International Journal of Social Science and Human Research

ISSN (print): 2644-0679, ISSN (online): 2644-0695

Volume 08 Issue 06 June 2025

DOI: 10.47191/ijsshr/v8-i6-36, Impact factor- 8.007

Page No: 4300-4307

Arab Learners' Use of Help Options in A Multimedia-Based Listening in An EFL Context in Oman

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ABSTRACT: This study investigates how Arab learners interact with three help options (video control buttons, L2 transcript of the listening input, an online dictionary) offered in a multimedia-based listening and the factors, if any, promoting/inhibiting their interaction. The data is collected from 20 Omani students enrolled in the English foundation programme at Sultan Qaboos University in Oman. A tracking system and direct observations are used to examine learners' interaction with the available help options while focus group discussion and semi-structured interviews are employed to gain insights into the factors, if any, promoting/inhibiting their interaction. Transcriptions of the quantitative data showed that the participants followed video control buttons-transcript-dictionary pattern in their interaction with the available help options. The thematic analysis of the qualitative data showed that the participants used the offered help options for listening comprehension, task completion and language learning purposes while they tended to underuse them because of their learning history and sense of autonomy. It was concluded that the participants did utilise the available help options when offered in a multimedia-based listening. The study recommends exposing learners to multimedia-based listening supplemented with a number of help options to enable them undergo negotiated interaction with the received input.

KEYWORDS: Help Options, Multimedia-Based Listening, Listening Comprehension, Learner's Autonomy

1. INTRODUCTION

With the increased recognition of the role of digital technology in the field of language learning, Computer Assisted Language Learning (CALL) research investigating the effects of multimedia facilities has focused strongly on vocabulary acquisition, reading and even speaking. On the other hand, studies examining listening, writing and grammar are sparse. Yet, due to the widely acknowledged role of listening in second language development (Dunkel, 1991; Morley, 2001; Rost, 2002) and the substantial improvements in technology, CALL educational researchers have developed an interest in examining and introducing multimedia-based listening in the language classroom. This was often referred to as computer-based listening (O'Bryan, 2010; Cardenas-Claros, 2011), video-based listening (Cross, 2011) and multimedia-based listening (Grgurović, 2005).

2. LITERATURE REVIEW

I. Multimedia-based listening

Drawing on Levy's (1997) definition of CALL as "the search for and study of applications of the computer in language teaching and learning" (p.1) and Brett's (1998) definition of multimedia as "the computer-delivered combination of a large range of communication elements: text, sound, graphics, pictures, photographs, animation and moving videos" (p. 183), this study simply defines multimedia-based listening as the study of applications that provide learners with an aural input that is enhanced by a combination of multimedia tools. Research measuring the effects of employing these multimedia tools in L2 educational contexts suggested some positive results for enhancing second language processing and information recall (Underwood, 1990), facilitating deeper input comprehension (Neuman et al.,1990; Borras, 1993; Chiquito, 1994) and increasing learners' engagement (Meskill, 1996). Grgurović (2005) added that multimedia provides learners with an easy and instant access to the target materials in addition to a high level of control given to learners to lead their own learning at their own pace and according to their needs.

The early studies examining the effectiveness of multimedia-based listening in the language classroom have used the traditional comparative method for data collection (Hsu, 1994). By this method, learners are, for example, divided randomly into two groups, the experimental group that receives the experimental treatment (e.g. multimedia-based listening) and the control group given no such treatment. Through controlling all other variables, the researchers examine whether there are measurable learning effects (e.g. in listening comprehension) in comparison with the subjects in the control group. An early example of this type of research with multimedia was conducted by Brett (1997) who examined how a software programme entitled English for

