

Improving Listening Skills in Business-Oriented EFL Contexts: Leveraging Multimedia for Proficiency Enhancement

MALEK Djedjiga ¹

¹ Assistant professor A. Higher School of Management and Digital
Economy. Email: dmalek@esgen.edu.dz

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Abstract:

This study examines the use of multimedia technology to enhance listening skills in the context of business-oriented English as a Foreign Language (EFL) learning in Algeria. It employs a quasi-experimental design, randomly assigning participants to control and experimental groups. Over a ten-week period, multimedia-based instruction is used to assess its impact on listening comprehension proficiency. Pre-test and post-test evaluations track participants' progress in listening abilities. Data from these assessments undergo paired samples t-tests to determine the significance of changes within each group. The results underscore the significant potential of multimedia resources as crucial tools for improving listening skills in the realm of business-focused EFL education.

Keywords:

Listening comprehension proficiency, EFL learning context, business-oriented education, multimedia-based education.

Corresponding author: MALEK Djedjiga.
Email: dmalek@esgen.edu.dz

1. INTRODUCTION

Listening comprehension is a crucial and essential proficiency in the realm of acquiring the English language, gaining specific importance within the ever-changing landscape of Algerian business. Effective communication, a cornerstone of successful business operations, is closely intertwined with proficient listening abilities. In a globalized world where business transcends geographical and cultural borders, individuals equipped with finely tuned listening skills possess a clear edge, allowing them to skillfully navigate diverse accents, excel in productive negotiations, and foster lasting professional relationships. This prompts us to inquire:

1. How does the integration of multimedia-based instruction impact the enhancement of listening comprehension skills among business-oriented English as Foreign Language (EFL) learners in Algeria?

2. To what extent does the use of multimedia technology cater to the linguistic diversity of Algerian EFL learners and their ability to comprehend diverse English accents within the business domain?

3. How does the multimedia-based instruction, tailored for the business-oriented EFL context, contribute to learners' proficiency in understanding nuanced information, extracting main ideas, and making inferences from complex audio materials?

Amidst this context, the Algerian Government has embarked on a steadfast journey to enhance English language proficiency within the Higher education. Recognizing the global importance of English and its role in facilitating communication in the modern business arena, the Algerian President Abdelmadjid TEBBOUNE made international headlines, in June 2022, when he decreed that English would be taught in primary schools. And following the president's announcement, the Secretary General of the Ministry of Higher

Education instructed university directors to prepare for the adoption of English as the language of instruction for the coming academic year (Abubakr Khaled SAAD ALLAH, 2023). This strategic emphasis on English stems from its status as the language of the world and the driving force behind globalization.

Against the backdrop of Algeria's vibrant and multilingual business environment, the role of multimedia technology takes on heightened importance. The multifaceted nature of multimedia resources, enriched with both auditory and visual elements, presents a compelling avenue for fostering language learning and nurturing an elevated level of listening proficiency. This study endeavors to deeply explore the potential impact of harnessing multimedia-based pedagogy to propel the advancement of listening skills within the specific context of English as a Foreign Language (EFL) instruction, thoughtfully tailored for the intricate demands of the business domain.

Within the context of business-oriented English as a Foreign Language (EFL) education in Algeria, the mastery of listening comprehension skills emerges as a cornerstone for effective communication and language proficiency. As Algeria's business environment increasingly interfaces with global markets and navigates a complex web of diverse linguistic interactions, the acquisition of adept listening skills becomes essential for professionals aiming to adeptly navigate intricate negotiations, collaborative ventures, and strategic partnerships with stakeholders from a diverse range of cultural backgrounds.

Significantly, Algeria's integration into the global economy emphasizes the heightened importance of professionals possessing robust listening abilities. These skills enable them to

navigate the intricate landscape of accents and dialects. This importance is particularly accentuated in Algeria's linguistically diverse milieu, where a myriad of regional languages and dialects coexist alongside prominent languages like French and Arabic. The mastery of listening skills, encompassing a range of English accents, emerges as an essential asset for Algerian professionals, equipping them to communicate precisely, grasp subtleties, and cultivate prosperous business relationships that transcend linguistic barriers.

