

The Effectiveness of a Constructivist-Based Approach on Developing Listening Skills among Al-Aqsa University Students in Gaza

فعالية منهج قائم على النظرية البنائية في تنمية مهارات الاستماع لدى طلاب جامعة الأقصى
بغزة

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Submitted by the Researcher/ Mohammed Abdulrahman Alhabbash*

* Curriculum & Methods of Teaching English Language

Lecturer Al-Aqsa University – Palestine North Gaza

Emaill mohahab74@gmail.com

Abstract:

This study aimed to identify the effectiveness of a Constructivist-Based Approach on Developing Listening Skills among Al-Aqsa University Students in Gaza. The research divided seventy participants into experimental and control groups, each comprising thirty-five students. Data were gathered through pre- and post-tests, as well as a satisfaction questionnaire administered to the experimental cohort. Over the course of one semester, the intervention group received three hours of weekly instruction grounded in constructivist principles, while the control group followed conventional teaching methods. Statistical analysis of post-test scores revealed a significant improvement in the experimental group

relative to the control group, attesting to the effectiveness of the constructivist approach. Moreover, questionnaire responses indicated a strong positive reception of the instructional model among learners. The findings underscore the potential of constructivist pedagogy in fostering listening proficiency and suggest its broader applicability within tertiary English language education in Palestine. Recommendations for curriculum development and teacher training are also discussed.

Keywords: *constructivist approach, listening skill, University Students, Interactive Learning, Al-Aqsa University; Gaza*

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الباحث/ محمد عبد الرحمن الهباش *

*محاضر أكاديمي بجامعة الأقصى بغزة

إيميل : mohahab74@gmail.com

الملخص

ألّفَا كرونيّاخ للتأكد من ثبات الأدوات، إلى جانب تحليل مضمون الإجابات المفتوحة لتفسير النتائج الكمية بشكل أعمق. وقد أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية، مما يؤكد فاعلية المدخل البنائي في تنمية المهارة المستهدفة، كما أبدى الطلبة استجابات إيجابية عالية تجاه الاستراتيجيات المستخدمة. وفي ضوء هذه النتائج، يخلص البحث إلى تقديم جملة من التوصيات، من أبرزها: إدماج استراتيجيات التعلم البنائي في برامج تعليم اللغة الإنجليزية على المستوى الجامعي، والعمل على تأهيل أعضاء هيئة التدريس لاستخدامها، بالإضافة إلى الدعوة إلى إجراء بحوث مستقبلية تستقصي أثرها في المهارات اللغوية الأخرى كالقراءة والكتابة والتحدث.

الكلمات المفتاحية: التعلم البنائي، مهارة الاستماع، طلاب الجامعة، التعلم التفاعلي، جامعة الأقصى، غزة.

تسعى هذه الدراسة إلى تقصي فعالية تدريس قائم على النظرية البنائية في تنمية مهارة الاستماع باللغة الإنجليزية لدى طلبة جامعة الأقصى بغزة، وبلوغ هذا الهدف، جرى اعتماد التصميم شبه التجريبي الذي يقوم على مجموعتين؛ إحداهما تجريبية والأخرى ضابطة، حيث تألفت عينة الدراسة من (70) طالباً وطالبة من المسجلين في مقرر مهارة الاستماع 2 بقسم اللغات، بواقع (35) طالباً في المجموعة التجريبية و(35) طالباً في المجموعة الضابطة. استمرت المعالجة التجريبية فصلاً دراسياً كاملاً، واستمر تطبيق البرنامج التعليمي القائم على البنائية طيلة فصل دراسي كامل، بمعدل ثلاث ساعات أسبوعياً، وتم جمع البيانات بواسطة اختبار قبلي وآخر بعدي، فضلاً عن استخدام استبانة لقياس اتجاهات الطلبة تجاه الطريقة المتبعة. ولتحليل النتائج، تم توظيف مجموعة من الأساليب الإحصائية الملائمة، مثل اختبار "ت" لعينتين مستقلتين، وحساب حجم التأثير، فضلاً عن معامل ارتباط بيرسون ومعامل

