



Intensive Listening and Innovative Methods for Language Mastery

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Received August 3, 2023; Revised March 27, 2024; Published April 30, 2024

<https://doi.org/10.31629/juliet.v5i1.5958>

Abstract

This study focuses on integrating listening materials into educational curricula, including a diverse range of activities, examinations, and pedagogical approaches to facilitate language learning. This approach facilitates the implementation of mobile autonomous listening learning within remote education, drawing upon language acquisition theories and metacognitive approaches. Nevertheless, these results underscore the presence of research deficiencies that require attention and resolution. The gaps above include the examination of multilingual learning contexts, factors influencing age-related listening comprehension, sociolinguistic variables, and the intricate brain mechanisms underlying auditory understanding. Closing these research gaps would enhance our understanding of effective listening instruction and enable researchers to develop tailored and inclusive language learning methodologies, particularly in remote and self-directed learning, which is of utmost importance. [Times New Roman 11, justified]

Keywords: Multilingual learning, language mastering, listening materials, educational curriculum, age-related understanding.

I INTRODUCTION

According to Ikbar et al. (2023), listening materials must match the curriculum to meet educational goals, which requires a multifaceted approach: Researchers must first confirm that textbook listening materials match syllabus subjects. This alignment ensures that students see information that meets their learning goals. Additionally, each chapter must include a variety of listening exercises. This variety engages pupils and improves their listening abilities, enabling them to handle various spoken texts. Students should learn to extract general and specialised information from spoken texts. Targeted listening activities may improve this crucial communication ability. Authentic and varied audio recordings that represent real-life language and events are crucial. This authenticity bridges classroom learning with practical language usage, equipping students for real-world encounters. Creating compelling listening comprehension projects is essential. These tasks promote student learning, making it fun and effective. Listening material difficulty should also be assessed. Students must be stimulated without being overpowered by challenge, and understanding must be balanced. Finally, each listening exercise must be pedagogically reviewed. This evaluation should evaluate how well the activity met learning goals and improved language competence. In summary, the "Listening Materials: Quality Review" section of the English textbook addresses these components to ensure that our listening materials match the curriculum and give students a solid foundation in listening comprehension and real-world language skills.

Bagheri and East (2023) recommend diversified, explicit, and participatory-focused listening practices for rookie teachers and curriculum writers. Metacognition and comprehension methods should encourage active engagement. Group conversations, genuine resources, and multimedia technologies may also improve language understanding and communication. Gradual difficulty, timely feedback, and real-life circumstances improve listening and confidence. Comprehensive curricula need continual professional growth. According to Erkinovna (2023), practical listening skills are vital for success in various fields such as communication, administration, planning, and advertising; subsequently, it is essential to prioritise the development of listening abilities, politeness, comprehension, and the interpretation of body language. Furthermore, Wang (2023) proposes the importance of comprehending the influence of one's native language on the process of acquiring a second language. This research aims to offer guidance and suggestions to educators and teachers in this regard.

English majors benefit from mobile autonomous listening learning. The benefits include increased learning awareness, potential, ability, autonomy, instructional quality, English class engagement, and virtual learning circles. College students learning English as a foreign language consult this resource, according to Huanmin (2023). According to the research conducted by Liao in 2023, the text highlights the significance of using high-quality listening materials in English language learning, including aligning resources, incorporating diverse tasks, utilising authentic audio, and providing engaging assignments. The text highlights the importance of professional growth, practical listening abilities, and the impact of one's native language on acquiring a new language. Extensive listening improves pupils' receptive vocabulary and attitudes. In more detail, Nguyen (2023) suggested that schools should include extensive listening activities, encourage active listening, tailor listening materials to students' interests and proficiency levels, integrate listening with other language skills, and provide teacher training to improve vocabulary learning. Long-term studies, comparative studies, specialized learner groups, auditory forms evaluation, attitude variables, and vocabulary transfer to different

settings should be studied. Educators might explore these issues before including intensive listening in language learning programs. This research analyses how digital platforms improve English language acquisition via listening skills. Based on Purba's (2023) academic analysis, this study sheds light on online academic listening students' issues and solutions. By recognizing these consequences, educators and institutions may create a more supportive atmosphere for students studying other subjects that need good listening abilities.

The primary objective of the introductory section about intensive listening is to underscore its significance in language acquisition, emphasizing the crucial role of employing superior listening materials to augment students' linguistic proficiency and comprehension abilities. This section highlights the importance of having listening resources that are by the curriculum criteria and encompass a wide range of subjects and concepts.

