



Multimedia and Language Acquisition: English Language Learners in Jazan University

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Abstract

This study aims at highlighting the role and the importance of different media types in learning English language and in creating a collaborative learning environment in Jazan University, Saudi Arabia. It also explores whether the inappropriate use of computers and mobiles is the cause behind the learners' low level of proficiency in English. 50 Students from department of English, College of Science and Arts – Addayer, Jazan University constituted the subjects of the study to which a pre-test was administered to assess their language proficiency level in listening and speaking (oracy language skills). Once the pre-test was done, the students were provided with specific software programs and video-clips with an aim to improve their proficiency level in the said skills over a period of four months, following which a post-test was administered to the same group of students to examine to what extent their skills have been improved. The results of both the pre-test and post-test were compared using the statistical analysis tool "SPSS". A questionnaire distributed to the study samples to explore their views and attitudes based on their experience of using some programs and applications.

Keywords: Multimedia, Educational Technology, Speaking, Listening, Mobile Learning, Computer Assisted, Language Learning.

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INTRODUCTION

Modern technological advancements have become embedded in our daily life. Using technology in education is a contemporary challenging endeavor in present day scenario. Researchers, therefore, pay great efforts to find ways of integrating technology in education. English Language is the Lingua Franca of the internet. Media which are increasingly designed to be highly interactive and adaptable can enable reflective, productive, and communicative activities as well as will develop higher order thinking. Multimedia provide a highly complicated way to explore our world by presenting information through text, images, audio and video, and the words with pictures support the idea that people can merge a large amount of information. (Mayer, 2011). Its definition depends on various perspectives; multimedia is defined as the presentation of “*information in the form of graphics, audio, video, or movies.*” Another definition of Multimedia is that it:

Comprises a computer program that includes text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics (Gilakjani, 2011).

As a result of the rapid development of technology and the scientific advancements, multimedia has become part of the classroom teaching and has been well-known in many universities all over the world. Implementing multimedia in teaching creates a motivational environment for language learners. Language learners can use the technology and different media effectively to create that personal learning environment. They can make the utmost beneficial uses of computer, mobile, internet, T.V. and radio, and social websites in the field of language learning. There are some previous studies in the field of using Multimedia in learning and teaching English Language in general. This study will focus the light and gives a flash back of using multimedia in Jazan University specifically.

Research Problem

One of the most important and outstanding use of technology nowadays is the use of multimedia in education. It saves time and efforts. It is a motivating way of learning. It is a way of creating a virtual and collaborative way of learning a language. In Jazan University, it seems that the apparent weakness in learning English refers to many barriers. The most critical one of them is the absence of the motivating way of learning by using the communication and technological devices available to most of the students. What is the importance of using multimedia for foreign language learning? Do learners in higher education language course in Jazan University use technology to create a collaborative and meaningful learning environment? All of the above inquiries will be clarified and answered by the conclusion of this paper.

Research Objectives

This study aims at:

- Highlighting the role of different media types in learning English language in Jazan University, Saudi Arabia.

- Exploring the problem of inappropriate use of media like computers and mobiles in learning English Language in Jazan University.
- Shedding light on the importance of using multimedia in creating a collaborative and more meaningful learning environment.
- Drawing the attention of learners and teachers as well as the decision makers in the university to the tremendous benefits of using technology in teaching and learning process.

Research Social Significance

The technological developments deeply affect our lives and lead to changes even in our daily routine and style of life. These advancements bring forth an information revolution to its highest extent and beyond limitations. The quick advancement in communication technology plays a great role in the development of many nations due to their appropriate use of the devices they have. Since the use of communication technology is inevitable nowadays specially mobiles and laptops, they should be used correctly and adequately. Otherwise, they will be used in a destructive way. In doing so, unfortunately, it is a real disaster destructing and spoiling the minds of our younger generation who we regard as the hope to pass through to the new world that is full of variables and so on and so forth. Therefore the study is mainly to investigate the benefits of uses the new devices in learning and to enhance the students' competencies in English language. The study concludes with a bunch of suggestions and recommendations that would certainly be of great help and significance to teachers, students, University policy makers, among other stake-holders. So the study is of much social relevance and significance.