Chapter One: General Framework of the Study

1. Introduction

The English language occupies a central position within the educational systems of Palestine, being taught across both school and university levels. Its status is further elevated by its function as a second official language alongside Arabic, which is the native tongue, thereby rendering it particularly influential throughout the Arab region, with a distinct prominence in the Palestinian context. Consequently, the objective of English language learning transcends the mere facilitation of international communication and extends to enabling active engagement in local civic affairs. In this regard, listening proficiency is viewed not solely as a means to satisfy examination requirements, but also as a practical tool for real-world interaction. Language development, as underscored by Bruce (2006), emerges from active, iterative, and multifaceted learning processes, which in turn necessitates a thorough comprehension of how learners internalize linguistic input in order to establish optimal instructional conditions. Mastery of listening skills empowers learners to engage in meaningful dialogue, articulate viewpoints, process and exchange information, and participate effectively in discussions aimed at comprehending global developments. Rao (2019) affirms that oral and aural competencies represent the most vital skills for EFL and ESL learners, particularly for those aspiring to advance professionally, enhance self-confidence, secure improved employment prospects, deliver public addresses, attend interviews, join debates and group dialogues, or deliver presentations. Similarly, Afshar and Rahimi (2014) advocate for the prioritization of speaking proficiency in EFL instruction, while Sanaa (2013) maintains that competence in speaking and listening serves as a key indicator of academic achievement among English language learners. Nevertheless, the complexity of listening as a skill should not be underestimated, as Richards and Renandya (2002) observe that the intricate cognitive processes involved render listening a challenging endeavor for both second and foreign language learners. Moreover, Yalkhong and Usaha (2012) note that anxiety levels tend to escalate among EFL students when they are required to produce spoken language. Indeed, listening is frequently identified as the most anxiety-inducing skill in foreign or second language acquisition. In addition, Sila (2007) suggests that language-related anxiety intensifies with increasing proficiency levels, particularly in the context of productive skills such as listening.

In addition to the aforementioned, universities in Palestine face significant challenges, particularly in this age of knowledge, necessitating the transfer of knowledge to new generations, as well as addressing the high population density that produces a large number of graduates annually. However, the most prominent of these challenges lies in the contemporary political, educational, and cultural invasion of the Arab world. Therefore, to confront these challenges, it is essential to develop new teaching methods and optimally utilize the latest educational technologies. According to this, the researcher felt that it's an important thing to find a new way to

teach oral communication skills effectively. From my experience as English lecturer, I found that there are many lecturers still use traditional methods in teaching listening. The lecturers just give the material and explain it, give examples and give exercises. This is not only because of lack of vocabulary but also lack of effective interaction strategies. This research project will examine the effect of a constructivist-based approach on developing listening skill for Al-Aqsa university students in Gaza. The attractiveness and accessibility of the theory of makes it a go Constructivist candidate for structuring innovation by educators in their practice. Participants had the opportunity to experiment with connecting their thoughts and ideas across blogs and discussion forums, reflecting and discussion on what worked and did not work for them.

1-2 Statement of the Problem

Notwithstanding the considerable duration of English language instruction at universities in Gaza and the evident emphasis placed on English language curricula, a noticeable observation persists regarding the oral proficiency levels of EFL students enrolled at Al-Aqsa University. It is frequently noted that many of these learners struggle to produce grammatically accurate and contextually meaningful spoken utterances, even at a basic level. This observed challenge, however, is not confined to the Palestinian educational context; rather, it reflects a broader pattern across the Arab world.

Arab learners of English commonly face persistent difficulties in both spoken and written production. This limited oral development can be attributed, at least in part, to insufficient opportunities for meaningful peer interaction, alongside a lack of consistent teacher feedback and instructional guidance, as highlighted by Chen Hsieh, Wu, and Marek (2017) and Wang (2014). Furthermore, there is growing evidence of a steady decline in English language proficiency standards at the school level, a concern that has been repeatedly acknowledged by university faculty members and educational practitioners in Gaza. Such a decline underscores the pressing need for systematic and empirically grounded research aimed at addressing specific areas of linguistic difficulty that learners encounter during the acquisition process. Given this prevailing context, it is reasonable to anticipate that students would also experience considerable challenges in developing listening competence alongside their oral skills. In light of these considerations, the present study seeks to investigate the potential impact of implementing a constructivist-based pedagogical approach on the enhancement of oral performance among EFL learners at Al-Aqsa University in Gaza.

1-3 Research Questions and Hypotheses

Research Questions

RQ1: Does a constructivist-based instructional program lead to a significant improvement in students' listening skill (posttest) compared to a control group taught through standard methods?