2. Literature Review

2.1 Significance of Listening Skills in Business-Oriented EFL Contexts

Listening comprehension skills form the bedrock of effective communication and language mastery, particularly within the context of business-oriented English as a Foreign Language (EFL) education. In an era defined by the transformative forces of globalization, professionals find themselves engaged in interactions with colleagues, clients, and stakeholders who hail from diverse linguistic backgrounds. In these intricate scenarios, a robust mastery of listening skills becomes paramount, enabling the comprehension of varying accents, the negotiation of complex deals, and the forging of successful partnerships.

The synthesis of research underscores the undeniable value of heightened listening skills. Individuals endowed with refined listening abilities exhibit elevated levels of language fluency, enriched social interactions, and an overall augmentation in language proficiency (Rost, 2002; Vandergrift & Goh, 2012). Moreover, the profound implications of listening prowess extend beyond language alone; they infiltrate problem-solving, critical

thinking, and decision-making processes—bedrock elements that underpin triumph in the realm of business (Field, 2008).

The dynamic discourse spanning diverse cultural settings corroborates the affirmative relationship between enhanced listening capabilities and language mastery (Rost, 2002; Vandergrift & Goh, 2012). Importantly, within the intricate fabric of Algerian social and cultural dynamics, effective listening amplifies the resonance of interpersonal interactions. These interactions, in turn, act as pivotal building blocks for the establishment of enduring relationships and seamless networking within both local and international business milieus. Furthermore, the innate ability of proficient listeners to dissect complexities and unravel problems aligns harmoniously with the ethos of Algerian business, an ethos rooted in adaptability and a spirit of innovation (Field, 2008).

In sum, the pivotal role of listening skills within business-oriented EFL contexts resonates as a linchpin for success, harmonizing the intricacies of language, cultural connectivity, and the tenets of effective enterprise.

2.2 Leveraging Multimedia Technology for Language Learning in an EFL Setting

Empirical

investigations into the impact of multimedia on language acquisition have consistently yielded affirmative outcomes. A notable example is the research conducted by Wang and Smith (2019), who uncovered that multimedia-based instruction in an

EFL context led to substantial improvements in listening comprehension skills. Similarly, the study undertaken by Lee and Lee (2017) unveiled the potent effects of multimedia materials, showcasing enhanced language proficiency and heightened learner satisfaction.

Within the Algerian educational context, the infusion of multimedia technology into language instruction has steadily gained momentum, reaping significant rewards. Amidst a nation witnessing the expanding influence of technological strides on pedagogy, the integration of multimedia resources—encompassing audio, video, and interactive exercises, gifts Algerian EFL learners with an immersive, ever-evolving learning expedition.

The multifaceted linguistic exposure of Algerian students to a tapestry of languages, ranging from Arabic and French to indigenous dialects, calls for a pedagogical *modus operandi* that is both pliable and adaptable. Here, the integration of multimedia elements surges as an apt solution, catering adeptly to the variegated learning inclinations and linguistic foundations of the learners. Beyond this, the Algerian context stands to gain immeasurably from multimedia technology's knack for conjuring lifelike scenarios, an attribute pivotal in nurturing cross-cultural communication finesse and navigating the labyrinthine pathways of intricate business interactions.

The Algerian EFL landscape, intricately woven with socio-cultural nuances and historical context, stands poised to harness the prowess of multimedia technology for amplified language learning outcomes. This endeavor seamlessly dovetails with

Algeria's ambitious pursuits of educational modernization and seamless global integration.

In essence, the nexus between multimedia technology and language learning stands as an avenue adorned with immense promise, and within the realm of Algerian EFL instruction, it signifies a potent instrument of educational transformation and proficiency enhancement.