Business affected L2 learners' performance while being exposed to a multimedia-based listening. The participants, 43 undergraduate students of business, were randomly divided into different groups according to the method of delivering the aural input: CD-ROM, video tape (video projected onto a screen at the front of the class) and audio tape (audio played to the whole class). The results of language recall tests showed that the CD-ROM group outperformed the video and the audio groups in four out of six comprehension tests. Based on these results, the researcher concluded that multimedia-based software affected learners' comprehension positively. The findings also reported that the participants exhibited positive attitudes towards CD materials. They pointed out that the combination of video, audio and text was very effective in aiding their listening comprehension. Similar findings were reported by the researcher in a subsequent study (2000) which surveyed the attitudes of 64 undergraduate learners of business towards integrating multimedia materials into a self-study curriculum over a period of eight weeks. The participants' attitudes were generally positive and they found multimedia materials beneficial for aiding their listening comprehension.

Notwithstanding the importance of these studies in providing evidence supporting the role of multimedia tools in language learning, Chapelle (2003) argued that studies targeting a comparison between CALL presence and absence in the classroom do not inform the current CALL educational research; instead CALL educationalists should be concerned with seeking "evidence for the most effective ways to design software for CALL, to use software effectively in tasks, and to help learners to take advantage of the electronic resources available to them"(p. xiii).Thus, to gain better understanding of the role of multimedia in language learning, Dunkel (1991) urged the researchers to shift their focus from investigating the effects of the computer as the cause of learning to examining the effects of certain facilities provided by the computer as input enhancements and how learners' interact with them.

Jones and Plass (2002) examined how pictorial and verbal annotations can affect L2 learners' vocabulary acquisition and listening comprehension. Pictorial annotations consisted of pictures illustrating the meaning of the selected vocabulary items while verbal annotations were merely written definitions of the target words. The subjects, 171 college students, were randomly divided into four groups based on the given help option : a) no annotations, b) written annotations, c) pictorial annotations, and d) both written and pictorial annotations. The researchers found that both-written-and-pictorial-annotation group could recall the target words and the listening passage better than the participants in the other groups. Accordingly, they concluded that help options in a form of multimedia annotations enhanced both vocabulary acquisition and listening comprehension.

Hernandez (2004) investigated the effects of video and captioned materials on the vocabulary acquisition and the listening comprehension of 115 ESL learners. Depending on the received treatment, the subjects were randomly assigned to different groups: a) audio only, b) audio with captions, c) audio with video, and d) audio with video and captions. The findings showed no significant difference between the four groups in terms of their vocabulary acquisition. On the contrary, the results showed that learners who had access to the video in both audio-with-video group and audio-with-video-and-captions group outperformed learners in the other groups in listening comprehension.

Generally speaking, research comparing the effects of multimedia-based materials against other materials on language development in general and listening comprehension in particular suggested that multimedia had the potential to promote L2 learning. Learners, moreover, tended to show preference for multimedia-based materials. Within the Arabic context including the Omani one, research examining the role of multimedia-based materials on the general development of L2 or on a specific language skill (e.g, listening comprehension) is sparse. This makes multimedia-related research a ripe area for research in the Omani context.

II. Help options

There have been a large number of research studies focusing on learners' use of help options. For example, they have investigated learners' interaction with help options (Jones and Plass, 2002; Cárdenas-Claros, 2005; Lin and Chiu, 2009), learners' attitudes towards integrating help options in computer-based learning (Hsu, 1994; Liou,2000; Jones,2003; Grgurović, 2005), the effects of interacting with help options on language learning (Liou, 1997; Pujolà, 2002; Grgurović and Hegelheimer, 2007) and the relationship between help options and learners proficiency level (Hoven,2003; Hegelheimer and Tower, 2004; Jones, 2006). However, due to the lack of a precise framework for conceptualizing and classifying help options (Cárdenas-Claros, 2011), they have been dealt with under different terms such as "interactional modifications" (Hsu,1994), "multimedia support resources" (Chun,2001), "help facilities" (Pujolà, 2002; Grgurović and Hegelheimer, 2007), "help aids" (Cárdenas-Claros, 2005), and "in-built resources" (Cárdenas-Claros and Gruba, 2012). Referring to help options, Hsu (1994) defined interactional modifications as comprehension tools that enable second language learners to modify the input they receive through reading or listening in order to aid their comprehension. Similarly, examining help options under the term help facilities, Pujolà (2002), described them as "resources of the program which assist the learner in performing a task" (p.241). He, furthermore, categorised help options into two main groups, namely assistance facilities and guidance facilities. While the former aids learners in comprehending the received input, the latter assists learners in completing the given tasks. Another attempt to classify help options is found in Hergesheimer's (2003) study in which he differentiated between operational guidance and task guidance. As he explained,

