
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

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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

the language itself. On the contrary, the integrated-skills approach focuses on employing the four language skills in a meaningful context, as demonstrated by Su (2007), which gives a big pedagogical significance for the integrated-skills approach in instructing L2 (ESL/EFL).

There is great value in implementing the integrated approach in L2(EFL/ESL) classrooms for both the L2 learners and instructors. Several studies (e.g. Akram& Malik, 2010; Askildson, 2008; Bose, 2003; Dawid, 2004; Faydi, 2003; Mitrofanova&Chemezov, 2011; Sanchez, 2000) supported this claim. This integration inspires the L2 (EFL/ESL) instructors to vary the learning activities; assists learners to use the learnt language freely, vividly and naturally; improves the L2 learners' ability to express themselves, taking greater risks in using the language; and increases the learning outcomes effectively. For this reason, implementing the integrative skills approach is indispensable to enable the L2 (ESL/ EFL) learners to develop their knowledge of English and their competence to use it in real-life communicative situations and activities that urge and enable students to use all the language skills (Davies and Pearse, 2000, p. 99).

In the same vein, the integrated-skills approach (ISA) teaching philosophy was derived from the concept that in natural, day-to-day experience, "oral and written languages are not kept separate and isolated from one another" (Su, 2007). As stated by Peregoy& Boyle (2001), oral and written languages are integrated into most communication events, and they often occur together. Additionally, Su (2007) contended that the ISA functions the communicative language teaching (CLT), which uses the language as a whole, emphasizing meaningful and authentic language use and linking oral and written language development (Su, 2007). This goes with Davis' and Pearse's (2000, p. 99) statement that "Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom." In order to achieve this, and according to Brown (2001) and Tsung-Yuan & Oxford (2002), integrative language skills instruction seems to be the most effective to use because it seeks to teach language as a means of communication to serve the purpose. Thus, it can be motivating, realistic and a catalyst in developing the learners' fluency and accuracy, as well as their socio-cultural communicative competence (Hinkel, 2010).

The communication process in any language includes the four macro skills of listening, speaking, reading, and writing (Richards & Schmidt, 2002). Anytime a person communicates using a language, he uses a combination of these skills; as stated by Sevy-Biloon (2018) that in order to achieve communicative language competence in an authentic setting, the L2 (ESL/EFL) learner has to employ skills such as speaking, reading, writing and listening naturally in an integrated way. In other terms, while communicating through the oral language, the L2 (ESL/EFL) learners receive the messages by listening and respond by speaking. In the same vein, in written language, they receive the message by reading and respond by writing.

2. Literature Review

Among the other benefits of the integrated approach, as indicated by Akram& Malik (2010) that it assists the L2 (ESL/EFL) instructors in making the lessons dynamic and involving the learners in diverse activities and interactions. Furthermore, Davis & Pearse (2000) stated that a vivid and effective communicative language class that applies the integration of the four language skills assists the L2 language instructor in establishing a positive atmosphere, planning appropriate activities, encouraging the L2 learners and dealing with the problems sensitively.

Most of the proponents from educators and researchers (e.g., Davies and Pearse,2000; Su, 2007; Richards & Schmidt, 2002) of the integrated approach in instructing L2 (ESL/EFL) contend that the integration should happen on the one hand between the receptive skills (listening and reading) and on the other hand between the productive skills (speaking and writing). However, the novelty in the current study is the claim that the integration can happen between listening and writing skills through its proposed program to enhance them for L2 (ESL/EFL) learners. This claim is supported by some researchers (e.g. Davis & Pearse,2000; Hinkel, 2010) as they indicated that listening comprehension activities should spring naturally from, or provide material for, oral practice or reading, as well as provide a stimulus for writing activities.

Several studies (e.g. Abdel-Haq, et al., 2018; Abdrabo, 2014; Al- Mansour & Al-Shorman,2014; Amlı, 2017; Anh, 2019; Sevy-Biloon, 2018; Demirci&Tavil, 2015; El-Shahawy, 2017; Evans,2006; Lorena et al., 2011; Tajan,2016; Tangpermpoon,2008; Tavil,2010)highlighted the significance of integrating the four L2 (ESL/EFL) four macro skills in the teaching process. Some of these studies elaborated on the importance of integrating the four skills together in one session, whereas others highlighted the magnitude of integrating the oral skills of speaking and listening (e.g. Elshahawy, 2017; Tajan,2016; Tavil,2010) or the literacy skills of reading and writing(e.g. Anh, 2019; Al- Mansour & Al-Shorman,2014; Tangpermpoon, 2008).