2.3 Previous Research on Multimedia Use for Enhancing Listening Skills

Numerous studies have delved into the pivotal role of multimedia technology in advancing listening skills among language learners. Within the context of English as a Foreign Language (EFL), the study by Romero et al. (2015) stands out, as it implemented multimedia-based instruction to bolster listening proficiency among university students. The researchers reported noteworthy improvements in these students' listening comprehension abilities as a direct outcome of their exposure to multimedia-rich learning materials.

Further contributing to this line of inquiry, Akçayır and Akçayır (2017) conducted a study exploring the impact of multimedia-supported instruction on listening skills within a foreign language classroom. Their findings indicated a positive correlation between the use of multimedia resources and enhanced listening abilities among learners. Notably, learners exposed to multimedia materials demonstrated heightened motivation to actively engage with the learning content,

reflecting the inherent interactivity and dynamic nature of multimedia-based instruction.

While international research has extensively investigated the advantages of multimedia-based language learning, its tailored applicability and effectiveness within the unique Algerian context remain relatively unexplored. Algerian students encounter linguistic challenges that are distinct from those faced by learners in other regions due to the country's multilingual landscape. Therefore, a dedicated exploration into the role of multimedia technology in enhancing listening skills, tailored to the intricacies of the Algerian EFL context, emerges as an imperative endeavor.

This study builds upon the foundations established by previous research conducted in diverse cultural and linguistic environments. By targeting the specific context of Algeria's business-oriented EFL setting, it seeks to bridge the existing gap in literature. Through a comprehensive examination of the potential impact of multimedia-based instruction, this research aims to elevate listening skills within the Algerian context. Furthermore, by accounting for the country's unique linguistic, cultural, and educational characteristics, this study endeavors to provide valuable insights that can guide language educators, curriculum developers, and policymakers in refining and optimizing language learning approaches within the Algerian milieu.

3. Methodology

3.1 Participants

Forty-four participants, aged 20 to 21 years old, were recruited from two separate English classes at the higher school of Management and digital economy. The participants were randomly assigned to either the control group or the experimental group.

3.2 Research Design

A quasi-experimental research design was employed, featuring both a control group and an experimental group. The control group received regular listening instruction from an English teacher, while the experimental group was taught by the researcher using a curriculum incorporating multimedia-based (MMB) instruction materials specifically designed for listening purposes.

3.3 Data Collection

Data collection occurred in three stages: pre-intervention testing, intervention (ten weeks of instruction), and post-intervention testing. A listening comprehension test, inspired by common tasks used in the following books "*Market Leader*" and "*Business Result*", was administered as the assessment tool.

This study employs a quantitative quasi-experimental research design to compare the effectiveness of multimedia in enhancing listening skills among students. The participant sample comprises 44 randomly selected students aged 20 to 21 years old, who have been provided with comprehensive information about the research objectives and procedures.

The sample consists of 3rd year students from two separate English classes at the higher school of Management and digital economy. Due to the varying composition of groups and predetermined class schedules and content by the school administration, a purposeful selection process will be used to assign two classes as the control group and the experimental group.

During the intervention, the control group will be taught by a business English teacher, while the experimental group will receive instruction from the researcher. The experimental group's curriculum will incorporate multimedia-based (MMB) instruction materials specifically designed for listening purposes. Each class will have 22 students to ensure comparability between the two study samples.

The intervention spanned 10 weeks, during which the control and experimental groups received different types of instruction. The control group received regular listening instruction, while the experimental group's teacher actively integrated multimedia materials into their instruction.

Before the intervention began, the participants were given pre-test can-do statements to self-assess their current listening skills, providing a benchmark for the researcher to assess the results. The pre-test listening assessment included various tasks, such as listening for the main idea, listening for details, and making inferences from the audio material. These tasks ensured that the researcher had a comprehensive set of baseline data for each study participant.

The dependent variable in this study is the development of listening comprehension skills, which is the domain influenced

by the intervention. On the other hand, the independent variable, which is hypothesized to have an effect on the dependent variable, is the use of multimedia-based (MMB) instruction.