operational guidance enables learners to overcome software problems whereas task guidance, as the name implies, helps learners act upon the given tasks.

A close examination of these terms, definitions and classifications reveals some limitations to take into consideration. First , the existing terms help aids (Cárdenas-Claros, 2005) as an example, as well as Hsu's (1994) and Pujolà's (2002) definitions of help options suggest a preconceived effectiveness associated with help options in assisting learners' comprehension of the received input. However, relevant research has indicated that learners may interact ineffectively with help options (Pujolà, 2002; Hegelheimer and Tower, 2004; Cárdenas-Claros, 2005) or may make no use of them (Pujolà, 2002; Hegelheimer and Tower, 2004; Grgurović and Hegelheimer, 2007). Furthermore, studies examining the relationship between the frequency of help options' use and learners' performance reported mixed findings. While some found positive relationship between the two factors (Jones and Plass, 2002; Jones, 2004; Lin and Chiu, 2009), others report a negative relationship (Hegelheimer and Tower, 2004). Liou (1997) found no significant correlation between the frequency of help options use and learners' performance on listening tests.

Second, by dividing help options into two separate groups, Pujolà's (2002) and Hegelheimer's (2003) classifications of help options propose that each help option tool serves only one function, either as operational guidance or task guidance, following Hegelheimer's (2003) classification as an example. Nevertheless, these classifications are blamed for being "theoretically-based"; marginalising L2 learners' perspectives and experiences with help options (Cárdenas-Claros, 2011), and incompatible with CALL educational research targeting help options which indicated that a single help option can serve various purposes: salience, modification and enrichment of the received input (Chapelle, 1998). As Cárdenas-Claros (2011) argued, in order to efficiently conceptualise and categorise help options, complex frameworks are needed to embrace the various types and functions of help options appropriately.

Third, the terms interactional modifications and multimedia support resources as typical examples do not acknowledge learners' autonomy in deciding whether they use help options or in opting for the type of input enhancement they deem appropriate or useful. Cárdenas-Claros (2011) argues that learner control is an essential quality of help options materials' design. It is "the extent to which a learner can decide what help options, where, when, and how to access them in computer-based L2 listening" (p.166).This is supported by the findings of Grgurović and Hegelheimer's (2007) study in which they used a programme that forced learners to use one of the available help options once an item was answered incorrectly. The researchers reported that the participants were annoyed by the lack of control in deciding whether they use help options or not. Therefore, the researchers recommended considering learner' control as an important element of help options materials' design. Accordingly, it can be argued that one way of acknowledging learners' autonomy is by incorporating the different input enhancement tools under a term that acknowledges learners' choice explicitly. Hence, in line with Cárdenas-Claros (2011), the term help options is preferred in this study.

Help options are embedded application tools that can support learners' comprehension of the received input and/or promote their language learning (Cárdenas-Claros, 2011). These tools can include: cultural notes, dictionary, explanatory feedback, hints, subtitles, first language (L1) transcript of the input, second language (L2) transcript of the input, translation, audio/video control buttons (forward, pause, rewind), glossed words (Liou, 1997). In her CoDe framework, consisting of two parts: Conceptualization (Co) and Design (De),Cárdenas-Claros (2011) divides help options into four groups mainly based on L2 learners' experiences with help options use in a computer-based listening environment. These groups are 1) operational help options; familiarising learners with the software materials, 2) regulatory help options; helping learners regulate their own learning through some tips, hints or guidance, 3) compensatory help options; providing learners with opportunities to modify the received input to aid their comprehension and 4) explanatory help options; directing learners' attention to the target features of the input.