Research in this discipline may include numerous topics. This project evaluates and enhances listening practices, emphasizing variety, explicitness, and engagement. These tactics improve language understanding and communication for new educators and curriculum authors. This research also examines how metacognitive and comprehension-based methods improve active listening during rigorous listening workouts.

This research investigates how genuine materials, group conversations, and multimedia technologies enhance language learning and listening abilities. In addition, this research evaluates three instructional methodologies' efficacy in improving students' listening skills and self-confidence, including incremental difficulty, feedback, and actual scenarios. Therefore, the study investigates how learners' native language affects foreign language acquisition via rigorous listening activities.

Language acquisition and learning theories emphasizing real language input for listening comprehension may underpin intense listening. These ideas may include the Input Hypothesis (Krashen, 1985) and the Comprehensible Output Hypothesis, which emphasize meaningful input in language development.

As part of the Monitor Model of second language acquisition (Taghizadeh, 2023), Krashen's Input Hypothesis implies that intelligible input drives language learning. This idea emphasises understandable input for language development, separating acquisition from learning. Krashen's theory has detractors, but language teachers, especially in Iran, may use it by offering relevant and intelligible content, language-rich surroundings, and good classroom situations. Reflecting on personal experiences and comments may help teachers improve teaching and student engagement.

In 2023, Xing and Puteh noted that China's higher education's Production-oriented Approach (POA) blends production and input in language learning. To connect input and output, it emphasizes active language use and meaningful communication, concentrating on practical learning and linguistic competence. This strategy promotes language competency and good learning outcomes through researching teaching effectiveness, strategies, resources, and teacher development. Second language acquisition theories like Stephen Krashen's Input and Comprehensible Output Hypotheses apply (Enock Amalanathan, 2023).

Nie (2023) highlights the significance of intelligible input in second language learning, drawing from Stephen Krashen's Input Hypothesis and Comprehensible Output Hypothesis. The Input Hypothesis proposes that learners should be exposed to language input that is both understandable and challenging to enhance their linguistic abilities. The

goal is to engage students without burdening them with excessively difficult material. The Comprehensible Output Hypothesis promotes establishing an interactive language learning environment that facilitates active learning and practical application. These theories can improve Chinese and other foreign language teaching.

Tsang (2023) examines the experiences and perceptions of proficient English as a Foreign Language (EFL) learners about language input. This study questions traditional beliefs and emphasizes the importance of enjoyment, spoken input, and the interaction between reading and listening in language acquisition.

Language instructors and programs can greatly enhance language acquisition and improve learning outcomes by prioritizing a linguistically immersive environment, meaningful and easily understandable input, opportunities for active language use, and engaging language experiences. A relevant research question for studying intensive listening could be: "What is the effect of using varied and authentic listening materials on language acquisition and listening comprehension skills in an English language learning setting?"

This study examines the efficacy and impact of different intensive listening techniques and resources on students' language proficiency and comprehension. The main objective of this initiative is to offer educators and curriculum developers valuable guidance and recommendations for creating listening activities that effectively promote language acquisition and align with curriculum standards.

II CONTENT

2.1 Listening Material Criteria

Entrepreneurs in the realm of technology have been diligently working towards amalgamating online and in-person learning modalities within the domain of business and information systems programs. Jäger et al. (2023) argue that podcasts, with 424 million listeners in 2022, have great potential as a higher education instrument. Devices boost student engagement, academic achievement, and flexible learning routines. Educators can incorporate YouTube videos into their instructional practices to foster critical thinking skills. This concept can be acquired through deliberate content selection, engaging students in active learning, cultivating media literacy, and facilitating intensive listening activities (Harida, 2023). By leveraging these strategies, educators can enhance their student's language proficiency and critical thinking. Based on (Wahyu et al., 2023) study, Easy Listening Audio (ELA) for eighth-graders in Blitar has received beneficial responses and might revolutionize descriptive text instruction. Research suggests more studies to determine its efficacy. In a study conducted by Rakhmawati et al. in 2023, it was discovered that students encounter challenges regarding basic listening skills assessments and specific teaching and learning activities. Most students find it beneficial to seek assistance from their lecturers and peers to enhance their listening skills. Field education, language-skill development, and new media were examined in 2023 foreign-language classes. The Research found these courses consistently successful. Teacher applicants prioritized subjects. No significant differences were found. Professional progress requires improving basic and specialized language abilities. Practical language skills favour different applicants, according to Tuğlu (2023).