Data analysis involved four sets of statistical data. The first set consisted of data obtained from the pre-tests of students in both the control group and experimental group. The second set included data from the pre-tests and post-tests of students in the control group. The third set however, involved data from the pre-tests and post-tests of students in the experimental group. Finally, the fourth set was composed of post-test scores from both the experimental and control groups.

This approach allowed the researcher to examine the variances in pre-test and post-test results for each group and make comparisons. The analysis of the first set demonstrated that both groups had similar listening skills at the beginning of the study. The second set revealed the effectiveness of non-MM (non-multimedia) instruction in developing listening comprehension skills. Similarly, the third set was used to determine if MM (multimedia) instruction proved effective for the same purpose.

In the final stage of data analysis, a comparison was made to assess the efficiency of each instruction mode after the intervention stage. This comparison aimed to understand the impact of the different instructional approaches on the development of listening skills in the students.

4. Study results and discussion

A research study was conducted at the higher school of Management and digital economy to assess the impact of multimedia technology on the advancement of listening skills. The study involved a control group and an experimental group, and it spanned duration of 10 weeks.

4.1 Pre-Test Analysis

At the onset of the study, participants underwent a pre-test listening assessment to gauge the distribution of their listening skills. The pre-test encompassed a range of listening tasks, including identifying main ideas, extracting the essence, and drawing inferences. The outcomes unveiled a near parity in their listening comprehension skills, as demonstrated in the following table:

Table 1: Pre-Test Scores of Control Group and Experimental Group

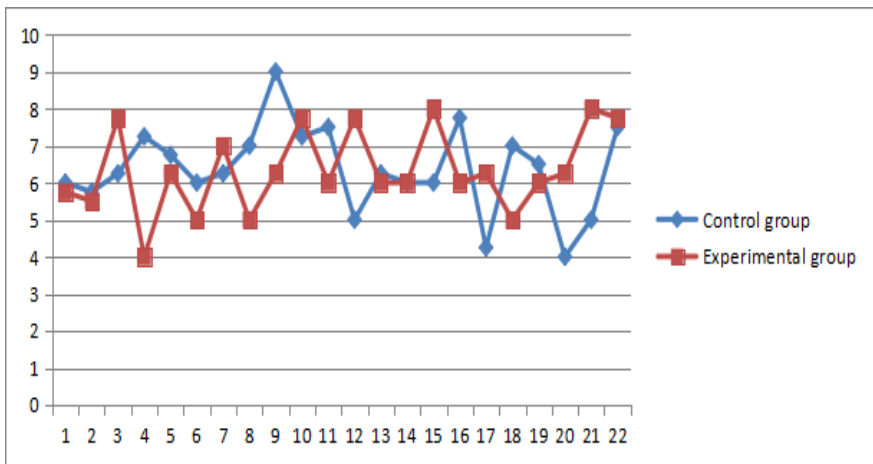
Group	Number of Participants (n)	Mean (M)	Standard Deviation (SD)
Control Group	22	6.36	≈ 1.11
Experimental Group	22	6.10	≈ 0.96

Source: Made by us using SPSS

To assess the participants' listening comprehension skills at the study's inception, pre-test scores were computed for both the control group (M = 6.36, SD ≈ 1.11) and the experimental group (M = 6.10, SD ≈ 0.96). A two-sample independent t-test was conducted to compare the mean pre-test scores between the two groups. The t-test outcomes revealed no significant disparity in

mean pre-test scores between the control and experimental groups ($t = -0.83$, $p = 0.41$). Thus, it can be inferred that both groups possessed similar levels of listening comprehension skills at the intervention's initiation. This parity is visually depicted in Figure 1.

Figure 1. Listening Comprehension Level of Control and Experimental Groups – Pre-Test



Source: Made by us using SPSS

This result underscores the equitable baseline performance achieved through random participant assignment to the control and experimental groups. The absence of substantial differences in pre-test scores substantiates the presumption of equivalence between the groups, thereby fortifying the validity of subsequent comparisons of their post-test performances.

In sum, the pre-test analysis data furnishes valuable insights into the initial homogeneity of participants' listening skills, forming a robust groundwork for the forthcoming exploration of the intervention's impact on the development of listening comprehension within both groups.