III. Bringing them together: help options in a multimedia-based listening

Studies examining help options in a multimedia-based listening brings about four common themes that are broadly discussed in CALL educational research. These themes are 1) learners' use/non-use of help options, 2) frequency of help options use and listening comprehension, 3) learners' attitudes towards integrating help options in a multimedia-based listening and 4) relationship between help options use and learners' different variables.

CALL researchers reported that learners tended to neglect the available help options (Cárdenas-Claros,2005; Chapelle, 2005c; Grgurović, 2005; Hegelheimer and Tower, 2004; O'Bryan, 2005; RivensMompean and Guichon, 2009). As Garret (1995) put it, "most learners routinely ignore the availability of help materials, even in tasks where we can clearly see that they need them" (p. 348). This phenomenon has been found more evident in listening than in reading and vocabulary (Cárdenas-Claros, 2011; Jones, 2003).

Mixed findings were reported with regards to learners' use of specific facilities offered as help options. In some studies, transcript was used frequently and deemed very useful in aiding listening comprehension (Hsu, 1994; Liou, 1997; Jones and Plass, 2002; Cárdenas-Claros and Gruba, 2012) whereas it was neglected for the sake of using other help options in other studies (Grgurović ,2005; Grgurović and Hegelheimer, 2007). However, research seems to agree that dictionary is the most underused help option (Hsu, 1994; Hegelheimer and Tower, 2004; Cárdenas-Claros, 2005; Cárdenas-Claros and Gruba,2012). To overcome

this problem, Hegelheimer and Tower (2004) recommended a constantly-appearing visible dictionary link to promote its use. Yet, this recommendation was ineffective as reported by some researchers integrating it in their materials' design targeting listening comprehension (e.g., Grgurović, 2005). On the other hand, the effectiveness of video/audio control buttons, (rewind, pause) was greatly highlighted (e.g., Hsu, 1994; Liou, 1997; Hegelheimer and Tower, 2004).

Nonetheless, the reasons behind learners' use/underuse of these help options remain unexplained. The same is true in explaining the patterns of learners' interaction with help options. These topics constitute common gaps in research pertaining to help options use in a multimedia-based listening. More relevant research addressing these gaps within different ESL/EFL contexts and the Arabic context in particular is obviously needed. The present study aims at addressing and examining these gaps through using a mixed method approach and seeking answers to the following research questions:

1. How do Arab learners in an EFL context in Oman interact with help options, which are video control functions (rewind, pause), L2 transcript of the listening passage and an online dictionary while working on a multimedia-based listening?
2. What are the factors inhibiting/promoting learners' interaction with help options?

3. METHODOLOGY

I. Participants & context of the study

The subjects involved in this study were 20 Omani students enrolled in the English foundation programme at Sultan Qaboos University in Oman. They were 5 females and 15 males, aged between 18 and 20 years old. Arabic is their mother tongue and they study English as a foreign language. The participants were placed in level two of the university foundation programme. This level is equivalent to A2 in the Common European Framework of Reference (CEFR) classification

II. Materials

A. A webpage

The webpage used in this study for data collection purposes is designed by the researcher through using a HTML page and incorporating the findings and recommendations of the previous relevant research concerning materials' design of help options in multimedia-based listening. The webpage provides the participants with an access to:

1) Multimedia-based listening
2) Video control buttons
3) Transcript of the listening passage
4) An online dictionary

B. Tracking system

These are "software applications that keep numerical track of the steps learners follow as they perform learning tasks using computers" (Cárdenas-Claros, 2011, p. 34). The tracking system used in this study was an embedded code linked to the webpage consisting of the video-based listening input and the target help options. This code tracked the number of page openings and the time learners spend on the video and the target help options. Also, it showed the order of learners' activities on the webpage. One of the recognised advantages of using these tracking systems in research pertaining to help options is that they keep constant record of learners' interaction with help options and thus allow for more analysis.