Study Sample and Methodology

In the present study, descriptive, analytical, and comparative ways of research are to be used. Data will be collected from various resources such as books, journals, periodicals, previous studies, and experimental tests. 50 Students of English from two Colleges affiliated to Jazan University constitute the subjects of the study to which a pre-test will be administered to assess their language proficiency level in listening and speaking (oracy language skills) . Once the pre-test is done, the students will be provided with specific software programs and video-clips with an aim to improve their proficiency level in the said skills over a period of four months. It depends on their free-time to use those programs in addition to arranged meetings weekly or even twice a month. After that, a post-test will be administered to the same group of students to examine to what extent their skills have been improved. The results of both the pre-test and post-test will be compared using some statistical analysis tools such as SPSS. After that, a questionnaire will be distributed to the study samples to trace their views and attitudes based on their experience of using technological applications. It will be analyzed to arrive at a clearer picture of the scenario. Accordingly, there will be some results and recommendations out of this outstanding practical study.

THE RESEARCH CONTEXT

Technological revolution in the field of education promotes students' learning interest and their sense of sociocultural context. So mobile learning is considered to be the next generation of

learning by many teachers (Sharpley, 2000). Mobile devices which include laptops, mobile phones, and many other personal digital devices have great potentiality to become a wide spread learning tool inside and outside the classrooms. Hence, a lot of studies in the field attract educational policy makers and raise their awareness of the advantages of using technology in education. Educational technology as a new generation and a critical contemporary trend has multidimensional uses for learners, instructors, and curriculum.

Education and Saudi Vision 2030

Kingdom of Saudi Arabia government pays great attention to the integration of education and technology. It is a strategic goal for preparing the new generation to cope with the rapid changing world. *“We will continue investing in education and training so that our young men and women are equipped for the jobs of the future. ...We will prepare a modern curriculum focused on rigorous standards in literacy, numeracy, skills and character development. We will track progress and publish a sophisticated range of education outcomes, showing year-on-year improvements (vision 2030).*

The vision looks to generate a better basis for the education system mentioning a wide range of reforms to get well prepared outcomes ready for the job market needs. *“Saudi Arabia’s Vision 2030 (the “Vision”) and the National Transformation Program (“NTP”) which flows from it set out an ambitious road-map for education reform in the Kingdom of Saudi Arabia. The success of the Vision depends in large measure on reforms in the education system generating a better basis for employment of young Saudis. Vision 2030 and the Transformation of Education in Saudi Arabia (Patalong, 2016).*

One of the important trends in the transformation program is to raise the efficiency of performance and employing modern support technologies in education system. Patalong says, *Education is a fundamental building block of the Vision as a whole and its progress is likely to be scrutinized carefully. Accountability highlights include Shifting to digital education to support teacher and student progress (Patalong, 2016).*

Importance of Technology

The importance and the significance of using multimedia in education is a repeated issue by many researchers, instructors, authors and many others. Many researchers and previous studies argued that FL learning is as much a social process as it is a psychological one. Learners need to be part of a community of speakers and they have to be able to plunge into and participate in the world of native speakers. The digital classroom meets these requirements in a learner friendly way and it marks an important step towards making language acquisition possible in the classroom. (Tschirner, 2001). Technology can provide a huge amount of educational materials for the purpose of learning English language and it can speed up searching process for information. When a student needs some information, he can easily get it stored on the internet. As Zhang (2006: 111) points out:

Through multimedia and network technology we can offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes

the lack of authentic language environment and arouses students' interest in learning English (Zhang, 2006).

The high importance of the revolution of Information and Communication Technology in teaching and learning a foreign Language was reflected in the wider use of multimedia in many universities and foreign language classroom all over the world. Reeves, hereby, states that:

Stated more simply, technology can promote effective instruction that is more student-centered, interdisciplinary, more closely related to real life events and processes, and adaptive to individual learning styles. Such instruction encourages development of higher order thinking and information-reasoning skills (rather than memorization of facts) among students, and socially constructed (collaborative) learning, all of which are increasingly required in today's knowledgebased global economy (Reeves, 1997)

The advantages of multimedia in learning process are too much varied so here they are classified into fields and they are learning process, learners, teachers, and the educational materials. For the learning process, multimedia can enhance learning in different fields and institutions; provide repetition when repetition is warranted to reinforce skills and learning; encourage interactive work; facilitate direct feedback; enable more students centered process, self-directed and personal learning environment, and using various choices to enhance free learning forms. Technology breaks down the traditional norms and the limitations of learning by giving chances of teaching and learning the language outside the classrooms. Multimedia provides a wealth of information, an active learning activities which is a contribution to the communication between teachers and students and among classmates. Furthermore, Multimedia creates diversity, high efficiency, and high effectiveness.