4.2 Pre-Test and Post-Test Analysis of the Control Group

During the ten-week intervention phase, the control group received conventional instruction methods from an English teacher, whereas the experimental group was under the tutelage of the researcher. For the experimental group, a specialized curriculum was developed, centered on multimedia-based (MMB) instructional materials meticulously crafted to enhance listening skills. The data collection process unfolded across three distinct phases: pre-intervention assessment, intervention period, and post-intervention evaluation.

To appraise the listening comprehension skills in this study, a test was tailored, drawing from task types commonly featured in resources like "**Market Leader**" and "**Business Result**."

Following the ten-week intervention, the control group's students exhibited nearly unchanged scores in listening comprehension when compared to their initial pre-test results. The mean score for the group showed only a modest uptick from the pre-test to the post-test assessment. This incremental advance in listening comprehension aptitude stems from the incremental nature of the systematic learning approach aimed at refining this skill.

The pre-test and post-test scores for the control group underwent scrutiny to gauge the intervention's influence on their listening comprehension abilities. Within the control group, a

paired samples t-test was administered to compare the averages of the pre-test and post-test scores, as presented in the ensuing table:

Table 2: Pre-Test and Post-Test Results of the Control Group

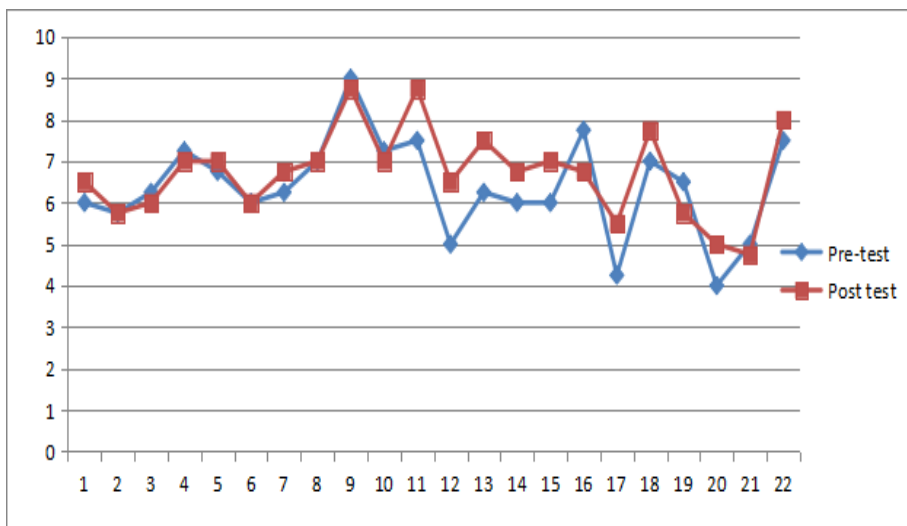
Group	Number of Participants (n)	Pre- Test Mean (M)	Pre- Test SD	Post- Test Mean (M)	Post- Test SD
Control Group	22	6.25	≈ 1.01	6.73	≈ 1.06

Source: Made bu us using SPSS

This tabulation furnishes a comprehensive snapshot of the control group's pre-test and post-test outcomes. The mean score prior to the intervention approximated 6.25, accompanied by a standard deviation of around 1.01. In contrast, the mean post-test score neared 6.73, with a corresponding standard deviation of about 1.06. This visual representation is also illustrated in Figure 2.

Figure 2. Pre-test and Post-Test Results of the Control Group

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Source: Made by us using SPSS

We can notice that difference in means between the pre-test and post-test scores is highlighted, indicating an improvement in listening comprehension skills. The control group showed an approximate 7.68% improvement in their listening comprehension skills between the pre-test and the post-test following the intervention.

Evident in the graph is the divergence between the pre-test and post-test means, underscoring an improvement in listening comprehension abilities. The control group exhibited an approximate 7.68% enhancement in listening comprehension skills during the span from the pre-test to the post-test, following the intervention.