RQ2: How do students describe their listening development and willingness to communicate following the intervention? Hypotheses According to the research questions the researcher prepared these hypotheses.

1. There are statistically significant differences at ($\alpha \leq 0.05$) in listening skill between the experimental group and the control group in favor of the experimental group.
2. Constructivist activities will increase learners' satisfaction as reported in reflections.

1 -4 Aims of the Study

The present study aims to investigate the effectiveness of a constructivist-based instructional approach in developing the listening of first-year EFL students at Al-Aqsa University in Gaza. Specifically, the study seeks to:

1. To explore students' attitudes and satisfaction with learning listening skills through activities based on constructivist theory.
2. To provide practical empirical evidence supporting the integration of constructivist learning principles into teaching listening skills in English as a foreign language at the university level.
3. To present pedagogical recommendations for English as a foreign language teachers and curriculum designers based on the study results.
4. Offer pedagogical recommendations for EFL instructors and curriculum designers based on the findings of the study. Despite the importance of the findings, this study has several limitations that must be acknowledged. It was conducted with first-year students in the English as a Foreign Language program at Al-Aqsa University in Gaza; therefore, the results cannot be generalized to students in other academic years or to other educational institutions. Furthermore, the sample size was limited to 70 students, with 35 participants in each of the control groups. Furthermore, the educational program experimental and was limited to a single semester, which may not have been sufficient to observe the long-term effects of the constructivist approach on students' listening skills. The study also focused exclusively on listening and did not address the potential effectiveness of the constructivist approach on other language skills, such as speaking, reading, and writing. Finally, although the assessment of listening performance relied on reliable and validated testing instruments and measures, these may not have covered all aspects of learners' listening competence

Chapter tow Literature Review and Theoretical Framework

2.Literature Review and Theoretical Framework

2 -1 The constructivist-based approach Constructivism is an approach that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representation and incorporate new information into their pre-existing knowledge.

-Constructionism is a constructivist learning

The distinction between constructivism as a theory of learning and constructionism as a theory of instruction lies at the heart of understanding how knowledge is actively built by learners. Constructionism posits that knowledge construction is most effectively achieved when learners engage in the creation of tangible and shareable products (Ackerman et al., 2009, p. 56). This perspective emphasizes that learning is not merely an internal cognitive process but is significantly enhanced when the learner is involved in producing an external artifact that can be observed, discussed, and refined. As articulated in the broader educational literature, constructionism holds that individuals learn most effectively through the act of making things, and this approach is closely aligned with experiential learning paradigms while also drawing upon foundational ideas originally advanced by Jean Piaget. Unlike constructivism, which tends to focus on the internal, cognitive building of knowledge structures regardless of the learning context, constructionism adds a further dimension by asserting that such knowledge construction occurs particularly effectively when the learner is consciously and actively engaged in developing a public entity. This entity may range from a simple physical object, such as a sandcastle, to an abstract intellectual product, such as a scientific theory. In this sense, constructionism extends constructivist thought by foregrounding the role of externalization and social sharing in the learning process, thereby underscoring the importance of contextualized, project-based, and collaborative learning environments" (Papert,2006.1b)

2-2 Constructivism in Language Learning

The constructivist approach assumes that learners actively construct Through interaction with knowledge rather than passively receive information. their environment and ongoing reflection, learners integrate new information into their existing cognitive frameworks. Social constructivism, rooted in the work of Vygotsky, emphasizes the importance of guided social interaction in developing cognitive and linguistic competence.

Therefore, learning collaboration, reflection, motivation, and learned independence are fundamental tenets of the constructivist approach, and their effectiveness in supporting language development has begun to emerge. Through the context of creating spoken English, it provides opportunities for effective communication and improved conversational skills.

2-3 Constructivist Implementation of Listening

The application of listening instruction through a constructivist approach focuses on actively constructing meaning rather than passively receiving auditory input. In constructivism, according to (Rost, 2011), learners build their own understanding by integrating new information with their prior knowledge, experiences, and expectations. Therefore, listening is treated as an interactive, cognitive, and socially mediated process.