For the learners, multimedia generates motivational and productive environment and enrich one's self-confidence in the age of globalization and technological revolution. Language learners can use the technology and different media effectively to create a personal learning environment. By the computer, they can use many programs that create a virtual communicative environment and improve students' listening and speaking skills (Fitzpatrick, 2004).

They can make the utmost beneficial uses of computer, mobile, internet, T.V. and radio, and social websites in the field of language learning. Multimedia can help students who are working and having jobs in many ways. It also can offer self-directed activities as well as the learner feels more independency in choosing and organizing his academia. Multimedia offers teachers and learners the chance to participate in planning and organizing courses together hence students will participate in choosing content that meets their needs and enrich their knowledge. Multimedia contributes to the long-term memory; and it is used for eliciting motivation from the students for the purpose of changing the traditional teaching method, which may lead to a consequence that students cannot use English to communicate with others. The ability to listen and play back recordings helps students to identify errors and inaccuracy in grammar and pronunciation and to encourage them for self-improvement.

Multimedia also offers some advantages to teachers. Educational multimedia enables teachers to have self-confidence and to be experts in using technology in his profession. Teacher will become computer-literate and that will improve his working conditions and reinforce productivity. Technology saves teacher's time, efforts and gives him a chance to improve

scientifically and culturally. Using technologies helps teachers to rethink, reorganize, and improve what they are doing.

Multimedia plays a vital role in developing the teaching/learning materials. Courses materials can be easily and continually updated. Internet provides a wide range of resources that can be accessed quickly with easiness and comfort. It helps in exchange new materials and information between nations. Multimedia creates a motivation to cope with what is new the world so the materials designed to be more effective, reliable, and applicable overall the world.

International Context

Many researchers found that technology in its various forms enhances language learning in different areas such as pronunciation like Ducate and Lomicka, 2009, and listening skills like Edirisingha, et al, 2007. Other studies stated the advantages of implementing mobile technologies in language learning like Kim, 2011; Kukulska-Hulme, 2009; Nash, 2007; and Sharples, 2000. Kukulska reveals the advantages of mobile technology as easy and continuous access, authentic, and personal.

A study conducted by Yang in 2008 concludes that the process of using multimedia in language teaching and learning can utterly improve students' ideation and practical language skills, which ensures effective results of teaching and learning (Yang & Fang, 2008). While Kim, 2013, concludes that if good mobile applications are assigned to students as resources, that will motivate them as well as the immediacy and the authentic materials will improve listening skills (Kim, 2013).

John Schacter (1999), in his briefing entitled "*The Impact of Education Technology on student Achievement: What the Most Current Research Has to Say*", analyses the five largest scale studies of education technology. In the first, James Kulik (1994), in "*Meta-analytic Studies of Findings on Computer-based Instruction*", uses the meta-analysis technique to summarize the findings of about 500 research studies about computer-based instruction. Kulik comes to several conclusions some of them are 1) computer-based instruction group of students score higher than students in the control group; 2) by receiving computer-based instruction, students learn more in less time; 3) students like their classes more and improve their positive attitudes.

In the second scale, Sivin-Kachala (1998), in his "*Report on the Effectiveness of Technology in Schools, 1990-1997*", reviewed 219 studies to clarify the effect of technology on students' achievement and the learning and teaching process. He reports the same patterns as in the previous scale such as positive effects of technology on students' achievement and the improvement of their attitudes and self-concept.

The third one is "*Evaluating the Apple classrooms of Tomorrow*" by Baker and Herman (1994). They assess the effects of interactive technologies for teaching and learning process in America. This scale shows positive effects on students' attitudes as well as teachers' practices to be more cooperative group work.

Sung and others conducted a meta-analysis of about 110 experimental journal articles published between 1993 and 2013. In this study which entitled "The Effects of Integrating Mobile Devices with teaching and Learning on students' learning performance: A Meta-Analysis and Research Synthesis", they come to conclude that the analysis of the empirical researches on the use of mobile devices in education has revealed that the ultimate effect of using technology (mobile devices specially) in education is better than not using technology devices. (Sang et al., 2016).

