening skills and attitudes towards studying EFL.

Research questions:

The studying addresses the following major questions:

- To extent are multimedia songs effective in enhancing fifth grades listening skills and attitudes towards studying EFL?
- The following sub-questions are to be addressed:
 1. To what extent are multimedia songs effective in enhancing fifth graders songs discrimination?
 2. To what extent are multimedia songs effective in enhancing fifth graders recognition of English vocabulary?
 3. To what extent are multimedia songs effective in enhancing fifth graders listening comprehension?
 4. To what extent are multimedia songs effective in enhancing fifth graders attitudes towards studying EFL?

Research Hypotheses:

1. There will be statically significant differences at the 0.05 level between the posttest mean scores of the experimental group and control groups on sound discrimination in favor of the experimental group.
2. There will be statically significant differences at the 0.05 level between the posttest mean scores of the
3. experimental group and control groups on recognition of English vocabulary in favor of the experimental group.

4. There will be statically significant differences at the 0.05 level between the posttest mean scores of the experimental group and control groups on listening comprehension in favor of the experimental group.
5. There will be statically significant differences at the 0.05 level between the posttest mean scores of the experimental group and control groups on the attitudes scales in favor of the experimental group.

Aims of the study:

The primary objective of teaching English as a foreign language is to develop learners communicative competence be . Teaching the comprehension of spoken language should be of primary importance if the communicative aim is to be attained listening skill is the spring-board from which the other language skill canbe promoted. That is why the listening skill should be given the due emphasis from the early stages of language learning.

This may impose an urgent need to manage learning in so up-to-date and innovatory techniques using simulative listening material. That is to help the young learners have confidence in their ability for comprehending various kind of spoken messages from the beginning of language learning in this regard, songs are used in EFL/ESL classes to encourage extensive and intensive listening provide a relaxed classroom atmosphere and stimulate the emotional

part that has a great influence on learners efforts to master EFL.

Definition of terms:

Multimedia:

Multimedia is the powerful combination and integration of text, graphics, static images, audio sounds, animation and full motion video under computer control (Hallis,1996)⁽⁴⁾

Multimedia songs:

Multimedia songs are instructional song that are coded dually in verbal modes through combination and integration of various forms of media to be presented via computer.

Attitudes:

"Attitudes is complex, mostly learned and during but changeable system of cognition and affection which predisposes an individual to favorable and unfavorable action or reaction to object" (Usoro,2003:5)⁽⁵⁾ operationally, attitude is defend as pupils scores obtained on the attitude scale.

Review of literature:

- **The listening skills:**

The listening skills is considerable the most important language skill. Through active listening students acquire vocabulary and syntax as well as pronunciation (Cross,1992:244)⁽⁶⁾ listening is a creative skill. In order to

comprehend the sounds heard, we take the raw material of the voice, from this material, meaning can be created.

Purpose of listening skill:

Richards (1997:167)⁽⁷⁾ differentiate among certain types of listening purposes vary according to whether learners are involved in listening as a component of social interaction.

- Developing listening through multimedia me skill indicates that: in face-to-face interaction, listening entails complex interpretive processes. An intricate web of situational variable interact to determine what meanings are derived in conversation"

The characteristics and the benefits of education multimedia:

Multimedia is based on the multisensory nature of humans. It addresses both the visual and aural sense synchronically. It characterized by the interactivity and the flexibility in importing and moving information. According to in the education context among these are:

- Individual instruction.
- Integral assessment.
- Active learning strategies.
- Realistic simulation.
- Rapid Access to compactly stored data.

Related studies:

- Someone (1996)⁽⁸⁾ conducted a multi method study. The purpose of this study was to evaluate the effectiveness of a computer-Assisted instruction (CAT) program on vocational high school students reading comprehension skills. The gain between the pre and post test scores of those students who attended the CAL program were statistically significant at the 0.05 level. It was conducted that the lab was useful in helping students increase their reading skills. Sanghoon and jung (2004)⁽⁹⁾ instigated the effects of different types of visual illustrations on learner's learning interest, motivation and achievement especially in multimedia learning. Results revealed that the post interest was different between learners in cognitive interest illustration group and text-only group.

Barr,Dittmar, Roberts and Sherdan (2002):⁽¹⁰⁾

The purpose of the study was to improve listening skills in order to increase academic performance. The targeted population consisted of elementary students in a middle class community located in western. The problem of effective listening skills was documented through data revealing the number of students whose lowered academic performance may be due to a deficiency of listening skills.

- **Methodology of the study:**

- **Subject of the study:**

The subjects of this study were selected at random from the fifth graders of a government school. (Zawia a primary School in Zawia). The subject were ten year pupils who were early beginners English as a foreign language.

- **Design of the study the researcher study a clopped the guasi-experimental design:**

Pretest-posttest control group design. The experimental group was taught the syllabus of the second term as prescribed in Zawia secondary school as well as the proposed program prepared by the researcher. On the other hand, the control group was taught only the second term syllabus both the experimental and control scale prepared by the researcher.

- **Instruments:**

The following instruments were prepared and used by the researcher:

1. A listening test on CD which includes three parts:
2. Listening comprehension.
 - a. Listening vocabulary.
 - b. Sound discrimination.
3. The listening test:

Aims:

1. To measure pupil's ability to understand the spoken speech at level of one sentence and short descriptive paragraph.
2. To measure pupil's ability to recognize the vocabulary taught.
3. To measure pupil's ability in discriminating certain English vowel and consonant sounds.