III. Data collection procedures

The mixed methods approach is used in this study as it aims at obtaining both quantitative and qualitative data explaining learners' interaction with help options by describing their patterns of use alongside explaining the reasons triggering/hindering their interaction. The assumption is that this approach can provide the current study with an opportunity to check the findings of one method against the findings of a different method and thus overcome the limitations of any of the used instruments. Bearing this purpose in mind, this study collects data in two phases with the use of quantitative and qualitative methods in each phase. Phase 1 began with collecting quantitative data about learners' interaction with the available help options while accessing the webpage which included the multimedia-based listening as well. The webpage was accessed by 17 participants. An automatic tracking function was used to record their interactions. To explore the reasons behind their use/underuse of help options, the researcher conducted a focus group discussion with the participants after their interaction with the webpage. To validate the data obtained from this phase, it was followed by phase 2 a week after phase 1. Phase 2 started with individual observations of 3 students interacting with the same webpage. Individual retrospective semi-structured interviews were conducted with the participants to investigate the factors impeding/facilitating their interaction with help options.

4. RESULTS

I. Frequency of interaction with the available help options

Transcriptions of the quantitative data obtained from the tracking system and the direct observations showed that the participants did utilise the available help options, video control functions (rewind, pause), L2 transcript of the listening passage and an online

dictionary, while interacting with the multimedia-based listening. The range and the mean of participants' use of help options were calculated and presented in Table 1.

Table 1: The range and the mean for all participants on each help options

Help Option	Min	Max	Mean
Pausing	4	18	**10.8**
Rewinding	6	17	**10.3**
Transcript	0	5	**1.8**
Dictionary	0	2	**1.1**

The descriptive statistics showed that the means of participants' interaction with video control buttons, pausing and rewinding, were 10.8 and 10.3 respectively while the means of their interaction with transcript and dictionary were 1.8 and 1.1 respectively. Accordingly, based on the frequency of use, participants' interaction with the available help options followed this order: video control buttons, transcript and dictionary with a significant difference between the frequency of using video control buttons and using transcript and dictionary help options. While video control buttons were very well used, transcript and dictionary help options were underused.

I. Patterns of interaction with help options

Transcriptions of the quantitative data obtained from the tracking system and the direct observations indicated a commonly shared pattern followed by the participants when interacting with the available help options in the multimedia-based listening. Generally, the participants relied on the video control buttons in aiding their listening comprehension and completing the given tasks through playing the listening input, pausing at some points and rewinding some segments. They repeated this pattern nearly to the end of their interaction with the listening input. At this point, they used the transcript and the dictionary help options. In other words, the findings of the current study indicated that the participants followed video control buttons (pausing, rewinding)/transcript/dictionary pattern in their interaction with the available help options in the multimedia-based listening.

II. The factors promoting/inhibiting learners' interaction with the available help options

Analysis of transcripts' data obtained from the focus group discussion with a total of 17 participants and retrospective semi-structured interviews with 3 participants, five themes have been identified by the study as possible responsible factors promoting/inhibiting learners' interaction with the available help options (see Table 2). Each theme is presented, defined and discussed by the study with reference to learners' responses and previous research.

Table 2: The factors promoting/inhibiting learners' interaction with the available help options

Category	Theme	Definition	Sample Data
Factors Promoting Help Options' Use	*Listening Comprehension*	The perceived effectiveness learners assign to help options in aiding their comprehension of the aural input.	"I think pausing is the most useful help. I could stop the video any time to take breath; I mean I can stop to understand what I listen now before listening to more new information."
	Task Completion	The use of help options to act upon the given tasks.	"When I finished, I opened transcript to check the answers of true/false questions."
	Language Learning	The use of help options to improve some language skills.	"…because I want to learn them…their pronunciation and how I can use them in sentence"
Factors Inhibiting Help Options' Use	*Learning History*	Learners' tendency to neglect help options' use because of previous learning experiences.	"I think we shouldn't use transcript in listening; this is listening not reading. And also dictionary. Our teacher says we should guess words from their context."
	Learners' Autonomy	Learners' tendency to neglect help options' use because of their belief that language learning requires hard work and responsibility.	"I couldn't understand the English definition of the word, but it is ok; Arabic meaning will make it too easy."