In Murat Saran's study, "*Supporting Foreign Language Vocabulary Learning Through Multimedia Messages via Mobile Phones*", the students stated that they enjoyed the instructional materials sent to their mobile phones during the experiment. It comes to an end that multimedia messages are very effective in enhancing their knowledge (Murat, 2010).

Tony Erben and others, in their book "*Teaching English Language Learners through Technology*", explore the principles of technology use in educational settings and teaching ELLs through technology in addition to other related topics. They represent a huge amount of technological resources and net webs in the field of English language learning, which reflects the availability of resources as unexpected broader spheres and types. (Erben et al., 2009).

Saudi Context

There are a lot of studies declaring that the educational technology in Saudi education system is paid the top priority and great importance. *The Use of Digital Technology in Saudi Arabia's Schools*" is a study by Nasser A. Al-Faleh. The study aims to explore the digital technology material use, availability, suitability, and other conditions. It shows that the most of the important digital materials are available and suitable (Al-Faleh, 2012). For the efficiency, Alfahad conducted a study entitled "*Effectiveness of Using Information Technology in Higher Education in Saudi Arabia*". It investigates the usefulness, efficiency, and efficacy of information technology in higher education in Saudi Arabia. It concludes having a positive and optimistic view about information technology value to improve student access and to enhance the quality of teaching and learning (Alfahad, 2012).

Salem Alkhalaf conducted a study in Qassim University entitled "*Evaluating M-learning in Saudi Arabian Higher Education: A Case Study*". He aims to demonstrate that m-learning facilitates reflective thinking, sharing information, and the construction of social knowledge. The study ends up that m-learning helps to make the process of teaching and learning more convenient than in the past (Alkhalaf, 2015).

Sara Aloraini, in her study "*The impact of using multimedia on students' academic achievement in the College of Education at King Saud University*", goes to find out the impact of using multimedia on students' academic achievement in the college of education at King Saud University. The study proves that the use of multimedia is more effective in a comparison to the traditional method of teaching (Aloraini, 2012).

A Ph.D. thesis by Albalawi (2007) concludes that the faculty has positive attitudes towards Web-based instruction despite there are many barriers in the way of implementing the WBI. This thesis is related to the implementation of a web-based instruction in three Saudi Arabian Universities. He aims to investigate the current use of WBI in Saudi universities and the faculty attitudes towards development and implementation of distance education program in Saudi Arabia (Albalawi, 2007).

An important study entitled "*Adoption of E-Learning in Saudi Arabian University Education: Three Factors Affecting Educators*" is conducted by Omran Alharbi in 2017. He reviews about 32 relevant studies for the Saudi Arabia context. The paper concludes that "lack of time, lack of training, and lack of institutional support" were the major factors hindering the utilize of using technology in teaching process. He offers some strategies as solutions to the challenges identified (Alharbi, 2017).

METHODOLOGY

In the present study, descriptive, analytical, and comparative ways of research are used. Data are collected from various resources such as books, journals, periodicals, previous studies, and experimental tests. A group of 50 students, from college of Science and Arts – Addayer which is affiliated to Jazan University, is controlled and administered to constitute the subjects of the study. Not only a meeting is conducted with the students to highlight the role of different media in learning English Language but also the problems and disadvantages of the inappropriate use of media like computers and mobiles are also discussed clearly with the students. Students participate and react effectively with high enthusiasm. The research procedures include four stages that will be discussed below in details.

Research Procedures

In this stage, a pre-test is administered to this study sample to assess their language proficiency level in listening and speaking (oracy language skills). The test materials are carefully chosen from different applications and about various topics. Students are divided into groups for speaking test and given rates by doctors who help to supervise them. In this test, students are asked to talk about clear topics. Topics are local, national, and international with a consideration of cultural background and differences like (tourism in Jazan province, higher education in Saudi Arabia, technology and our life, scientific and cultural importance of translation, and other social topics. Students tend to make real-like conversations and are given enough time for that like (you went to the market yesterday, Minister of Foreign Affairs TV meeting yesterday, importance of college education, mind-peace, wish to do in future and other day-to-day situations. On the basis of their ability to convey and express their ideas, and other rules including pronunciations, tones, vocabulary they use, gestures and body language, and overall their fluency and sentence structures, doctors assess and give them rates.