Among the studies that illustrated the benefits of integrating the four macro skills of listening, speaking, reading and writing altogether for L2 (ESL/EFL) learners is the study of Sevy-Biloon(2018). This research employed the content-based instruction model and the communicative language approach to teaching English as a foreign language (EFL). The activities described in this article integrated the four language skills using communicative activities to learn and practice the present perfect and the associated new vocabulary. All the skills were evaluated through informal qualitative assessments and quantitative formal testing to see if the

chosen strategies could aid in attaining the goals set by the researcher and could allow for authentic learning by the participants. This qualitative, quantitative research used 33 sample students, pre- and post-evaluations of all four skills, and questionnaires about the participant's knowledge of the present perfect post-treatment and their opinions about the types of strategies and educational models used to integrate the four language skills in their classes. The study findings proved that the instruments used aided in finding out how to integrate communication skills throughout the lessons in the classroom to allow for a more fluid and in-depth learning experience for the intermediate students that participated in this research that was conducted at UNAE, Ecuador.

Another study is that of Lorena et al. (2011). This study aimed at investigating if the integration of the four skills of the English language – reading and listening comprehension, written and oral expression – in lessons of second year High School Students observing the way in which they are taught to determine if the application of the integrated-skill approach affects or not the learners' performance during instruction and in a TOEIC Bridge test sample. To reach this end, the observation of lessons was recorded on checklists, and the application of a standardized test was applied in order to establish the relationship between the two variables of the study. The study findings indicated that the integration of the four skills of the English language influenced the participants' performance.

A third study is that of Demirci&Tavil (2015), which aimed to investigate the most developed skill of the four English language skills after applying the course book *Yes You Can A1.2* published by the Ministry of National Education (MONE) in Turkey. The novelty in this study from the previous studies conducted on integrated skills is that this study attempted to find out whether there is integrated skill bias in the course books, although they are prepared with the aim of integrating the four skills to develop all of the four skills equally. To achieve this target, a pre and post-test aimed to see whether there was a change in the student's proficiency in the four skills after using the course book. Moreover, a student questionnaire and a teacher questionnaire, aiming to determine their perceptions of the efficacy of the course book in terms of the four skills, were developed and administered to the 9th grade students. Besides, a focus group interview was conducted both with the students and the teachers to get more qualitative data that makes the study results reliable. The findings demonstrated that the students are in satisfaction with the course book, while the teachers are not, in terms of its efficacy in improving the students' four skills. Finally, the findings indicated that the *Yes You Can A1.2* Course Book is reading dominant or reading biased in terms of the teaching four skills.

After reviewing the related research, the novelty in the current research is going to be highlighted through using the online integrated program of listening and writing skills integrated-based teaching approach program (LWSIBTAP) to enhance the two skills of listening and writing and their sub-skills for the Saudi Intermediate EFL undergraduate students. The program was instructed online to the study participants through the Blackboard learning platform of one of the Saudi universities due to the current situation of the Coronavirus disease (COVID-19). As indicated by Kim (2020) that "Distance education became ubiquitous as a result of the COVID-19 pandemic during 2020".

The current study teaching approach(LWSIBTAP) was applied to enhance the targeted listening skills of the study participants that were stated and adopted in the current study by several educationalists and researchers (e.g. Brownell,2006; Vandergrift,2007; Elshahawy, 2020; Tavil,2010). These skills are included in Table (1).

Table (1): The Study Targeted Listening Skills

S	Skills	6	stress patterns recognition
1	intonation patterns recognition	7	inference making
2	sound discrimination	8	getting the gist of the sentence
3	speaker identification	9	word recognition
4	speech retention	10	contracted form recognition
5	grammatical tense recognition		

In the meantime, the most important writing skills that were adopted in this study and indicated by several L2 (ESL/EFL) researchers (e.g.Akram& Malik, 2010; Sanchez,2000; Tangpermpoon,2008) were indicated in Table (2).

