

The Effect of Multimedia Activities on Listening Skills and Satisfaction in a College English Language Course

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Abstract

This study aimed to investigate the effect of proposed multimedia activities on students' listening skills and satisfaction in a college English language course at the Royal University for Woman (RUW) in Bahrain. It attempted to investigate the effect of the proposed strategy on the students' listening skills and satisfaction with the multimedia listening activities in the **Orientation Program Lower course (OPL)**.

The sample at this study consisted of 43 students who scored less than 4 in RUW English language placement test. The sample was randomly divided into two groups; 20 students in the control group and 23 students in the experimental group. The research instruments included: pre/post listening tests, and a satisfaction scale to measure the experimental group satisfaction with the multimedia listening activities.

Data analysis revealed that, concerning listening post-test, there were statistical significant differences between the experimental and the control groups in benefit of the experimental group. Results also indicated that there were no statistical significant differences between the experimental and the control groups in their satisfaction with the multimedia listening activities which were taught for the experimental group and the online units taught to the control group; experimental group members demonstrated their satisfaction toward the multimedia listening activities and the control group members as well demonstrated their satisfaction with the online units.

This study recommends using the multimedia activities as a learning material in order to improve the students listening skills in the English language learning. The use such technology in the language learning classrooms would bring better result to reality.

Key Words: Multimedia activities, Interactive multimedia, Listening comprehension skill, Blended learning, English language course.