For the listening skill test, students are divided into two groups and gathered in two halls. Supervisors start playing the clips and audios. These audios and video clips are taken from different applications taking in consideration their suitability, speed, clearness, and cultural considerations. Students listen and answer the questions given on question sheets like listen and answer the questions, write a summary, choose the correct alternatives, complete the missing words, and correct the false statements. Then their answers are assessed and evaluated and accordingly students are given marks.

In the second stage, students are provided with specific computer programs, mobile applications, and video clips. These materials are given to improve their language proficiency level in listening and speaking skills. They are also varied taking in mind the standard accent of the language. The applications given also are subjected to continuous updating and contain a huge amount of topics. Hence, for the process to be limited and controlled, specific topics are only chosen and instructed to students from those applications. Those chosen topics must be suitable, reliable, clear, and culturally fit. They should meet students' background knowledge as well.

Educational mobile and computer applications and programs are available in a considerable amount and some of them are for free. In this mass educational technology production and to avoid confusion, specific applications are chosen and categorized. Computer dictionaries and programs are Cambridge Advanced Learners' Dictionary, Babylon Dictionary,

lingvoSoft Talking Dictionary, Face to Face, and Let's Talk English programs. Mobile dictionaries are Dict Box Universal, ProDict Ar-En, and Babylon and they are offline dictionaries. English language learning applications for mobile are English Listening and Speaking, English Conversation Practice, Talk English Standard, VOA Learning English, Listen and Speak, and IELTS videos. Some of these applications give a chance to listen and record to practice listening and speaking simultaneously and compare one's pronunciation with that listened from the application. They are continuously updated and contain various ranges of topics, audios and videos as well as they are divided into categories. They are easy to use, available for all mobile systems, and subjected to meet students' needs and interests. Students are asked to go through the topics that have been chosen from these applications within the period of time set for them. Good amount of video clips for learning English which are downloaded from YouTube and various e-learning websites are also given to students.

During this stage, many meetings have taken place in college and on line to ensure students' use of the applications and fulfillment of the procedures. A lot of discussion has taken place and explanation of students' inquiries. The discussions go for setting the time for each program and its topics chosen as well as the difficulties they face during the procedure and to discuss their enquiries regarding different relevant topics. In those discussions, strategies are clearly identified for both listening and speaking skills and how students can apply them. Pre-, while, and post-listening strategies are to be applied to build up an awareness and develop students' skill. In pre-listening process students' take in mind some elements like who is the speaker, the message he conveys, his purpose, key words, and students' purpose for listening.

There are also while-listening strategies that will help for good comprehension like observing the visual clues, looking for specific information, key words, and taking notes. In addition to that, students should activate their prior knowledge schemas- that means using their background knowledge. After they listen, they should go for making paraphrase and summarize what they have understood and identify the suitability of the targeted listening to their relevant background knowledge. Speaking skill has some strategies as well to be improved. Students should consider their purpose for speaking and their listeners' purpose, using their experience and background knowledge to enrich their ideas they want to convey, and organizing their words and phrases for good express of their message. While speaking, they are asked to prioritize their points, be concise, take care about grammar, vocabulary, pronunciation and their listeners' needs. All of those speaking strategies will help making an effective and successful communication process. This experimental stage takes somehow long span of time and constitutes the back stone of the study.

In the third stage, a post-test is administered to the same study sample to examine to what extent their skills have been improved. Again, students are grouped for post-speaking test and staff members of the department help in assessing their fluency and ability to speak and express different topics particularly taken from the same applications used by students. Supervisors evaluate them and give them marks regarding their fluency, pronunciation, vocabulary, grammar, sequence of ideas, visual expressions, and so on and so forth. Students are subjected to talk about clear topics and make pair and group conversations and discussions about specific issues taken from different applications they have in their practical stage. The test is highly controlled, and administered by some staff members.

In the fourth stage, a questionnaire is given to the study sample to give their views based on their experience of practical work on some mobile and computer programs. Technology nowadays shapes the confines of one's daily routine life system. Technological revolution brings

about a huge amount of educational devices, programs, and applications. So the questionnaire contains of three sections. The first section constitutes a clear conception about the role of educational technology in ten items. The second section is about speaking skill development using different media that are available in today’s technological era and it consists of five items while the third section of the questionnaire, of five items also, goes around listening skill to examine the role of media in enhancing students’ listening efficiency. Students answer the questionnaire and it is ready for analysis.