The main topics include utilizing podcasts, YouTube, and ELA to enhance educational experiences, improving language competence, and the pros and cons of incorporating technology into school. However, every progress should be made responsibly, and the following recommendations will help use advanced technology.

Training and guidance in sustainable processes are recognized as effective means to enhance knowledge in utilizing innovation tools (Klimova et al., 2023; Ji et al., 2023). Consider

exploring why digital technology, mobile learning, and instructional software can potentially enhance higher education students' learning and cognition. Consider exploring competency-based approaches and dynamic online platforms to enhance professional preparation and accountability for instructors. Consider incorporating curriculum development, technical resources, and distance learning to enhance digital education for modern professional learners (Jurayev, 2023). One suggestion is to consider the importance of ensuring that students and teachers understand how responsible technology works and how ethical decisions are made. The following understanding can empower them to navigate the digital landscape responsibly, make informed choices, and contribute to a more sustainable and just technological society (Uunona & Goosen, 2023). Consider the importance of the supervisor's role in an educational institution for fostering technological advancements in teaching and learning. Supervisors can consider providing strategic guidance, professional development, and ongoing support to create an environment where technology can enhance the learning experience and better prepare students for success in the digital age (Kabarlah & Adiyono, 2023).

According to Masters (2023), one way to enhance EFL learning is by utilizing AI-powered language learning platforms, virtual language teachers, NLP, AI-powered evaluations, AR and VR technology, and adhering to data protection regulations. Based on a standpoint focused on safeguarding students' privacy and promoting effective learning, it is crucial to address ethical concerns, foster an environment of openness, and encourage open conversation. Regular training and monitoring are essential for successful implementation. Starting with a standpoint view, language teachers must receive adequate training and support to harness multimedia technology's potential fully. This training and support will enable them to effectively integrate these tools into their teaching methods and maximize their impact on language learning. It is crucial to consider various avenues for enhancing skills and knowledge, such as workshops, online resources, and partnerships with technology experts. These measures are essential to guarantee a smooth and successful implementation process.

Furthermore, it is crucial to consider the continuous assessment and feedback provided by students to customize the utilization of multimedia according to their specific requirements and enhance its effectiveness in facilitating language acquisition. Integrating multimedia technology in language teaching offers a unique opportunity to significantly enhance student engagement, motivation, and learning outcomes. The utilization of multimedia tools empowers teachers to craft language lessons that are vibrant and engaging. These lessons can accommodate diverse learning styles and foster a more profound comprehension of cultural contexts (Nurmatov et al., 2023).

The responsible utilization of AI in education allows for maximizing its numerous advantages. The collaboration between interdisciplinary teams of educators, AI professionals, and ethicists allows for creating, deploying, and evaluating AI-powered products and curriculum revisions. Transparency, fairness, and the absence of bias in AI algorithms are crucial factors that must be considered. The integration of AI in education is commendable, as it strives to be proactive and attentive. Both educators and students must receive proper education and training on AI ethics and its appropriate use (Thurzo et al., 2023).

Using authentic and diverse listening materials is essential when teaching listening skills in foreign language education to help expose students to real-life language contexts. Promote active participation by incorporating interactive exercises, encouraging note-taking, and including comprehension tasks. Offering frequent practice and feedback helps students develop confidence and proficiency in comprehending spoken language. Use technology and multimedia resources to provide diverse content and cater to various learning preferences. The user wants to establish a classroom environment that fosters communication and collaboration among students in the target language, which will help improve their listening skills through meaningful interactions.

2.2 An Effective Strategies for Intensive Listening

According to Bozorgian and Shamsi (2023), metacognitive awareness, problem-solving, attention, self-regulation, agency, and autonomy can improve L2 listening comprehension. This technique would help learners become more aware of their listening processes, encourage problem-solving while listening, and improve their attention and comprehension skills. Language instructors could also use animated listening materials to create a productive learning environment that connects academic knowledge with practical use, as Hultman et al. (2023) suggest. Moulin and Mondal (2023) found that animated songs increase motivation and engagement. These tactics help learners enhance their focused listening and comprehension, resulting in better language learning results. The individuals are looking for ways to create English listening activities that are immersive, interactive, and can improve listening comprehension, engagement, and motivation. The user suggests implementing pedagogical strategies, meaningful communication, and group discussions for enhanced language learning and practical success, as Rania Qassrawi et al. suggested in 2023. Practical listening skills are essential for personal and professional well-being, enhancing social connections, self-esteem, and academic performance. Improving language knowledge, ear adaptation, and paralinguistic knowledge are essential techniques (Kodirova, 2023).