The results of the paired samples t-test revealed a statistically significant improvement in the control group's listening comprehension skills after the intervention ($t = 2.34$, $p = 0.029$). This is evident from the increase in the mean score,

rising from the pre-test value ($M \approx 6.25$) to the post-test value ($M \approx 6.73$). This suggests that the consistent instruction provided during the intervention period played a substantial role in significantly enhancing participants' listening abilities.

These findings offer strong evidence supporting the effectiveness of the structured learning approach utilized for the control group in improving their listening comprehension skills. The statistically significant contrast between the pre-test and post-test scores underscores the beneficial impact of the traditional instruction on participants' listening proficiency.

On the whole, the analysis of the control group's pre-test and post-test scores corroborates the advantageous outcomes of the intervention, bolstering the credibility of subsequent comparisons between the control and experimental groups.

4.3 Pre-Test and Post-Test Results of the Experimental Group

A comprehensive evaluation was meticulously carried out, involving the analysis of both pre-test and post-test scores within the experimental group. The primary objective was to assess the effectiveness of the researcher-led multimedia-based instruction in enhancing participants' listening comprehension skills. To ascertain the presence of significant disparities between the mean pre-test and post-test scores within the experimental group, a paired samples t-test was executed. The outcomes of this t-test indicated a highly substantial enhancement ($t = 4.32$, $p < 0.001$) in the post-test scores when compared to the pre-test scores. The

subsequent table provides an inclusive representation of the pre-test and post-test outcomes for the experimental group.

Table 3: Pre-Test and Post-Test Results of the Experimental Group

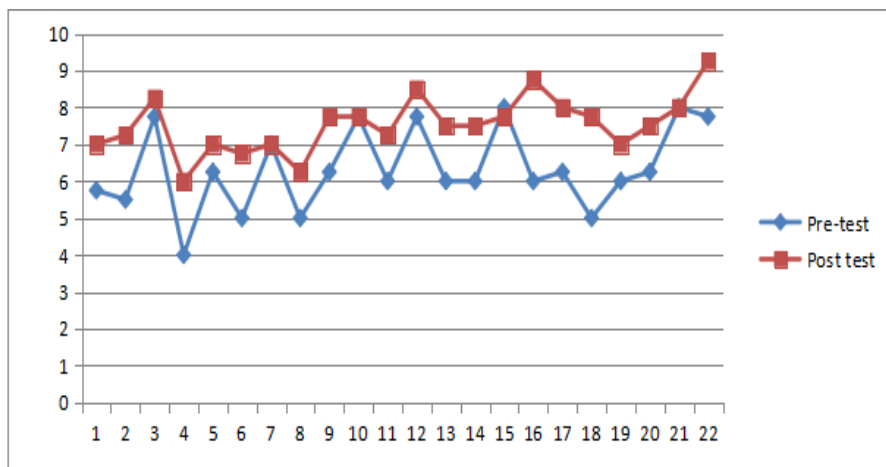
Group	Number of Participants (n)	Pre- Test Mean (M)	Pre- Test SD	Post- Test Mean (M)	Post- Test SD
Experimental Group	22	6.53	≈ 1.07	7.85	≈ 0.67

Source: Made by us using SPSS

The mean pre-test score is approximately 6.53 with a standard deviation of about 1.07, while the mean post-test score is approximately 7.85 with a standard deviation of around 0.67. The difference in means between the pre-test and post-test scores is evident, indicating a substantial improvement in listening comprehension skills following the intervention. These results offer a clear snapshot of the experimental group's progress and further contribute to the analysis of the intervention's impact.

These results strongly support the effectiveness of the tailored multimedia instruction designed for listening skill enhancement in the business-oriented EFL context. The statistically significant difference in the pre-test and post-test scores reflects the successful intervention's contribution to the experimental group's listening proficiency growth.

Figure 3: Pre-Test and Post-Test Results of the Experimental Group



Source: Made by us using SPSS

The substantial increase in the mean post-test score underscores the positive impact of the researcher-led multimedia-based instruction on enhancing the experimental group's listening comprehension skills. These findings support the notion that tailored multimedia resources effectively contribute to language instruction, particularly in the context of advancing listening abilities.