RESULT

Data are collected from a pre-test and post-test conducted in College of Science and Arts – Addayer, Jazan University, Saudi Arabia in addition to a questionnaire reflects students’ views and experience. 50 students undergo the pre-test for both listening and speaking skills, 4 students retreat, and the remaining 46 students go for the post-test for both skills as well.

The study aims to examine to what extent students’ oracy skills have been improved after they have been instructed and controlled to use some educational programs and applications. Students undergo a pre-test to assess their oracy skills proficiency before using the technological devices and then a post-test after they use those programs and applications systematically for 4 months. To compare the results and the rates they scored in the post test with those of the pre-test, descriptive and analytical statistics are applied in analyzing the results by the use of SPSS program (the Statistical Package for the Social Studies). Paired T. test statistics, frequency, mean, standard deviation, reliability (Cronbach’s Alpha), and ANOVA test, all these are calculated and used for each pre-test and post-test for each targeted skill separately and then collectively.

Listening Skill Test Analysis

The analysis process consists of two directions. The first is the analysis of each test separately and the second is the paired samples test for the both tests. The table below of the descriptive analysis of each test shows number of students (50) for the pre-test, the minimum and maximum marks obtained, and the mean scored by the students is (55.40) and standard deviation of 15.678., while 46 students go under the post-test and score a mean of (62.98) and the Std. deviation is (16.955). The table below shows a positive difference between the pre/post-tests reflecting the improvement in study sample’s listening proficiency.

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
listening pre-test	50	30	92	55.40	15.678
listening post-test	46	39	98	62.98	16.955
Valid N (listwise)	46				

Reliability statistics (as in table 2 below) of both pre- and post- tests is also calculated using Cronbach’s Alpha to measure the internal consistency of the tests’ items and the result shows a statistics of .959 and that means the items have relatively high internal consistency.

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.959	.960	2

The paired samples test for both tests is presented in the table below and it shows the mean, Std. Deviation, and the significance of both tests collectively. The analysis says that there is a significant difference at 95% confidence interval between average means of pre-test and post-test. It indicates an improvement of students' listening proficiency.

Table 3: Paired Samples Test

		Mean	Paired Differences				t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	listening post-test - listening pre-test	7.804	5.584	.823	6.146	9.463	9.479	45	.000

A number of (8) students out of (46) who attended the post-test showed no improvement and their percentages decreased after having a use of computer and mobile applications and programs. It is due to some personal and technical barriers they face during the experiment span of time. More reasons will appear in the questionnaire analysis.

Speaking Skill Test Analysis

The statistical analysis of pre-test and post-test of speaking skill indicates a difference in students' performance in both tests. The descriptive statistics table shows the number of students, mean, and Std. Deviation. There are (4) students out of (50) who are retreated and they didn't attend the post-test. So the mean of pre-test is (60.96) and the Std. Deviation reached (15.809), while the mean scored in the post-test is (68.00) and the Std. Deviation is (15.255).

By making a comparison, the descriptive analysis of pre-test and post-test shows a positive result of students' speaking proficiency development.

Table 4: Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
speaking pre-test	50	65	30	95	60.96	15.809	249.917
speaking post test	46	54	44	98	68.00	15.255	232.711
Valid N (listwise)	46						

Both speaking tests' reliability as shown in the following table using Cronbach's Alpha scale is high. They scored a reliability of (.889). It means the rate of the internal consistency is good.

Table 5: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.889	.895	2

The average means scored in both tests shows a significant difference at the interval of 95% of confidence. The significance as shown in the table below is (.000). It indicates the enhancement of students' ability to speak and express.