Based on the findings of Lorek et al. (2023), selecting appropriate audio resources, involving students in interactive activities, utilizing multimedia technologies, and offering continuous feedback is crucial for successful English language instruction. This method positively impacts linguistic ability, listening comprehension, and learning outcomes. According to the argument (M.d & M.k, 2023), it can be deduced that an intensive listening strategy involves instructing active listening skills. The strategy combines Communicative Language Teaching (CLT) and English Language Teaching (ELT) methodologies; It includes interactive activities, real-life scenarios, and multimedia resources. The primary objective of this approach is to increase understanding and enhance proficiency in language skills. Rudneva (2023) says that there are several benefits to using Technology Tools (TTs) in Second Language Acquisition (SLA) teaching. During implementation in well operate, these tools can help students improve their language skills, become more engaged and motivated to learn, build dynamic learning settings, and improve their general skills.

Developing a new idea involves focusing on metacognitive awareness, problem-solving, attention, self-regulation, agency, and autonomy as critical components of an effective strategy for intensive listening. This approach aims to develop new ideas by promoting learners' awareness of their listening processes and cultivating problem-solving skills during the listening process. As a result, it improves their attention and comprehension abilities. By incorporating animated listening materials, language instructors can foster an engaging and dynamic learning atmosphere that seamlessly connects theoretical knowledge with real-life applications. Utilizing animated songs can be an effective strategy to enhance motivation and engagement. By integrating pedagogical strategies, meaningful communication, and group discussions, the potential for language learning and practical success is further amplified. Developing effective listening skills enhances linguistic competence, promotes personal and professional well-being, strengthens social connections, boosts self-esteem, and enhances academic performance. Developing new ideas involves carefully selecting audio resources, actively engaging students in interactive activities, using multimedia technologies, and providing ongoing feedback. These elements are vital in effective English language instruction, positively impacting linguistic ability, listening comprehension, and overall learning outcomes. Developing a new idea involves merging the principles of Communicative Language Teaching (CLT) and English Language Teaching (ELT) methodologies. This innovative approach incorporates interactive activities, real-life scenarios, and multimedia resources to enhance language skills and promote better comprehension and proficiency.

Moreover, incorporating Technology Tools (TTs) into Second Language Acquisition (SLA) instruction presents many advantages. These include assisting students in enhancing their language proficiency, fostering increased engagement and motivation, and cultivating dynamic

learning settings that contribute to developing comprehensive skills. This new idea for intensive listening is developed based on extensive Research conducted.

2.3 Use of Authentic Materials and Multimedia Tools

Utilizing genuine resources and multimedia instruments in the context of intensive auditory comprehension is an exceedingly productive and potent approach to augment linguistic assimilation. The scholarly work conducted by Bi Yan (2023) underscores the importance of providing a wide array of discourse materials and multimedia inputs to facilitate the internalization of language rules and enhance linguistic proficiency within a conducive linguistic milieu. The scholarly investigations conducted by Rohana and Saharani (2023), as well as Ramli Ramli et al. (2023), have yielded compelling findings that support the notion that the integration of genuine materials, such as songs and multimedia resources like podcasts, yields noteworthy enhancements in various facets of language acquisition. These improvements encompass but are not limited to listening proficiency, motivation, cultural sensitivity, phonetic precision, comprehension of auditory input, and oral articulation. The endorsement of additional scholars, namely Alfiani & Wijayati (2023), Anandari & Isnawati (2023), Toleuzhan et al. (2023), and Gunawan et al. (2023), serves to underscore the merits of multimedia technologies in augmenting students' cognitive comprehension and communicative proficiencies within the realm of language acquisition. Bărbuleț (2023) posits clearly and unequivocally that these all-encompassing resources effectively accommodate a wide range of learning preferences and styles. This viewpoint is further corroborated by the scholarly works of Fajriani et al. (2023) and Tieying (2023).