- Description of the listening test:

The listening test is composed of three parts:

The first part was prepared to test listening comprehension.

It includes for four tasks as follows:

1. Task(a) listen and () picture a or b using.
2. Task (b) listen and put a () or () using a whole picture that shows several actions.
3. Task (c) listen and put () or () beside each picture as you hear using six pictures.
4. Task (d) choose a, b, or c that corresponds to the item that you hear .

- Validity of the listening teat:

The three subtests were validated through the following procedures:

- To what extent each items related to the skill it is assigned to measure
- To what extent each items are suitable for the level of fifth graders.

- To what extent each items are clear.
- Suitability for the vocabulary used.
- Suitability of the test length for the level of the fifth graders.
- **Reliability of the listening test:**
The spilt half- method was used to obtain the reliability of the test. The reliability was 0,925 this means that the test was reliability. So, it was applicable in its final version.
- **The attitude scale:**
The scale includes 25 items written in colloquies language to be easily understood by the young learners. The scale covers four components as follows:
 1. Pupils attitudes towards the subject "English as a foreign language"
 2. Pupils attitudes towards the teacher of English.
 3. Pupils attitudes towards the materials used in EFL classes.
- **The scale validity:**
The attitudes was validity through the following means the scale was submitted to 12 judges majoring in TEFL and educational psychology in order to:
 1. The rational of each item to the component represents.
 2. The suitability of the language used in formulating the items for the level of fifth grader's understanding.
 3. The sufficiency of test items.
 4. Moving an item from a component to another in light of the suggestions and comments of the judges, certain

5. modifications were performed as follows:

a. Omitting completely some items.

b. Incorporating certain items.

- **Results of the research will be presented and discussed in light of the research hypotheses:**

- **Hypothesis 1:**

There will be significant differences at the 0.05 level between the posttest mean scores of the experimental and control groups on sound discrimination in favor of the experimental group.

To measure whether there were significant differences between the posttest mean scores of the experimental and control groups on sound discrimination means, standard deviation, and t-value were computed as listed in the following table:

The t0test value for the experimental and control groups on sound discrimination.

Skill	Study group	N	Mean	SD	df	t-value
Sound discrimination	Experimental	61	11.56	4.77	116	9.59
	control	57	6.42	3.55		

As indicated in the table above, the t-test shows that there is a significant difference between the experimental and control group at the level or higher in favor of the experimental group, this means that the experimental group has significantly achieved higher or sound

discrimination. Accordingly the first hypothesis has been verified.

There will be significant differences at the 0.05 level between the posttest mean scores of the experimental and control groups on vocabulary recognitions in favor of the experimental group.

The t-test value for the experimental and control groups on vocabulary

Recognition:

Vocabulary recognition	Study	n	mean	sd	df	t-value
	Experimental	61	9.21	4.26	116	8085
	control	4.75	4.75	3.06		

There is statically significant difference between the experimental and control group at the 0.05 level or higher on vocabulary recognition favoring the experimental group. This means that the experimental group has highly developed a better level of vocabulary recognition. Thus, the second hypothesis has been accepted.

- **Hypothesis 3:**

There will be statistically significant differences at 0.05 level between the post test mean scores of the experimental and control groups on listening comprehension.

The t-test value for the experimental and control groups listening comprehension.

Skill	Study group	N	Mean	SD	Df	t-value
Listening comprehension	Experimental	60	15.80	5.58	116	13.35
	control	57	8.11	3.99		

The t-test shows that there is a significant difference between the experimental and control group at 0.05 level or higher favoring the experimental group has achieved a higher level of listening comprehension. This the third hypothesis has been confirmed.

- **Hypothesis 4:**

There will be statistically significant differences at the 0.05 level between the posttest mean scores of the experimental and control groups on the attitude scale in favor of the experimental group.

The t-test value for the experimental and control groups on the attitude.

Variable	Study groups	N	mean	SD	df	t-value
attitude	Experimental	61	18	5.95	116	13.37
	control	57	9.98	4.43		

As shown in the table above, the t-test reveals that there is a significant difference between the experimental and control groups at 0.05 level or higher in favor of the experimental group.

This mean that the towards studying EFL. Accordingly the fourth hypothesis has accepted.

- Recommendations:

Based on the findings obtains from this study. The following recommendation are offered:

1. Systematic programs should be introduced through the interactive multimedia to train the auditory memory and promote a better command of sound discrimination.
2. Utilizing the repetitive and simulative nature of songs to act as phonological introduction for drilling sounds from the early stage of language learning.
3. EFL teachers should make use of the genuine capabilities of multimedia in teaching vocabulary.
4. EFL curriculum designers should construct multimedia songs programs with different levels to be used in all grades of primary stage.
5. EFL teachers utilize multimedia to develop listening comprehension.
6. Testing the listening skills should be incorporated among the exam items.
7. There should be an extensive use of multimedia language laboratories at various learning stage.
8. Students teachers of EFL should be qualified as program designers to be capable of utilizing in interactive multimedia.

- **Suggestions for further researches:**

1. Investigating the potential of the interactive multimedia on developing a variety of language aspects.
2. Assessing to the efficacy of songs in promoting pronunciation and the prosodic features of language.
3. Examine the effectiveness of presenting narrative material via the interactive multimedia on enhancing reading comprehension.
4. Replacing the present study with different EFL population at different stages.

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