Table (2): The Study Targeted Writing Skills

S	Skills
1	Understanding the structure of a paragraph
2	Writing an effective topic sentence or an introductory sentence in a paragraph that states the topic of the paragraph
3	Writing controlling idea, which is part of a topic sentence that tells what specific a topic the paragraph will cover
4	Developing adequate support for a topic sentence or supporting sentences that support the topic sentence and develop the idea.
5	Understanding and exhibiting unity in writing in the paragraph. In other terms, if all sentences and ideas in the paragraph are related to one main idea, then the writing has unity.
6	Understanding the basic essay format
7	Writing effective thesis statements and supporting ideas
8	Writing a 5-paragraph essay, exhibiting a strong introduction, well developed body, and effective conclusion, with unity throughout the essay
9	Applying basic rules for Capitalization in English
10	Demonstrating appropriate use of apostrophes in English
11	Using commas in lists and after transition words at the beginning of sentences
12	Using commas in compound sentences
13	Writing transition words which are words that form a bridge from one idea to another idea.
14	Writing simple sentences, which are sentences that have only one subject-verb pair and a complete thought.
15	Writing compound sentence, which is two simple sentences joined by a coordinating conjunction
16	Knowing how to use coordinating conjunctions that join two independent sentences together.

3. Statement of the Problem

Finding out an adequate integrated approach based on listening and writing skills for the purpose of enhancing and mastering English language listening and writing skills by the EFL intermediate learners.

4. Purpose of the Study

The study aimed at enhancing EFL listening and writing skills for the Saudi EFL intermediate learners by applying an integrated approach based on the study proposed listening and writing skills integrated-based teaching approach program (LWSIBTAP)

5. Questions of the Study

Based on the problem and purpose of the current study, the following research questions were formulated:

- 1-What is the impact of the study's proposed listening and writing skills integrated-based teaching approach program (LWSIBTAP) on enhancing EFL Saudi intermediate learners' listening skills?
- 2-What is the impact of the study's proposed listening and writing skills integrated-based teaching approach program (LWSIBTAP) on enhancing EFL Saudi intermediate learners' writing skills?

6. Study Hypotheses

To address these two quantitative research questions, the study tested two research hypotheses concerning the correlation between the study proposed LWSIBTAP teaching approach and the enhancement of listening and writing skills for the EFL Saudi intermediate learners:

H1-The application of the listening and writing skills integrated-based teaching approach program (LWSIBTAP) enhanced the EFL Saudi intermediate learners' listening skills.

H1-The application of the listening and writing skills integrated-based teaching approach program (LWSIBTAP) enhanced the EFL Saudi intermediate learners' writing skills.

7. Significance of the Study

The importance of the current study is evident in the novelty that it brought, as it calls for the enhancement of listening and writing skills through the implementation of its teaching approach, which is the listening and writing skills integrated-based teaching approach program (LWSIBTAP). Here, the study differs from all the other studies that called for the use of the academic approach

of integrating the four language skills, either to develop the four language skills altogether, to develop the oracy skills of listening and speaking, or to improve the literacy skills of reading and writing. Furthermore, the study results and its proposed teaching approach would be productive and fruitful for the L2(EFL/ESL) instructors to enhance their students' listening and writing skills either at the intermediate or the advanced levels worldwide and not just in the Saudi EFL context.

8. Delimitations of the Study

The delimitations of the current study were identified in the following:

1. The participants of the study included the preparatory ESP students from one of the Saudi universities, aged 18 to 20.
2. The study was conducted concentrating on the EFL listening and writing skills as indicated in Tables (1) and (2).
3. The study demonstrated the impact of its listening and writing skills integrated-based teaching approach program (LWSIBTAP) on enhancing EFL listening and writing skills.

9. Methodology

9.1. Participants of the Study

The study included 100 EFL Saudi students (50 male and 50 female) from the ESP EFL preparatory year students at one of the Saudi universities aged 18 to 20 in Saudi Arabia in the academic year 2020/2021 second semester. The participants were selected based on convenience or opportunity sampling to be the participants of the study, and that interprets the small number of the study participants.