The synthesis of genuine resources and multimedia instruments of concentrated auditory comprehension engenders a vibrant and productive milieu for acquiring language skills. The following approach fosters heightened levels of involvement, linguistic precision, interactive teaching methods, diversified instructional strategies, and comprehensive augmentation of language proficiency. That assertions determine validation through the collective agreement of numerous scholars operating within this domain.

2.4 Influence of Native Language on Foreign Language Acquisition

Pop culture may help pupils listen (Rizka et al., 2023). Students learn dialects, vocabulary, pronunciation, and culture through listening to pop culture. The result reduces listening anxiety and helps students use language in real-life settings, including linguistic interruption. The favorable association between early English education and academic success, as well as the misconceptions and bilingual education preferences, suggest native language influence and foreign language acquisition, including intensive listening skills, may interact (Al-Jarf, 2023). The Research emphasizes correcting language acquisition myths. The researcher's examination of language acquisition studies helps explain how native language characteristics may impair focused listening in a foreign language situation. The critical period hypothesis aims to reconcile the contradictory results observed in Research on foreign language acquisition, highlighting the enhanced learning capabilities of children and the faster acquisition rates of adults (Xu, 2023), as supported by previous studies.

Altıntaş and Sariçoban (2023) found that Erasmus's effects on foreign language ability, particularly focused listening, suggest that native language counts. Native speakers with phonological, syntactic, or prosodic similarities to the target language perform better in complicated auditory comprehension examinations—basic linguistic patterns aid hearing. However, odd phonetic or grammatical patterns may complicate a native language. This study reveals how native languages impact Erasmus+ participants' foreign language acquisition and underlines the necessity for linguistically similar teaching techniques to address concerns. Schaefer et al. (2023) indicate that educators and researchers should examine tone flooding's

usefulness and feasibility in boosting Mandarin foreign language learning, particularly focused listening. The author's (2023) recommendations for English language learning strategies among undergraduates at Khon Kaen University include: - Exploring compensation strategies as preferred techniques, - Emphasizing language learning activities in class, - Applying highly proficient English students' strategies for training less proficient learners, and - Studying the impact of strategies on learner outcomes (Yutthaphum Khulala & Worawut Tatvisut, 2023).

Several suggestions aim to improve language learning and teaching across skill levels and learner characteristics.

Based on the findings of Yenkimaleki et al. (2023), it has been suggested that the implementation of prosody training, theoretical comprehension, and practical exercises could potentially mitigate the influence of one's native language on their ability to comprehend a foreign language during focused listening tasks effectively. This study aims to enhance our comprehension of effective pedagogical methodologies and their impacts on developing interpretation skills and foreign language acquisition. A descriptive study on the phonological development of non-native English learners (Maulida et al., 2023) may provide interesting insights. These learners may need help pronouncing English, substituting sounds and misplacing word stress. Second, English may improve pronunciation. Results vary depending on growth. Thirdly, learners' native languages' phonological systems may or may not hamper sound generation. Fourth, intensive English exposure and rigorous pronunciation rehearsal with repetition and feedback may enhance pronunciation. Some disagree. Fifthly, pronunciation training apps may enhance pronunciation, while some prefer traditional methods. Finally, accurate pronunciation may not need phonological knowledge of one's language and English. Thus, non-native speakers' English pronunciation could be better. Error analysis, developmental patterns, linguistic background, organized engagement, and phonological awareness may alter it. Active involvement and phonological awareness may only sometimes improve pronunciation, and teachers may differ on the optimal methods.

The study conducted by Huriyah Huriyah in 2023 discovered that utilizing remote learning platforms such as Zoom and Google Meet enhances engagement between students and lecturers, particularly in emergencies where traditional in-person teaching is not feasible. The heightened urgency surrounding remote learning has increased student engagement in auditory-based lessons, leading to notable enhancements in English fluency. Using these platforms for urgent remote learning enhances students' engagement in English listening classes, thereby facilitating the development of practical English-speaking skills. Implementing emergency remote listening through platforms such as Zoom and Google Meet has demonstrated enhancements in students' classroom communication. The findings presented herein demonstrate the influence of native language variables on attentive auditory perception and the acquisition of non-native languages, thereby emphasizing the significance of digital platforms in language acquisition. EFL upper students' virtual presenting experiences are the topic of this study. Its results may not support technological integration. Instructors may need to use current technologies to improve English as a foreign language (EFL) learning. The Research implies that positive technology use may or may not benefit foreign language learning significantly. The findings may or may not help educators consider hybrid learning techniques since other aspects may be involved. Careful planning and innovative assignment design are two of many approaches to maximize hybrid learning success and minimize downsides. By adding Kahoot, Quizizz, and WordWall to online presentations, educators can create a more comprehensive hybrid learning experience that improves speaking skills and English language development. Native language may not directly affect intense listening foreign language learning in this Research. It does provide insights into successful technology integration and educational practices. The elements mentioned influence language learning methods for focused listening (Ma'ruf, 2023).