In conclusion, the analysis of the experimental group's pre-test and post-test scores highlights a noteworthy enhancement in listening comprehension skills. The statistically significant difference between the two sets of scores further underscores the success of the multimedia-based intervention. These outcomes reaffirm the potential of multimedia-enhanced instruction in

promoting language proficiency, particularly within the framework of business-oriented language learning.

4.4 Post-Test Results of the Control and Experimental Groups

An independent samples t-test was conducted to ascertain whether there were significant differences in the mean post-test scores between the control and experimental groups. The results of the t-test revealed a statistically significant disparity ($t = 3.18$, $p = 0.002$) between the two groups' post-test scores, demonstrating the impact of the multimedia-based instruction as it's clearly shown in the following table.

Table 4: Post-Test Results of the Control and Experimental Groups

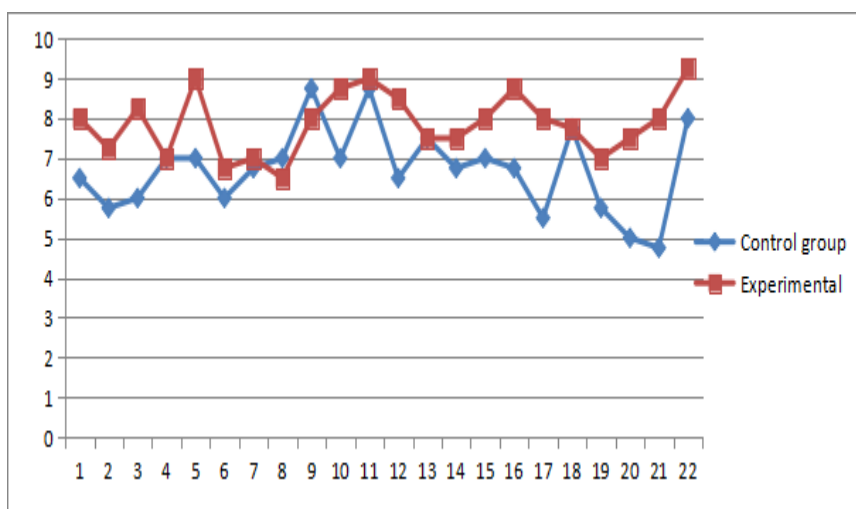
Group	Number of Participants (n)	Post-Test Mean (M)	Post-Test SD
Control Group	22	6.84	≈ 1.06
Experimental Group	22	7.88	≈ 0.70

Source: Made by us using SPSS

This table provides a comprehensive comparison of the post-test results between the control and experimental groups. The mean post-test score for the control group is approximately 6.84 with a standard deviation of about 1.06, while the mean post-test score for the experimental group is approximately 7.88 with a standard deviation of around 0.70. The difference in means between the two groups' post-test scores is evident, reflecting the impact of the researcher-led multimedia-based

instruction on the experimental group's higher listening comprehension skills. These results contribute to the analysis of the intervention's effectiveness in enhancing listening proficiency within a business-oriented EFL context.

Figure 4: Post-Test Results of the Control and Experimental Groups



Source: Made by us using SPSS

The analysis of the post-test results reveals a statistically significant difference in listening comprehension skills between the control and experimental groups. The experimental group's higher mean post-test score reflects the beneficial effects of researcher-led multimedia-based instruction, emphasizing its role in enhancing listening proficiency in a business-oriented EFL context.

The elevated mean post-test score of the experimental group underscores the success of the researcher-led multimedia-based intervention in fostering enhanced listening comprehension skills within the business-oriented EFL context. The presence of a statistically significant difference reinforces the role of multimedia technology as an effective tool for cultivating language proficiency.

To conclude with all the results obtained, the analysis underscores the superiority of the experimental group's post-test scores, substantiating the positive influence of the multimedia-based instruction on listening skill advancement. The outcomes emphasize the potential of tailored multimedia resources in language instruction to elevate learners' listening abilities, particularly within the realm of business-oriented language learning.