1. Activating Prior Knowledge (Pre-Listening Stage) Constructivist listening procedures begin by helping learners access what they already know. This stage may include: Brainstorming ideas related to the listening topic.
2. Predicting vocabulary or content based on contextual clues. Discussing personal experiences linked to the listening material. This allows learners to form mental frameworks to receive the new input.
3. Collaborative Meaning-Making (During-Listening Stage) During listening, students are encouraged to engage with the input in an active and reflective way: Identifying main ideas and comparing them with earlier predictions. Working in pairs or small groups to verify understanding. Utilizing note-taking tools, graphic organizers, or concept maps to construct meaning. The focus is on interaction with the text and peers rather than simply answering comprehension questions.
4. . Reflection and Reconstruction of Understanding (Post-Listening Stage) In this stage, learners consolidate and reorganize the meaning they created: Summarizing the listening text using their own words.

Discussing discrepancies between predictions and the actual content. Linking the listening input to real-life contexts and personal experiences. Engaging in problem-solving, role-plays, or presentations based on the listening content. This helps learners integrate the new information into their existing knowledge structures.

2-4 Constructivism in Similar EFL Studies

A substantial body of research examines the effectiveness of constructivist teaching in improving language skills, including speaking, writing, listening, and vocabulary. These studies encompass both school and higher education settings and provide methodological support for the quasi-experimental design employed in this study.

For instance , Afshar and Rahimi(2014) examined the relevance of constructivism in qualitative educational research, emphasizing its focus on meaning-making.(James and Mahnaz ,2015) argued that despite widespread adoption of constructivist principals, teachers often lack a comprehensive understanding of the theory, which limits its classroom application and analyzed adult learners' perceptions toward constructivist teaching in South Africa, highlighting the value of interactive, collaborative, learner centered practices.

Chapter Three: Methodology and Procedures Method

3.1 Research Design

The present study adopts a quasi-experimental research design as it has two groups of participants: an experimental group and a control group. Data collection will be based on the use of pre and posttest.

3.2 Participants

The targets of this study are two groups are of Gazen EFL freshmen at the Department of Languages at Al-Aqsa University, Gaza. Both groups study speaking 2, subject as a part of the academic syllabus course in the academic year 2022/ 2023. Whereas the control group will be 35 students and the experimental group will include 35 students too. The process of teaching will last for a semester with three hours teaching per week.

3.3 Sampling & assignment

The research methodology of the present study is structured around a set of interconnected procedural steps, each designed to serve the overarching objectives of the investigation. This process commenced with an extensive review of relevant educational literature and prior empirical studies, which enabled the researchers to draw upon the methodological designs, instruments, findings, and recommendations of earlier work, thereby informing the overall direction of the current research. A theoretical framework was subsequently developed, incorporating key scholarly contributions addressing the significance of listening skills and the pedagogical value of constructivist-oriented approaches, thus establishing a solid conceptual foundation for the study. On the practical level, an instructional program in English language was specifically designed and implemented as an experimental intervention with the treatment group, aimed at assessing the effectiveness of the constructivist model in fostering listening competence. To facilitate data collection, two equivalent tests were constructed—one administered prior to the intervention and the other upon its completion—in order to measure any potential improvement in student performance. Additionally, a questionnaire was developed to examine participant satisfaction with the instructional program and to gauge their overall receptiveness to the approach employed. Upon the completion of data gathering, tabulated summaries including frequencies and percentages were prepared to present the findings in an organized manner. These were followed by rigorous statistical analysis and careful interpretation of the results within the context of the theoretical framework and the broader educational setting. Based on the derived conclusions, the study puts forward a series of practical recommendations addressed to educational policymakers and teaching staff, advocating for the integration of constructivist strategies into English language curricula and calling for further research to explore their applicability across diverse learning contexts and linguistic skills.

3.4 Intervention (detailed)

At the start of the pilot program, the amateur and descriptive template was developed, outlining the skills the participants would learn and the learning outcomes that would enhance their critical thinking abilities. The program was implemented with the experimental group. It is a graduation project based on six units from the Touchstone 3, 2nd Edition textbook and was used in intensive development. It was chosen for its suitability for constructivist application to students, given its distinctive approach and focus on skills, which is the aim of the research. This program runs for 18 weeks, with 3 hours of instruction per week. Meanwhile, a traditional approach to addressing discrimination was used with the control group. -Collaborative communicative tasks (jigsaw tasks, role-plays, problem-solving discussions) were students co-construct responses. - Listening comprehension is the ability to recall and understand what is heard.

comprehension as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.