The results of the study above conducted by Ghane and Razmi in 2023 highlight the intricate impacts of teacher categorization (native versus non-native) on the oral proficiencies of English as a Foreign Language (EFL) learners. While native speakers demonstrate exceptional proficiency in motivating students through their fluency in speaking, non-native speakers'

teachers contribute to an increased awareness of grammatical errors. The Research advises against exclusively depending on individuals who are native speakers of English for English instruction. It highlights the significance of having a language teacher with a comprehensive skill set, encompassing conversational fluency and academic expertise in language teaching methodologies. This observation highlights the necessity for extensive teacher education and implementing a systematic and diverse approach. The study additionally emphasizes the pressing need to rectify any deficiencies in English teacher training; advocating for a policy that places greater importance on qualified instructors rather than solely native speakers has significant implications for language teaching methods, sociological dynamics, and the economy. When examining the context of intensive listening in acquiring a foreign language, these observations highlight how native and non-native instructors can improve students' overall language proficiency, implying that an efficient strategy for language acquisition should incorporate a wide array of teaching knowledge and skills.

2.5. Intensive Listening and Language Acquisition Research Gaps

- ✓ Research on multilingual contexts is scarce. Multilingual learners may have distinct, intense listening issues and methods that need additional study.
- ✓ Age and Developmental Factors: Some studies accept the crucial period theory and the variations in language acquisition between children and adults. However, more Research is needed on how age and development affect intense listening abilities. Longitudinal studies examine rigorous listening skills and how various age groups react to specific tactics.
- ✓ Cultural and Sociolinguistic Influences: Much research touch on cultural sensitivity and the influence of native language, but a more extensive examination of how cultural and sociolinguistic elements affect intense listening is needed. Cultural norms, social settings, and identity may influence learners' listening skills.
- ✓ Varied Learning Styles and Preferences: While multimedia tools are essential, previous Research may not explore how varied learning styles and preferences affect the usefulness of specific multimedia resources. Future Research might examine how learners react to multimedia and if personalized techniques improve focused listening.
- ✓ Neurocognitive Processes: Attention, memory, and processing speed are critical to focused listening, but language acquisition research may have neglected them. The brain bases of attentive listening and how they interact with verbal and environmental elements may provide significant insights.

2.6. Research Opportunities

- ✓ Neurocognitive Correlates: Study intense listening's neural networks and cognitive processes using neuroimaging. fMRI might be used to monitor brain activity during listening exercises.
- ✓ Cross-Linguistic Comparisons: Compare intense listening tactics and results across language pairs to find language-specific obstacles and universal strategies learners use to grasp spoken language.
- ✓ Digital Pedagogies and Technology Integration: Explore how immersive virtual environments, augmented reality apps, and AI-powered tools can improve intensive listening skills in language classrooms.
- ✓ Intercultural Communication and Listening: Consider non-verbal clues, paralinguistic elements, and cultural context while listening to others.

- ✓ Motivation and Engagement: Study how motivation and engagement affect intense listening results. Gamification, social connection, and learner autonomy may affect students' interest in intense listening exercises.
- ✓ Metacognitive Strategies: During extensive listening activities, study self-monitoring, self-regulation, and comprehension-related cognitive processes.
- ✓ Language Transfer & Transferability: Study how intense listening skills from one language transfer to another and how to improve their transferability.

Addressing these gaps and investigating these possible study topics would help scientists comprehend intense listening and language learning, leading to better educational practices.

2.7. The Practical Implications

The findings from the reviewed studies may or may not offer valuable insights and practical implications for educators, curriculum developers, and language learning programs.

Integrating diverse and authentic listening materials, such as podcasts, YouTube videos, and Easy Listening Audio (ELA), into language learning activities may be a consideration for educators and curriculum developers. These materials may or may not expose learners to real-world language contexts and may or may not enhance their comprehension skills.

