The Effect of Integration-Based Instruction (IBI) on Iranian EFL Learners' Listening Comprehension Ability

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The present study attempted to investigate the effect of Integration-Based instruction (IBI) on Iranian EFL learners' listening comprehension ability. Two thirty item multiple-choice listening comprehension test adopted KET and CBT listening comprehension test to serve as pretest and posttest. The reliability of posttest and pretest was measured through piloting with 30 EFL intermediate learners. The reliability of posttest and pretest was estimated .87 and .89 respectively through Cronbach's Alpha method. Integration-Based instruction was given as treatment in this study to fulfill the purpose of the study. 60 participants among 200 intermediate EFL learners were chosen by means of administering a standardized Oxford Placement Test (OPT). Before the treatment, the pretest was administered to 60 intermediate EFL learners randomly assigned to experimental and control groups. The mean scores of experimental and control groups pretest indicated that there was no meaningful difference between two groups before treatment. After the treatment was over (IBI for experimental and usual instruction for control group), the posttest was given to the same students. The result of the Independent Sample Test to compare two groups' score on posttest revealed that experimental group outperformed the control group. These results confirm the positive effect of Integration-Based instruction on Iranian EFL learners' listening comprehension ability. Despite the limitation of the study, the overall results of the study provide empirical support for the facilitative effect of IBI on the listening comprehension ability of the EFL learners and conclude with the pedagogical implication for the language listening classroom.

Keywords : Integration-Based Instruction (IBI), EFL Learner, Teaching Methodology, Existing Method of Listening, Listening Comprehension

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