A. The factors promoting learners' interaction with help options in the multimedia-based listening

The qualitative thematic analysis of the gathered data suggested three themes, namely listening comprehension, task completion and language learning as factors promoting learners' interaction with help options. The study labeled the first theme Listening comprehension as it describes the perceived effectiveness learners assign to help options in aiding their comprehension of the aural input. The participants noted that video control buttons enabled them to control the flow of the aural input and thus facilitated their understanding .

The second theme, task completion, describes the use of help options to act upon the given tasks. To trigger their use of help options, the participants were asked to answer three listening comprehension tasks, multiple-choice questions, true/false questions and sequencing events, while working on the webpage. The participants reported that they used the video control buttons (pause, rewind) to answer the given tasks. For example, they used the pause button to stop the listening input to answer the questions. Additionally, the participants used the rewind button to search for answers to complete the given tasks. However, one of the participants exhibited a rather different behaviour. She was observed watching the whole video three times and rewinding specific segments of the aural input to answer the given tasks. For her, having the option to repeat the listening input motivated her to listen to the whole input several times. As she explained:

Participant: I watched the video three times because I have three tasks. Each time I answer one task.

Researcher: what if there is a fourth task?

Participant: I think I will repeat the video again. (Laughing excitedly)

Moreover, the participants reported accessing the transcript at the end of their interaction with the webpage to check their answers. Two of the three observed participants accessed the transcript at the end of their interaction with the listening input to confirm their answers on true/false task. As one of the participants tried to explain:

Participant: When I finished, I opened the transcript to check the answers of true/false questions"

Researcher: Why this task in particular?

Participant: To see exactly where the false and correct it. I mean I could understand from the listening this question is false, for example. But I opened the transcript in the end to check if my answer why false is correct. You understand me?

The third theme, language learning, refers to the use of help options to improve some language skills. Some participants reported that they accessed the dictionary to learn more about the content words encountered in the aural input. One of the participants, for example, had been observed writing down some words while listening. He accessed the dictionary by the end of his interaction with the listening input and looked them up. He sought information on how these words were pronounced and used in context. As he explained:

"…because I want to learn them…their pronunciation and how I can use them in sentence"

Similarly, participants reported accessing the transcript to learn the spelling of certain words. Some participants followed this technique before looking the words up in the dictionary to make a connection between the sound and the spelling of some words. Additionally, some participants reported that they listened to the aural input after completing the given tasks to improve their listening skills.

B. The factors inhibiting learners' interaction with help options in the multimedia-based listening

The factors inhibiting learners' use of the available help options, on the other hand, have been classified under two themes, learning history and learners' autonomy. The first theme, learning history, describes learners' tendency to neglect help options' use because of their previous learning experiences. Most participants reported watching the video twice, the first time to understand the listening input and complete the given tasks and the second time to confirm their comprehension of the listening input and in turn check their answers on the listening tasks. The participants behaved as if there were instructions regulating their interaction with the given materials. They seemed resistant to listening to the aural input for a third time. Some of them even asked for a permission to watch the video for a third time. One of the particiapnts, for instance, questioned repeating the complete aural input more than twice emphasizing its incompatibility with how listening is taught and tested in their university. Another participant, in addition, tried to express her reluctance to access the transcript and the dictionary by stating that:

"I think we shouldn't use transcript in listening; this is listening not reading. And also dictionary. Our teacher says we should guess words from their context."