9.2. Study Design

The present study adopted the quasi-experimental design, as there was no control group. One experimental group of 100 students (50 males and 50 females) were selected based on convenience or opportunity sampling to be the participants in the study. The study listening and writing skills integrated-based teaching approach program (LWSIBTAP) was applied to the experimental group. For collecting the quantitative data, the study employed a pre/post listening writing skills test (PPLWST). In order to get the qualitative data, the study used students' weekly reflective journal entries (WRJE). **The study program application sessions were held online through one of the Saudi Universities Blackboard (BB) platforms** due to the Covid19 infectious disease. Moreover, the students' WRJE were sent and held through a What's App group specialized for this purpose. Figure (1) demonstrates the study design.

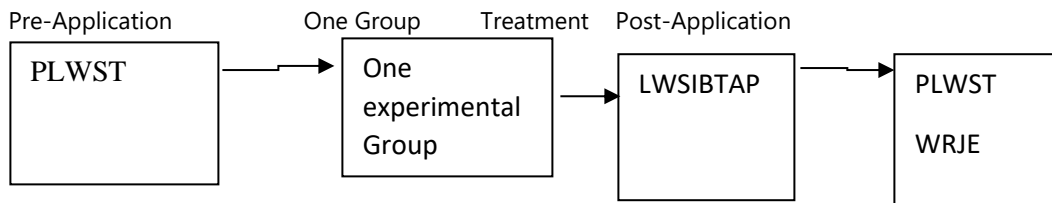


Figure (1): Quasi experimental design of the study.

9.3. Instruments of the Study

Three instruments were employed in the current research:

1) Pre/Post Listening- Writing Skills Test(PPLWST).

The test asked the participants to listen to a listening track and then write an essay based on the content of the listening track. It included a listening track for three minutes about the topic of "Avoiding Cycling Risks" and writing an essay about it. The test included some procedures, and went through them as indicated in Appendix (1). The main target of the PPLWST was to measure the impact of the application of the study program on improving the participants listening and writing skills. The participants' scores of the PPLWST were corrected through a writing scoring rubric designed and developed for this purpose. Some useful resources were elaborated on in designing this test (e.g.Akram& Malik, 2010; Demirci&Tavil,2015; Tech Talk Intermediate Student's Book,2020)

2-Essay Writing Scoring Rubric (EWSR)

The scoring rubric consisted of six items: Focus &details, organization; development; word choice, sentence structure, grammar mechanics and spelling; format. Marking each item started from 1 point to 4 points. The total score for marking the six items was 24 points. This means that the PPLWST was marked out of 24 marks.

3) Weekly reflective journals entries (WRJE)

The current study used weekly reflective journal entries as the study participants wrote individual reflective journals on the content of each of the 13th sessions and the skills of listening and writing they had learned during the sessions. Then, they sent their written journals, recording the written material with their own voices in the form of an audio file on the WhatsApp Group that the researcher allocated for this purpose. The other participants and the researcher gave them feedback for their reflective journals through the same WhatsApp Group, either in the form of written or recorded materials. Through those reflective journals, the researcher used the collected data from them in the qualitative study analysis by showing, discussing and arguing the common themes among the participants.

4) Listening and Writing Skills Integrated-Based Teaching Approach Program (LWSIBTAP)

The main objective of the LWSIBTAP program was to enhance the intermediate Saudi EFL learners' listening and writing skills. The participants volunteered to participate in this study with their full freedom, as the incentive to participate was their intrinsic motivation that stems from their strong will to enhance their listening and writing skills. The program lasted for three months in the second semester of the academic university year 2020/2021. Some resources were elaborated on to design and construct the study program (e.g. Akram & Malik, 2010; Brownell, 2006; Demirci & Tavil, 2015; Tech Talk Intermediate Student's Book, 2020)

The current study program was carried out in certain steps:

- 1- The program consisted of (13) sessions holding a session on Saturday every week, which is a vacation for male and female students.
- 2- Each session lasted for one hour and a half. Due to the current circumstances of the Covid19 epidemic, the sessions were held online with the participants from the male and female students through the Blackboard Learning Platform of one of the Saudi Universities.
- 3- The male sessions were provided by the researcher, whereas the female sessions were offered by the researcher as well with the help of a female EFL instructor colleague who volunteered to take part in the current study and was honored at the end of the program application.
- 4- The first session was an induction to the program and an explanation of its objectives and content to the participants.
- 5- In the following sessions, at the beginning of each session, there was a 10-minute explanation of the assigned listening and writing skills that the participants should be trained on, as indicated in tables (1) and (2) of the current study.
- 6- In the rest of the session, the participants listened to the listening script assigned for each session taking notes on it, and then writing a paragraph of 6 sentences based on the content of the listening script. This continued until the sixth session.
- 7- Then, starting from the seventh session, the participants started writing an essay on the listening script they listened to in not less than 300 words and continued like this till the end of the program.

9.4. Validity and Reliability

The three instruments of the pre-post listening-writing skills test (PPLWST), the essay writing scoring rubric (EWSR), and the study program of listening and writing skills integrated-based teaching approach program (LWSIBTAP) were validated by 8 jurors specialized in the field of applied Linguistics-English language teaching: Four Assistant Professors, two Associate Professors and two Full Professors at Tabuk University in Saudi Arabia and Mansoura University in Egypt. The jurors' recommendations and suggestions on the instruments were considered. As for the reliability of the instruments, the internal consistency of the coefficient reliability of the PPLWST was found to be (.650), which is a good degree of reliability among the test items.

Table (3): Reliability Statistics

Cronbach's Alpha	N of items
.650	4

9.5. Pilot Study

The pre/post-listening-writing skills test (PPLWST), the essay writing scoring rubric (EWSR), and the weekly reflective journals entries (WRJE) were piloted on ten students rather than the participants of the study from each campus, namely, the male and female campuses, in order to:

- 1- Allocate the appropriate time assigned for each instrument;
- 2- Be sure of the clarity and the unambiguousness of the words and phrases of the PPLWST for the participants and training them on how to write the WRJE;
- 3- Indicate the internal consistency of the coefficient reliability of the PPLWST which was found to be (.650).
- 4- Determine the procedures that would be followed when using each instrument.

9.6. Procedures of the Study

1-For the researchers' knowledge, the literature and the previous studies related to the integrated approach in teaching the English language four skills with a focus on listening and writing skills were reviewed.

2-After reviewing the related literature and based on the researchers' work experience (Assistant professor of applied linguistics, ELT) at the University education level for seven years, the study instruments of Pre/Post Listening- Writing Skills Test (PPLWST); Essay Writing Scoring Rubric (EWSR) and Listening and Writing Skills Integrated-Based Teaching Approach Program (LWSIBTAP) were designed and developed.

3-The study instruments were validated by 8 Faculty Members and jurors, as their suggestions and feedback were considered and worked on them. Cronbach Alpha coefficient for internal consistency using the SPSS program was used to achieve the reliability of the PPLWST (.650).

4-The Pre-Listening-Writing Skills Test (PLWST)was administered to the experimental group in the first week of the second term of the academic year 2020/2021 to measure the participants' (males and females) competency in the two skills of listening and writing skills.

5-The study program application (LWSIBTAP) was carried out online in the second semester of the academic year 2020/2021 for three months through the electronic platform of Blackboard of one of the Saudi Universities. During the program application, one session for one hour and a half was held on every Saturday with the male participants by the researcher and another one with the female participants by the researcher as well with the help of a female colleague from the female campus.

6-After each session, the participants were asked to write Weekly reflective journal entries (WRJE) individually and send them to two WhatsApp Groups(one for the males and another group for the females) created by the researcher for this purpose and included all the study participants in them. The participants got feedback either in the form of written or recorded materials from their peers and the researcher on their reflective journals through these groups. Also, the paragraphs and the essays that were written by the participants through the program sessions were sent by the participants in these two groups and collected by the researcher to be filed in an electronic file for the qualitative analysis.

7-At the end of the program application, the post listening- writing skills test (PLWST) was administered to the experimental group. The researcher used the essay writing scoring rubric (EWSR) to correct the two tests.

8-The statistical analyses using the paired samples-test and the effect size to interpret the two tests data statistically were employed.

9-The qualitative data were collected from the participants' weekly reflective journal entries (WRJE).

10-Recommendations and suggestions based on the study results were provided for further research in this area.