Table 6: Paired Samples Test

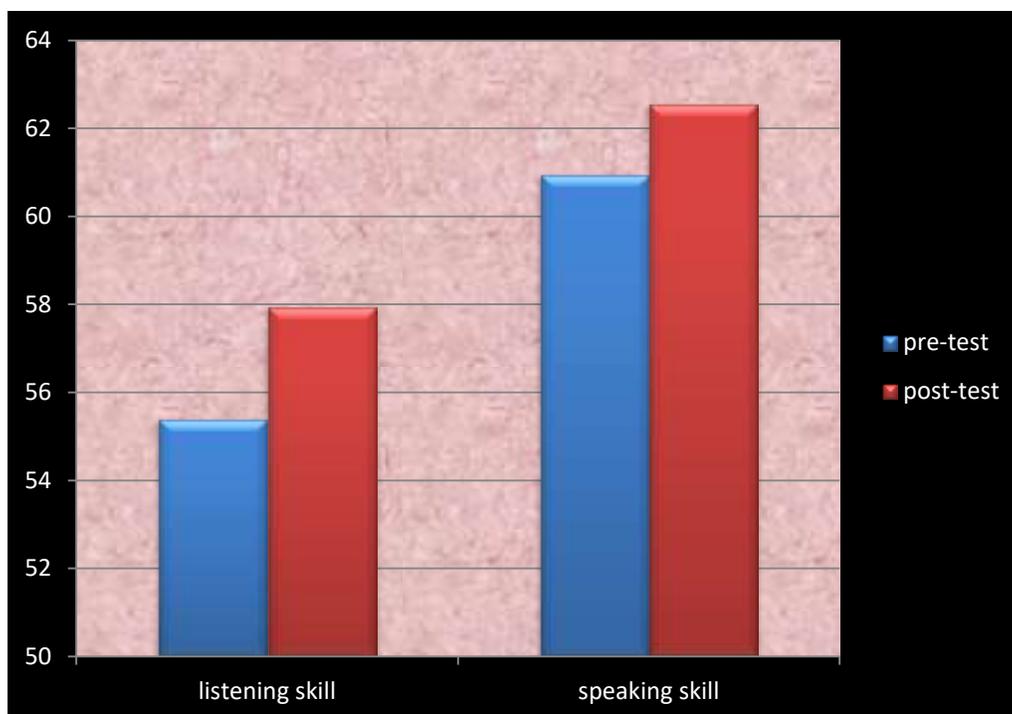
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
					Paired Differences				
Pair 1	speaking post-test speaking pre-test	5.696	6.886	1.015	3.651	7.741	5.610	45	.000

In the speaking skill post-test, students who showed no difference and no improvement in their speaking performance are (7) out of (46). Their percentages decreased in a comparison of what they scored in the pre-test. It reflects their need of more observation and motivation. Main reasons will be clarified in the next step of the questionnaire analysis.

Table 7: Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
					Paired Differences				
Pair 1	speaking post-test speaking pretest	5.696	6.886	1.015	3.651	7.741	5.610E0	4.E1	.000
Pair 2	listening post test - listening pretest	6.957	6.487	.957	5.030	8.883	7.273E0	4.E1	.000

The above table of Paired Samples Test of both listening and speaking skills collectively shows the significance of (.000) for both skills at the 95% confidence interval of the difference. There is a clear improvement and a significant difference in study sample's performance before and after online and offline using of the assigned applications and programs built for learning English Language. The figure below shows the stated difference and improvement.



Questionnaire Analysis

Technologies, in a globalized modern technological era, draw the borders and affect most, if not all, of daily life confines including education. The questionnaire here which was distributed to the study sample of (46) students after they have finished the experimental period contains twenty items regarding educational technology. Students' answers reflect their views and experience of using some applications in the field of language acquisition. The items collectively frame the free use of technology (outside classrooms) and its importance in English language acquisition developing listening and speaking skills. The questionnaire is divided into three categories – technology, speaking skill, and listening skill.

Technology category consists of ten items. Students strongly agree that mobile applications for learning the language are helpful and interesting, and computer programs and applications are necessary for learning English language in a rate of (65.2%) for each item. While they show that technology motivates them and applications are easy to use in a high range. The necessity for training to use educational technology effectively gets the highest rate overall the items by strongly agree of 77.7% and agree of 21.7%. Students also show their interest in online learning with the help of an instructor. 10.8% of the study sample do not agree that the weakness in English language acquisition refers to the misuse of technology while 28.2% agree with the statement. The weakness in English language acquisition relates to the lack of technological aids in the institutions and the absence of teacher's training for better use of educational technology – students agree and strongly agree in the above said reasons very highly. To conclude the first category, students in a rate of 91.2% strongly agree and agree for the must integration of technology in the learning and teaching and teaching process.

The analysis of Speaking Skill

There are five items to show the effects of media and technology devices on the development of students' speaking skill. Students' responses were highly reflective showing their approval and strong agreement of the significant positive affect of technology in developing the pronunciation and interpersonal skills in rates of 65.2% and 50% respectively. Students' responses for the other three items show significant negative results. Those three items refer to their personal performance. They do not use English language for online chat neither with their classmates nor with native English speakers. Students give a rate of 23.9% for disagree and 50% for no opinion regarding the use of English in online chat with their classmates while they give a rate of 32.6% for disagree and 17.3% for strongly disagree regarding the use of English with native speakers. The personal misuse of technology also makes a hinder in the way of acquiring the target language. About 84% of students agree and strongly agree that they spend much time using social media rather than using educational media for speaking and practicing the target language. That means they use their native Arabic language for much time rather than using the English language.