3.5 Instruments

The instruments which were used to measure students' listening skill as follow:

*The first is a list of measuring listening skill for all students, which will determine the evaluation criteria for these skills.

*The second is a pre- post test to determine the listening level of the experimental group and the control group.

The listening section of this test has been developed to familiarize test takers with the question formats typically associated with the TOEFL ITP assessment.

Nevertheless, it is important to clarify that these tasks are not designed to mirror the precise layout or the complete test administration conditions as they appear in the official TOEFL ITP booklets.

Instead, the primary function of this section is to offer students an opportunity to demonstrate their ability to interpret and process spoken English in a range of communicative situations. The section is divided into three separate parts, and each part is introduced by a distinct set of directions tailored to the specific demands of that segment. Examinees are required to base their answers exclusively on the content that is either directly stated or indirectly suggested by the speakers featured in the recorded passages.

With respect to the test format, Part A consists of a number of short dialogues between two individuals, and each dialogue is immediately followed by a question that tests comprehension of the exchange. It must be stressed that both the dialogues and the accompanying questions are presented only once, with no repetition provided during this portion of the test.

Part B, in contrast, presents students with extended dialogues that require sustained attention and more comprehensive understanding of the spoken content.

3.6 Validity of the pre-post listening skills test

The pre- and post-tests were reviewed by three juries, as listed in the appendix, who approved them as valid instruments.

Additionally, the validity of the pre- and post-tests for listening comprehension, selected from the TOEFL ITP international test, was assessed. This test was also reviewed by three juries who approved it as a valid and measurable assessment tool for students.

3.6.1 Piloting the Test

A random sample of second year English language students has been selected to take the test.

This test aims to determine the time required for the listening exam and to ensure that the exam is suitable for the level of students. This sample of ten students was also selected to take the pre- test of listening and to determine the sufficient time for the test, which was estimated fifteen minutes and contains ten questions. It was also noted if there were any other problems that the students might face in the test.

3.7 Reliability of the test

In order to calculate the consistency and reliability of the speaking test, the alpha coefficient was used and then it was applied to a sample, and the consistency coefficient for the test as a whole was indicated.

Alpha coefficient was used too to calculate the reliability coefficient of the listening test. Results of the reliability coefficient of the listening test were estimated and shown in table (1):

Table (1): The Consistency Coefficient of the listening test

The test	Alpha
Coefficient	0.75

This table reveals that the alpha reliability coefficient of the listening test was 0.75 which is greater than 0.5. This is a high reliability value and is statistically accepted. This means that the listening test is considerable reliable.

Chapter four Data Analysis and Results

4.The data Analysis and the Moste Results

4-1 This chapter discusses Data analysis and the accurate statistical results and their analysis of the study through statistical comparisons between the control and experimental groups in terms of the pre results of listening and speaking and the post results, that is, after the implementation of the experiment on the experimental group.

4-1-1 Statistical Analysis The researcher used the following statistical technique:

1-The analysis of the participants' narratives was computed utilizing SPSS 22 program to answer the questions of the study and to test the hypotheses of the study.

2- Frequency and Descriptive analysis. 3- Tabular display. 4-Kolmogorov- Smirnov test was used to test the normality of data. Rule of Kolmogorov- Smirnov test

*If P-Value is smaller than the level of significance, $\alpha=0.05$, then the data is not normally distributed and we should use nonparametric test such as Mann-Whitney test, and Wilcoxon rank test.

* If P-Value is greater than the level of significance, $\alpha=0.05$, then the data is normally distributed and we should use parametric tests such as Independent and Paired Samples t-test.

* The Independent Samples t-test was used to examine if the two means of the experimental and control groups were significantly different.

* The Paired Samples t-test was used to examine if the experimental group two means on the pre-posttests were significantly different.

* Eta Square equation (η^2) was used to measure the effect size of the Constructive based approach on developing listening skill for Al-Aqsa University Students in Gaza (Abu Allam ,2003, pp. 106-107). The researcher applied the "Effect Size" technique according to the critical values for the effect size levels as shown in table (2).