10. Results and Discussion

In order to answer the study questions and verify its hypotheses, the current study used the mixed approach using the SPSS statistics program (Ver.19) to analyze the data collected from the pre/post listening-writing skills test (PPLWST) and the effect size of the study program application (LWSIBTAP) on the enhancement of the participants' listening and writing skills. In the meantime, the qualitative data was collected from the common themes in the participants' weekly reflective journal entries (WRJE).

To Answer the Study Two Questions and Test its Two Hypotheses Statistically:

To measure the enhancement in the participants' listening and writing skills because of the study program (LWSIBTAP) application, the results of the paired samples t-test demonstrated this enhancement as indicated in Table (4):

Table (4): Paired Samples Test of the Pre/Post Listening- Writing Skills Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Scoring on the Pre Listening - Writing Skills Test - Scoring on the Post Listening - Writing Skills Test	-8.18000	1.65377	.16538	-8.50814	-7.85186	-49.463	99	.000

The findings in Table (4) indicate that $t(99) = (-49.463)$, $p(.000) \leq .05$. This is obvious evidence that there are statistically significant differences between the pre-test and the post-test of the listening-writing skills test in favour of the post-test. This means that the study program (LWSIBTAP) application enhanced the participants' English listening and writing skills. For more reliability and evidence, the effect size was calculated for the two tests, as shown in Table (5).

Table (5): Effect Size of the Study Program for Pre/Post Listening- Writing Skills Test (LWST):

Dependent Variable: Scoring on the Post Listening -Writing Skills Test						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	903.367 ^a	11	82.124	32.978	.000	
Intercept	12703.201	1	12703.201	5101.130	.000	
Pre LWST	903.367	11	82.124	32.978	.000	
Error	216.654	87	2.490			
Total	27793.000	99				
Corrected Total	1120.020	98				

a. R Squared = .807 (Adjusted R Squared = (.782))

Findings from Table (5) indicate that $F(11,87) = (32.978)$, $P = (.000)$ and the Partial Eta Squared " η^2 " is (.782), which is a large effect size for the study program application on improving the participants' listening and writing English language skills. Thus, the two study questions were answered, and the two hypotheses based on them were verified and accepted. For more evidence to support the study's statistical results, a qualitative interpretation was conducted for the participants' weekly reflective journal entries (WRJE) by comparing and contrasting the common themes mentioned in the participants' WRJE.

The qualitative data collected from the participants' WRJE focused on two main themes: Enhancing listening skills and writing ones based on the study program (LWSIBTAP) application. Excerpts from the participants' WRJE regarding the two themes were demonstrated in tables (6) and (7).

Table (6): Samples from WRJE Excerpts Supporting the Enhancement of the Participants' Listening Skills:

Participants	Excerpts
1	Thanks to the study program, which allowed me a big chance to become familiar with intonation and stress patterns and made it easy for me to know and discriminate sounds as well as identify the speakers in any conversation.
2	I feel that time after time, I got used to understanding the gist of the speakers' sentences, and also I acquired the skill of guessing the meaning of new words from the sentence context.
3	Really, practice makes perfect, and listening was a big problem for me, but participating in those 13 th sessions made my ears familiar with the native speakers' contractions for words and sounded like the word gotta, gonna, dunno, wanna, ain't....etc.

Table(7): Samples from WRJE Excerpts Supporting the Enhancement of the Participants' Writing Skills:

Participants	Excerpts
1	Actually, session after session, I got used to the structure of writing the paragraph, namely, the topic sentence, supporting sentences and the conclusion.
2	I can confirm after participating in this program that I can write a good essay following its logic sequence, like starting with an introductory paragraph that contains the thesis sentence and then the themes that are supporting it, which will be developed later in the form of paragraphs.
3	Today, I think that participating in this program provided me with a big chance to use punctuation appropriately in my writing, such as sticking to the capitalization rules in English and the appropriate use of apostrophes and commas in English. Moreover, I acquired some grammatical skills that allowed me to write effectively, like the appropriate use of transition words and the different types of sentences, either simple or compound and how to use the conjunctions to join these sentences.