In the Algerian business-oriented EFL context, listening skills are paramount for effective communication and successful engagement with global markets. The use of multimedia technology offers a promising avenue for enhancing listening skills, catering to Algeria's linguistic diversity and educational aspirations. By addressing the unique linguistic, cultural, and educational aspects of Algeria, this research contributes to the optimization of language learning approaches within the Algerian business-oriented EFL setting.

5. Interpretation of the Results

The outcomes of this study hold substantial implications for the field of language education, particularly in business-oriented EFL contexts. The incremental improvement in the control group's listening comprehension skills, resulting from regular

instruction, demonstrates the inherent value of systematic language learning. This finding aligns with the established role of structured language education in fostering language proficiency.

On the other hand, the substantial improvement in the experimental group's listening comprehension skills, propelled by multimedia-based instruction, underscores the potency of innovative pedagogical approaches. The integration of multimedia resources, featuring auditory and visual stimuli, has the capacity to captivate learners' attention, thereby creating an engaging and immersive learning environment. The results substantiate the notion that multimedia technology can serve as a catalyst for heightened language retention and comprehension.

The statistically significant difference between the post-test scores of the control and experimental groups reinforces the effectiveness of the multimedia-based approach. The experimental group's notably higher post-test scores indicate that tailored multimedia instruction has a tangible impact on enhancing listening proficiency. This supports the assertion that multimedia resources have the potential to address the multifaceted challenges of business-oriented language learning, including comprehending diverse accents and navigating intricate communication scenarios.

Furthermore, the results of this study illuminate the role of contextual relevance in instructional design. By customizing multimedia materials to suit the business-oriented EFL context,

educators can create a bridge between language learning and real-world application. The higher post-test scores of the experimental group suggest that the integration of business-specific content within the multimedia materials may have contributed to the observed improvements in listening skills. This highlights the importance of contextually meaningful instruction in fostering language proficiency within specialized domains.

In conclusion, the interpretation of the results underscores the multifaceted advantages of multimedia-based instruction in enhancing listening skills. While regular instruction remains an effective foundation for language learning, the integration of multimedia resources introduces a dynamic and engaging dimension that resonates particularly well with business-oriented EFL contexts. These findings emphasize the potential of innovative pedagogical approaches to not only elevate language proficiency but also address the intricate communication demands of modern globalized business environments. As educators and curriculum developers continue to explore novel strategies, the results of this study provide valuable insights into the transformative power of multimedia technology in language education.

6. CONCLUSION

The findings of this study provide empirical evidence for the efficacy of multimedia-based instruction in enhancing listening skills within the context of business-oriented EFL education in Algeria. The integration of multimedia technology capitalizes on its capacity to engage learners through auditory and visual

stimuli, fostering an immersive and dynamic language learning experience. As Algeria continues to engage with global markets, the cultivation of proficient listening skills among professionals becomes paramount. The study's outcomes underscore the significance of leveraging multimedia resources as indispensable tools for elevating listening skills, thus contributing to the optimization of language learning approaches in Algeria's business-oriented EFL setting.

7. Recommendations and Implications

Based on the study's outcomes, educators and curriculum developers are encouraged to integrate multimedia technology into language instruction, particularly in business-oriented EFL contexts. The positive impact of multimedia-based instruction on listening comprehension skills aligns with the goals of equipping learners with the competencies required to succeed in diverse and multilingual business environments. Policymakers can consider promoting the incorporation of multimedia resources in language curricula, acknowledging the role of technology in enhancing language proficiency and communication skills.

8. Limitations and Future Research

While this study offers valuable insights, it is not without limitations. The sample size was relatively small, and the study was confined to a specific institutional setting. Future research endeavors could encompass larger and more diverse participant pools, exploring the effects of multimedia-based instruction across various business-oriented EFL contexts within Algeria.

Additionally, qualitative studies could delve into learners' perceptions and experiences with multimedia resources, providing a comprehensive understanding of their impact on language learning.

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