

The Effect of an Integration-Based Instructional Strategy on Developing EFL Students' Listening Skills at Al-Al Bayt University

Hana' Abu-Mwais

Department of Curriculum and Instruction, Faculty of Education
Yarmouk University, Jordan

Oqlah Mahmoud Smadi

Department of Curriculum and Instruction, Faculty of Education
Yarmouk University, Jordan

Abstract

Listening is a language skill that people in general and students in specific may need it more than some of the other language skills such as reading and writing in their everyday life and communication. Yet, the integration of the four language skills should be always emphasized when learning any foreign language since this reinforces each other and represents the natural acquisition of the language. The current study aims to examine the effect of an instructional program based on integrating the four language skills on Jordanian undergraduate EFL students' listening comprehension skills and to find out their attitudes regarding the effectiveness of this program on improving their listening skills. In order to collect the data, the researchers used two instruments: pre-post test and an interview. The study is a quasi-experimental one, and the subjects of the study were 61 students from Al Al Bayt University in Jordan. The subjects were divided into two groups: the control one had 24 students while the experimental one had 37. The findings of the study reveal that there is a significant difference at ($\alpha = 0.05$) between the means of the two groups at the listening post-test due to the program. In addition, the instructional program proves to be effective for the students of the experimental group who believe that the program improved their listening skills.

keywords:, listening comprehension, skills integration-based instructional program
undergraduate university students

Cite as: Abu-Mwais, H., Smadi, O. M. (2017). The Effect of an Integration-Based Instructional Strategy on Developing EFL Students' Listening Skills at Al-Al Bayt University. *Arab World English Journal*, 8 (1).

DOI: <https://dx.doi.org/10.24093/awej/vol8no1.25>