As shown in Tables (6) and (7), the excerpts taken from the participants' weekly reflective journal entries (WRJE) demonstrated that the skills of listening and writing that the study program focused on enhanced greatly after applying the program to them for a period of 13th weeks. This means that the quantitative results (Tables 4 and 5) and the qualitative findings (Tables 6 and 7) confirmed the productivity of the current study's integrated approach in improving the participants' listening and writing skills, and in the meantime, answered the two study questions and verified its two hypotheses.

11. Discussion

It is evident from the findings of the current study that the quantitative and qualitative data collected from the post listening-writing skills test (PLWST) and the students' weekly reflective journals entries (WRJE) respectively confirmed the effectiveness of the study integrated program of the two English skills of listening and speaking that led to the enhancement of these two skills for the study participants.

This goes in line with all the studies (e.g. Abdel-Haq, et al.,2018; Abdrabo, 2014; Al- Mansour & Al-Shorman,2014; Amlil,2017; Anh, 2019; Biloon,2018; Demirci&Tavil, 2015; El-Shahawy, 2017; Lorena et al., 2011; Tangpermpoon, 2008; Tavil,2010) that called for and demonstrated the importance of the integrated approach in teaching the four English language macro skills of speaking, reading and writing or the oracy skills of listening and speaking or the literacy skills of reading and writing. However, the novelty of the current study is that it called for the integration of the receptive skill of listening and the productive skill of writing, which was not found in the previous integration approach studies.

The findings of the study also indicated that there were few significant differences concerning the variable of sex between the male and female participants regarding the effect of the study program on developing their listening and writing skills. This was shown in the statistical scores as indicated in tables (4) and (5) of the pre/post-listening-writing skills test (PPLWST) of the participants while collecting the required data for conducting the paired samples t-test and the effect size using the SPSS program. Additionally, this was obvious in the participants' excerpts of their weekly reflective journals, as indicated in tables (6) and (7). For example, a female participant (FA) stated that "I cannot deny that participating in this program made me familiar with and aware of the most important listening skills of linking words, intonation patterns, contraction of model verbs and guessing the meaning of difficult words from the context of the sentence". In the same vein, a male participant (MA) stated that "Really, I am very happy that I got this golden chance to take part in this program. I think it put my feet on the first steps of the ladder of improving my

listening skills. With more practice on these listening skills of recognizing intonation patterns, sound discrimination, stress patterns, and contracted forms, I think I will be perfect in listening to English native speakers”.

Regarding the writing skills enhancement, a female participant (FB) mentioned that “After my participation in this program, I have acquired a clear understanding of the format and the structure of writing different types of paragraphs and essays”. In the meantime, a male participant (MB) reported that “I cannot deny that before participating in this program, I had a big confusion about some academic writing stuff such as topic sentence, supporting sentences, essay thesis, supporting paragraphs and conclusion. Now, I think I am doing well in them, and they are very clear for me.”

12. Conclusion

The present study aimed at improving the EFL listening and writing skills for the Saudi EFL intermediate learners via employing an integrated approach based on the study proposed listening and writing skills integrated-based teaching approach program (LWSIBTAP). From the findings of the current study, it could be concluded that the current study program, which was based on the approach of integrating listening and writing skills, differed from all other teaching approaches of L2 (EFL/ESL) integration as they were based on integrating the four language macro skills of listening, speaking, reading and writing altogether, or only oracy skills (listening and speaking), or just literacy skills (reading and writing). The current study program had positive effects on the study participants. This enhancement is evident in improving the participants' listening and writing skills, which the study program focused on. Based on these results, some recommendations and suggestions were proposed.

Among these suggestions, the current study recommends strongly that the L2 (ESL/EFL) instructors should not teach writing skills, such as teaching students how to write a paragraph or essay in the traditional way, but according to this new teaching approach, listening-writing integration approach (LWIA), which is based on the integration between listening and writing skills. The main reason for this is that this newly created teaching approach makes students more motivated and interested and eliminates any kind of boredom that students may have during the writing session or lecture. At the same time, this LWIA helped L2 (EFL/ESL) learners to master listening skills to a great extent, as the study findings proved. Another important recommendation is that this LWIA approach should be applied to the intermediate and advanced L2 (EFL or ESL) learners, either majoring in English language or ESP learners.

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