Therefore, she relied on repeating the whole listening input several times. Hence, it can be said that participants' interaction with the offered help options was influenced by the way listening is introduced, taught and assessed in their educational context.

The second theme, learners' autonomy, refers to learners' tendency to neglect using help options because of their belief that language learning requires hard work and responsibility. This belief had been found affecting the way the participants interacted with the available help options and dealing with the task of comprehending the listening input. For example, participants reported attempting understanding the aural input and answering the given tasks from the first time without using the offered helps. They showed great resistance towards accessing the transcript while listening to the aural input. As they explained,

transcript would oversimplify the listening task if it was read alongside the aural input. Similar attitudes were exhibited towards using the dictionary. The participants showed a preference towards relying on their inferencing skills rather than looking each single unfamiliar word up in the dictionary. Those who used the dictionary found it sometimes difficult to understand the given English definitions because of the use of other unfamiliar words in the definitions, as they reported. However, they seemed content with the level of challenge offered by the monolingual dictionary as they refused having a bilingual dictionary giving Arabic translation of the searched words when the option had been suggested by the researcher. As one of the participants put it:
"I couldn't understand the English definition of the word, but it's ok; Arabic meaning will make it too easy."

5. CONCLUSION

Chapelle (2005) hypothesised that help options are a means for attaining comprehensible input. They can, if used, involve learners in a negotiated interaction with the received input to make it comprehensible. The results of the present study were found compatible with the framework of this hypothesis. The findings indicated that when the participants were exposed to a listening input in a multimedia-based environment offering three help options (video control buttons, L2 transcript of the listening input and an online monolingual dictionary), they actually used the available help options to seek comprehensible input. Their interaction was found to share a common navigational pattern described as video control buttons-transcript-dictionary pattern. Additionally, the findings showed that there was a significant difference between participants' use of video control buttons and their use of transcript and dictionary. While video control buttons were used frequently, transcript and dictionary help options were underused and thus aligning with the recurring finding concerning learners' tendency to neglect or underuse dictionary help option as reported by Hsu (1994), Liou (1997), Hegelheimer and Tower (2004), Cárdenas-Claros (2005), Grgurović and Hegelheimer (2007) and Cárdenas-Claros and Gruba (2012). The researchers pointed out many reasons behind this observed phenomenon. Hsu (1994), for example, mentioned that low proficiency learners might not be effective users of dictionary. Hegelheimer and Tower (2004) related it to factors pertaining to materials design and time allocated for tasks. Liou (1997) simply stated that learners might be offered more help than they actually needed. However, this study indicated other possible explanations based on the participants' responses. For example, the participants explained that they did not use the dictionary very frequently because they wanted to rely on their inferences and listening skills. They also noted that listening is dealt with without any use of dictionary help option in their educational context and therefore they felt they should act according to those regulations. These explanations were grouped under two themes, namely learners' autonomy and learning history respectively. On the other hand, the factors prompting learners' interaction with the available help options were explained under three themes, listening comprehension, task completion and language learning.

6. PEDAGOGICAL IMPLICATIONS

The above reported findings should be interpreted with caution with regards to their pedagogical implications. For example, although transcript and dictionary help options were underused, their role and thus provision as help options should not be underestimated. The findings showed that the participants chose to use them mainly for task completion and language learning purposes. Thus, instead of imposing a specific learning route on learners by limiting the number of the offered help options, the study recommends exposing learners to multimedia-based listening supplemented with a number of help options to enable them undergo negotiated interaction with the received input.

Moreover, the findings showed that the participants tended to transfer the strategies they were used to in their established learning environments into their new learning environment. As reported, they tended to impose limitations on themselves to make listening more life-like. For example, they resisted using transcript as they thought it was irrelevant to listening environment. They were found following a specific pattern of interaction even though they were free to operate independently. Hence, the study recommends considering learners' learning history when deciding on the help options to include in materials design. Additionally, teachers could consider providing learners with appropriate listening comprehension tasks to trigger learners' use of help options and maximize their benefit of the received input.

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