Table (2): The critical values for the Effect Size levels

η^2 (Effect Size)	Interpretation
Less than 0.01	Very small / Weak
0.01 to less than 0.06	Small
0.06 to less than 0.14	Medium
0.14 or more	Large

4-2 Results and interpretation of the study

4-2-1 The results

The first hypothesis states that “There are statistically significant differences at ($\alpha \leq 0.05$) in listening skill between the experimental group and the control group in favor of the experimental group.” To verify this hypothesis, we must look at these tables:

Table (3): Listening pretest results : Here is the table from the image recreated in a Microsoft Word-style format (left-to-right direction), ready to be copied into a document:

Table (3): Listening pretest results

Group	Number	Average	Standard deviation	T-value	P-value
Experimental	35	3.14	1.86	0.442	0.660
Control	35	2.94	1.92		

Tabulated t-value=1.96

The data presented in Table (3) indicate that the mean score of the experimental group on the listening pretest was 3.14, while that of the control group was 2.94. Statistical analysis revealed that the computed t-value fell below the critical t-value, and the corresponding p-value exceeded the 0.05 significance threshold. This finding suggests that there was no statistically significant difference between the two groups in terms of their listening performance prior to the intervention. In other words, both cohorts demonstrated comparable levels of listening proficiency at the outset of the study, thereby establishing an equivalent baseline from which to assess the effects of the subsequent experimental treatment.

Table (4): Listening post-test results

Group	Number	Average	Standard deviation	T-value	P-value
Experimental	35	6.60	1.75	8.438	*0.000
Control	35	3.45	1.33		

Tabulated t-value=1.96

The findings displayed in Table (4) reveal that the posttest mean score for the experimental group reached 6.60, whereas the control group attained a mean of 3.45.

The computed t-value exceeded the critical threshold, and the associated p-value fell below the 0.05 level of statistical significance. This outcome indicates a statistically significant difference between the two cohorts on the listening posttest, with the experimental group demonstrating notably higher performance than the control group. Such results provide clear evidence that the experimental treatment had a measurable and positive impact on the development of listening skills among students in the experimental group.

Table (5): Listening test results for the Control group

Group	Number	Average	Standard deviation	T-value	P-value
Post-test	35	3.45	1.33	1.27	0.212
Pre-test	35	2.94	1.92		

Tabulated t-value=1.96

Table (5) shows that the average of the Listening post-test equals 3.45 and the average of the Listening pre-test equals 2.94 for the control group. Also, the Tvalue is lower than the tabulated value and the p-value is greater than the level of significance 0.05 which means there is no a difference in means of the listening test for the control group between the pre-test and the post-test.

Table (6): Listening test results for the experimental group

Group	Number	Average	Standard deviation	T-value	P-value
Post-test	35	6.60	1.75	7.886	*0.000
Pre-test	35	3.14	1.86		

Tabulated t-value=1.96

The results presented in Table (6) indicate that the mean score of the experimental group on the listening posttest was 6.60, compared to a mean of 3.14 on the pretest. The calculated t-value exceeded the critical value, and the p-value was found to be below the 0.05 significance level, confirming a statistically significant difference between the two administrations of the test.

This improvement, which favors the posttest performance, provides strong evidence that the constructivist-based instructional approach contributed effectively to the enhancement of listening proficiency among students in the experimental group.

In contrast, the control group did not exhibit a comparable level of progress, as the observed improvement in their performance was not statistically meaningful.

4-2-2 Discussion After analyzing

the results and statistical data obtained from the program's implementation, it became clear that the constructivist approach was effective in improving listening skills in the experimental group compared to the control group.

This result answers the first research question. This finding is consistent with several previous studies. For instance, (Uwalaka, 2015) found that students taught using the constructivist method achieved significantly higher scores in listening comprehension compared to those taught using traditional methods. Similarly, (Phumeechanya, 2020) reported that students who learned through a constructivist approach demonstrated better listening and speaking skills than those taught through conventional instruction. Furthermore, constructivist learning theory emphasizes that learners actively construct knowledge rather than passively receive it, enhancing their language comprehension skills, including listening. (Fosnot, 2013).

In this context, listening is viewed as an interpretive and cognitive process that depends on the learner's ability to actively process and understand messages (Vandergrift, 2007).

The comparison between the control and experimental groups in this study showed a clear and statistically significant improvement in listening skills among the experimental group after the program was implemented.

This confirms the effectiveness of the constructivist approach in developing listening skills among students at Al-Aqsa University in Gaza.

To understand student satisfaction with the constructivist approach to teaching listening skills, a questionnaire was distributed to the experimental group.