So the result of the analysis of the second category is not convenient. Mainly that refers to students' personal factor of misuse technology devices and internet.

Analysis of Listening Skill

Students show their belief in using mobile applications that help improving listening skill in nearly a full rate. But for using YouTube channels, about 36.9 % approve their using of YouTube while 26% have no opinion and 10.8 % they do not follow and use it to improve their listening skill. 17% of the study sample do not have enough materials in their mobile and computer and 15% do not have enough time to use the media they have while 36.9% of them have enough materials and 43.8% have enough time.

Hence, the analysis of the questionnaire reflects students' views and experiences and goes parallel with the analysis of pre-test and post-test.

CONCLUSION

On the basis of the data analyzed above, students' general views regarding the use of technology are supportive and encouraging. The improvement of students' listening skill is shown clearly through the descriptive statistics of minimum and maximum marks obtained, the mean scored and the standard deviation for both the pre/post-tests. Students go through the stages of the research experiment smoothly, easily, and enthusiastically, showing their interest of using technology in education and learning a foreign language. So there is a positive difference reflecting improvement in listening proficiency.

Based on reliability statistics, Cronbach's Alpha Scale, the items have relatively high internal consistency. The comparison between the pre-test and the post-test shows a significant difference between average means of the pre-test and the post-test which indicates an improvement of students' listening proficiency. Students retreated are 4 and 8 other students' percentages decreased showing serious difficulties and personal problems. There are positive results for students' speaking proficiency development by the descriptive analysis of the pre-test and post-test of speaking skill.

The rate of the internal consistency is good showing a reliability of both the pre-test and the post-test. Students' skill and ability to speak is enhanced and statistically reflected by the average means scored in both tests for speaking skill. Students are in strong need for more encouragement and observation. The percentage of 7 (out of 46) students decreased. The analysis of the questionnaire shows that mobile applications are helpful and interesting. Mobile and computer applications are necessary, motivational, interesting, and easy to use. Training to use educational technology is strongly recommended for both students and instructors. Misuse of technology is considered one of the main reasons of the weakness in English language acquisition.

Integrating technology in the educational process is a must and an urgent need to avoid the misuse and to direct students towards meaningful use of technology. Instructed professional use of technology enhances students' pronunciation and interpersonal skills as well as listening skill and comprehension. Unfortunately, students' personal performance is shocking. They don't use the target language (English) more in their online chat. It means they use Arabic language which makes a difficult hinder in developing their target language proficiency. For listening skill, there are some factors related to the study sample themselves discouraging /depressing/frustrating highly improvement of listening skill such as shortage of listening materials and the limited use of YouTube in addition to the lack of enough time to listen and use variety of listening materials.

All of the above mentioned microscopically show serious issues in using technological facilities in educational atmosphere. The results meet the objectives and prove the hypothesis of the study.

Recommendations

Using educational technology in higher education seems unavoidable nowadays. It is a must to cope with the cultural and social mutations caused by technological eruption/revolution. Here are some recommendations based on the overall theoretical and practical stages of the research:

- In the way to complete integration of technology into the educational process in Jazan University, there should be systematic and well investigated and organized steps.
- Initial steps should be carried out soon and directed towards implementation of specific computer and mobile applications and programs that designed as part of some courses of some departments like computer science, English language, management, and medical departments.
- Programs should be introduced to students in formal lectures showing their uses, features, and content.
- Conferences should be conducted in the targeted departments with students' participation discussing advantages and disadvantages of those programs and applications.
- Training programs for both instructors and students must be conducted regarding the uses and limitations of each application.
- Moving to other wider steps, the university higher council should issue the regulations regarding complete integration of technology in the educational process.
- Technological aids, devices, and applications should be available for the students and must be connected to the university network for close observation because it is shown in the results above that the lack of technological aids as well as students misusing of their devices are main reasons of the weaknesses in English language acquisition.

- Students should be encouraged and supported for effective use of technology.
- The use of technology should be professionally instructed and directed towards achieving academic goals.

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