
| RESEARCH ARTICLE

Using Online LWIBTA to Enhance EFL Intermediate Learners' Listening and Writing Skills

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| ABSTRACT

The current study used a novel integrated approach based on integrating listening and writing skills which is different from the other integrated approaches, to enhance the English language listening and writing skills of the intermediate EFL Saudi undergraduate learners. The study included 100 participants, divided into 50 males and 50 females. The study employed a mixed quantitative and qualitative approach. The study instruments were the pre/post listening writing test (PPLWT), writing scoring rubric, students' weekly reflective journals (SWRJ) and the online listening and writing skills integrated-based teaching approach program (LWSIBTAP). The results of the study proved that the implementation of the 13-week study program through the Blackboard virtual sessions of one of the Saudi universities had achieved the desired results in terms of enhancing the participants' writing and listening skills. Furthermore, the collected data confirmed that the participants had strong motivation and enthusiasm to study the paragraph and the essay writing skills according to the current study program (LWSIBTAP) rather than the traditional way by just focusing on writing skills. Finally, based on the study findings, it is recommended that listening skills should be merged with writing ones when teaching writing skills to intermediate and advanced EFL learners.

| KEYWORDS

Integrated Approach; Listening & Writing Skills

| ARTICLE INFORMATION

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1. Introduction

Nowadays, a new trend appeared strongly in teaching the English language as L2 (EFL/ESL), which is the integrated-skills approach. It assumes that the language's four macro skills of listening, speaking, reading, and writing should be taught in an integrated way. In other terms, the integrated-skills approach presents all language skills in connection with each other so that the L2 (EFL/ESL) learners get become not only familiar with the linguistic language competence they are learning but also are able to use it naturally and authentic communication. Moreover, this integration is an effective approach to enhance the L2 (EFL/ESL) students' communicative competence and the ability to use English to gain access to social, vocational, educational, or professional opportunities. Definitely, this is different from the traditional segregated language skills approach, which presents the language macro skills in isolation from each other. This research paper elaborates on the significance of using the integrated teaching approach of the two skills of listening and writing to enhance the intermediate EFL Saudi university students' listening and writing skills. Due to the current situation of the Coronavirus disease (COVID-19), this teaching approach was applied to the study participants through the Blackboard learning platform of one of the Saudi universities. It is very beneficial to elaborate on the literature related to the variables of the current study

First of all, it is very useful to mention that the proponents of the segregated-skills approach, which is opposite to the integrated-skills approach, argue that the mastery of discrete language skills, such as listening and speaking, is the key to successful learning. As indicated by Brown (2001), segregated-skill-oriented courses focus on the language itself and its rules at the expense of teaching

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