The effectiveness of multimedia integration in creating engaging and dynamic learning environments is debatable. Should educators explore incorporating these tools to enhance motivation, engagement, and language acquisition?

- ✓ Metacognitive Strategies: Some argue that encouraging metacognitive awareness and self-regulation during intensive listening activities can empower learners to monitor their comprehension processes and adjust. In contrast, others may question the effectiveness of such strategies. The effectiveness of educators guiding students in using strategies like note-taking, summarizing, and predicting to enhance their listening skills is debatable.
- ✓ Cultural Sensitivity: While some argue that acknowledging the influence of cultural and sociolinguistic factors on language acquisition is essential, others believe that educators should focus solely on teaching standard accents and speech patterns without incorporating activities that expose learners to various cultural nuances may or may not help students develop a more comprehensive understanding of real-life language use.
- ✓ Adaptive Technology: Integrating technology tools that offer adaptive learning experiences may or may not effectively cater to individual learners' needs and learning styles. Should educators consider incorporating AI-powered platforms and tools that provide personalized feedback and content based on learners' progress?
- ✓ Collaborative Learning: Some argue that designing activities that promote group discussions, meaningful communication, and collaboration can enhance learners' language acquisition, while others may question the effectiveness of such approaches. The effectiveness of encouraging students to engage in interactive tasks that require them to apply their listening skills in honest conversations is debatable.

2.8. Designing Good Listening Activities

Real-life circumstances and different linguistic contexts: Choose authentic listening resources. Expose learners to varied accents, speeds, and themes using podcasts, news broadcasts, interviews, and conversation snippets.

- ✓ Varied Comprehension Tasks: Including multiple-choice questions, factual/false statements, summarizing, and paraphrasing develops global and detailed listening abilities.
- ✓ Role-playing, debating, and problem-solving are interactive activities. These simulations improve learners' communication skills.

- ✓ **Gradual Complexity:** Start easy and add complexity to listening activities. Gradually building confidence and competence benefits learners.
- ✓ **Explicit Metacognitive Training:** Teach students to anticipate, visualize, and self-monitor. Help them use these tactics while listening.
- ✓ **Cultural Exposure:** Provide learners with culturally and linguistically diverse listening resources. Discuss cultural conventions, gestures, and social clues to improve learners' intercultural communication.
- ✓ **Comments and Reflection:** Give helpful comments on learners' listening and promote self-reflection. Help them establish and create focused listening objectives.
- ✓ **Technology Integration:** Use adaptive learning, personalized feedback, and interactive activities. Customize listening exercises using AI-powered platforms.
- ✓ **Collaborative projects:** Give students significant conversations, viewpoints, and meaning-making projects. Collaboration improves communication and understanding via discussion.
- ✓ **Real-World Application:** Creating listening exercises that imitate real-world situations like ordering meals, making reservations or job interviews develops ordinary linguistic abilities.

Educators may construct successful listening activities that correspond with curricular standards, support language acquisition, and empower learners to become skilled and confident listeners in the target language by implementing these guidelines into language learning programs and curricula.

III CONCLUSION

The study investigation has provided insights into different aspects of intensive listening and its significant influence on language acquisition. Educators, curriculum developers, and language learning programs can gain valuable insights from these studies, which can help them improve teaching strategies and maximize learning outcomes.

Various listening materials, like podcasts, YouTube videos, and Easy Listening Audio (ELA), can help create an immersive language environment that reflects real-life situations. Educators can engage learners and promote motivation and active participation by leveraging multimedia tools, fostering dynamic learning experiences. Metacognitive strategies, such as self-regulation and problem-solving, help learners better understand their listening processes and improve their comprehension skills.

Effective intensive listening is greatly influenced by cultural sensitivity, emphasizing the importance of educators exposing learners to various accents, speech patterns, and cultural nuances. Individual needs are catered to, and interaction is promoted through adaptive technology and collaborative learning experiences, resulting in personalized and engaging learning journeys.

Educators should prioritize authenticity, varied comprehension tasks, gradual complexity, and explicit metacognitive training when designing practical listening activities aligned with curriculum criteria. Educators can create an environment that supports language acquisition and communication skills by integrating technology, exposing students to different cultures, and providing opportunities for reflection.

Enhanced intensive listening strategies can be facilitated by incorporating the evolving findings in language learning. Educators and language learning programs can empower learners to master intensive listening, contributing to their linguistic proficiency, cultural understanding, and successful communication in the target language by adopting these recommendations.

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