The results showed that 90% of the students expressed complete satisfaction with this method. This finding supports previous studies indicating that students taught using constructivist strategies demonstrated high levels of satisfaction and engagement in the (Phumeechanya, 2020).

learning process In general, these results reinforce the value of the constructivist approach as an effective way to improve listening skills and enhance student engagement in the learning process.

5.Conclusion and Recommendation

5-1 Conclusions the study:

The following conclusions could be stated in light of the findings of

- The current study provided evidence of the impact of the curriculum on improving English as Foreign Language listening skill among students at Al-Aqsa University in Gaza.
- There was also evidence that the use of constructivist learning approach activities had a greater positive impact on improving listening performance.
- The various oral performance activities assessed the participants' ability to communicate and interact enthusiastically with each other, and promoted active participation in various oral discussions and activities, which in turn contributed to improved oral performance.
- The applied audiovisual tools revealed that they are more efficient in increasing students' motivation to speak and listen.
- The study proved that involving learners at a certain level in classroom decision-making and in designing tasks and goals is one way to achieve this and "enhance the sense of competence and success".
- By applying this approach, it becomes clear to us that it is necessary to design realistic, graded learning tasks that learners can do with rea

people and in real situations, where they are required to actively listen, respond, and participate.

- Within the framework of constructivist pedagogy, the role of the instructor shifts from that of a traditional knowledge transmitter to that of a facilitator or guide who supports learners in their own cognitive development.
- students assume active responsibility for constructing meaning and building understanding upon the foundation of their prior knowledge and experiential background. In practice, the application of this approach calls for learner-centered instructional strategies that take into account individual differences in learning preferences, personal objectives, and cognitive styles, while simultaneously affording learners a degree of autonomy and agency over their own learning processes.
- model is specifically applied to the teaching of listening skills, it creates an environment in which students are encouraged to generate new ideas, refine their abilities, and expand their knowledge base by drawing upon and connecting to what they have already experienced or encountered in previous learning situations. This process not only deepens comprehension but also fosters greater engagement and retention of the listening material.

- The materials played an effective role in the enrichment of the participants' vocabulary and increasing the cultural awareness and level of attention.
- Using language activities related to the participants' everyday lives produced a favorable impact on the participants in terms of the self-confidence and motivation.
- Using this approach encourages students to take an interest in learning English because it is most effective when the student's interests and attitudes are taken into account.
- Using the pre/posttest was important in assessing the participants' progress and giving clear evidence for the effect of the study program.
- The use of classroom discussions and the researcher's observation during the study program enabled the researcher to understand the participants' performance and reflections in order to make response adjustments in their interaction.
- Constructivist language teaching approach is more effective than traditional methods.

5-2 Recommendations

The following recommendations can be made in light of the results of the current study: •

- The constructivist approach has positive effects on the development of listening skills, therefore it is recommended to use it as a teaching strategy in Palestinian universities. •
- The constructivist approach relies on the need to consider the use of enjoyable technological tools such as videos and appropriate online listening exercises when designing training courses for different educational levels.
- • Students are encouraged to experience the language by discovering it for themselves and participating in the learning process.
- The use of interesting technological tools and appropriate online materials should be considered when designing training courses for different educational levels. • •
- Teachers should participate in using the constructivist approach in teaching English to enhance students' listening skill. •
- Constructivist teachers focus more on learning through activity, rather than learning from textbooks. •
- Knowledge is constructed by the learner through reconciling new information with prior experiences, analyzing different sources of information, and working collaboratively with others. •
- The constructive curriculum develops advanced skills such as critical thinking, analysis, evaluation and creativity. •

- The study emphasizes the importance of providing experiences in teacher preparation programs that will lead to positive views about constructivism. •
- Constructivist theory has implications for teaching listening, so the author recommends that practicing the constructivist approach in learning oral performance will help students achieve their goals.
- Urging Palestinian universities to pay attention to their students' listening skill through periodic research to improve them.

-Proposed Research Topics:

-The Effect of Constructivist Approach on Developing Speaking and Writing Skills among University Students

-Integrating Technology in Constructivist-Based Listening Instruction: Effects on Student Engagement and performance .

-The Role of Collaborative Learning in Enhancing Listening Skills through a Constructivist Approach

-The Effect of Constructivist Approach on Listening Skills of High vs. Low Proficiency Students

-Enhancing Learner Autonomy in Listening through Constructivist Instruction

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