The use of ICT to teach listening to students of English as a foreign language

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Abstract

This monograph showcases various ICT activities and resources that educators can utilize to enhance their students' listening abilities. The significance of listening skills in learning foreign languages is emphasized, as well as the advantages it offers for students in developing communication skills, which is the primary objective of most learners. Additionally, the monograph discusses the importance of considering top-down and bottom-up processes when teaching a language and how organizing listening lessons can aid in the student's learning process.

One effective way to improve listening skills among EFL learners is by incorporating ICT tools such as movies, series, music, audiobooks, and podcasts into the classroom. By doing so, students can gain exposure to authentic materials and engage in interactive activities that can help them enhance their pronunciation and communication skills. This monograph offers a comprehensive guide on how teachers can implement these materials in their lessons and keep students motivated to learn.

By following the recommendations provided, teachers can successfully integrate authentic materials into their teaching practices and create an interactive and engaging learning environment.

Key words: Listening comprehension, ICT, EFL, teaching listening skills, authentic audio materials.

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Introduction

Learning a foreign language, especially English, opens up many opportunities for EFL students. Some may seek better job prospects, while others want to study abroad. Some may just want to learn about different cultures and countries. Regardless, learning a language is a long and complex process that involves more than just speaking. Students often aim to improve their four language skills: listening, speaking, reading, and writing.

Teachers must help their students achieve their language goals by providing them with the necessary tools. However, teachers often focus too much on speaking and writing and neglect listening and reading skills. Crucial skills for students to understand and communicate effectively in the language.

This monograph aims to provide teachers with strategies and resources to improve their students' communication skills by enhancing their listening skills through the use of ICT. Listening is critical as it improves vocabulary, grammar, pronunciation, and the ability to express ideas.

However, developing listening skills is not easy as it requires students to understand language in different contexts and how pronunciation and stress change when speaking. This monograph aims to provide teachers with tools to overcome obstacles and help students improve their listening skills and, therefore, their communication in English.

Background

Enhancing the listening abilities of EFL students has been a subject of great interest for educators and scholars alike. Numerous research endeavors and scholarly works have explored the implementation of ICT in classrooms, as well as the influence of genuine materials on the English teaching and learning experience.

In particular, three articles and research projects have centered on using authentic audio materials such as audiobooks, podcasts, songs, and radio broadcasts.

The monograph titled "Authentic Audio Materials Audiobooks and Podcasts" authored by Fabiola Suárez Cárdenas, aimed to conduct a literature review that would provide a comprehensive understanding of the significance of authentic audio materials such as podcasts and audiobooks in the context of teaching listening skills. This monograph offered valuable insights into various themes pertinent to listening skills, including the listening stages of a listening lesson and the significance of extensive and intensive listening. Furthermore, it highlighted the importance of authentic materials, particularly the utilization of audiobooks and podcasts, and elucidated how their incorporation in the EFL classroom can significantly enhance the student's learning outcomes.

Jorge Fernando Chimbo Portoviejo and Erika Priscila Narváez Castillo conducted a research project entitled "The use of authentic audio materials for developing listening skills in the EFL classroom", which is related to the previous monograph. This project aimed to analyze the effects of using authentic audio materials on EFL students' listening skills. The research begins by defining listening and emphasizing the importance of developing this skill in students. Additionally, the project discusses the challenges that students face during listening activities, such as vocabulary, unfamiliar topics, and accents. The research results highlight the benefits of using audiobooks and podcasts, not only in improving students' listening and pronunciation skills but also in enhancing their attitude and motivation.

In the article "Using audio materials in teaching English at different levels of learners (songs, audio and radio recorders, rhymes and films)" by English teacher G`anisher A. Jurayev, the importance of using audio materials in classes is recognized. The article expands on the

previous research about the use of audiobooks and podcasts and discusses the benefits of using songs and the radio in English language learning. These resources not only allow students to learn in a stress-free and comfortable environment but also improve their vocabulary and understanding of grammatical structures and sentence patterns. Overall, the use of audio materials is a valuable tool in teaching and enhancing English language skills.

In their study titled "Investigating Students' Perception Using Audio-Visual Material in Listening Class", Iswahyuni Rahma Fitria and Widya Caterine Perdhani discuss how audio-visual materials can be used in classrooms. The study explores the benefits and perceptions of using such materials in listening classes. The authors note that Generation Z is accustomed to interacting with technology and multimedia, leading students to feel more motivated to learn with audio-visual materials than with traditional methods. Additionally, the ability to replay the audio at any time enhances students' attitudes and increases their attention to what is being said in the classroom.

The study titled "Listening Comprehension in English Language Teaching: The Didactic Treatment of Audio-Visual Materials" by Rosemary López Palomares, Michel Enrique Gamboa Graus, and Luis Manuel Ferrás Mosquera explores the challenges faced by English language students in different university courses when it comes to listening comprehension. The study emphasizes the importance of incorporating audio-visual materials in language teaching and highlights the crucial role teachers play in the learning process of listening skills. Teachers should consider using audio-visual materials and alter their approach to traditional teaching materials. They should also note the positive impact audio-visual materials have on students' progress in learning the English language.

These five articles and research projects relate to my monograph and the topics I discuss. Analyzing them helped me understand the topics covered, the importance of using authentic materials, the challenges students face when learning listening skills, and the attitude teachers should have toward teaching and learning. The articles I selected to support my research were the most suitable.

Significance of the Study

This monograph seeks to examine how the use of ICT can enhance students' listening skills, thus motivating them to utilize these skills in learning and promoting their autonomy as learners. Developing listening skills can prove vital in improving English proficiency, as this is how a child learns their mother tongue. Adults can also benefit from this approach, as it can assist them in improving their pronunciation, stress on words, vocabulary, and even thinking in English. This monograph's goal is to encourage teachers to prioritize the development of students' oral comprehension, ultimately boosting their confidence in communicating in English.

To achieve this objective, the project will first focus on identifying the challenges students face when it comes to listening, the difficulties involved in teaching listening skills, and the various methodologies and activities that can be employed to support students. This is critical since it is imperative to consider these factors before embarking on language instruction:

What kind of students are present in the class?

What kind of learning do they have?

What are the difficulties they have when practicing listening skills?

What are their interests and needs?

What motivates them to learn?

How we can use the above aspects to help students improve their level of English?

This project takes both internal and external factors into account, recognizing their impact on students' learning processes. It stresses the significance of teaching listening skills and guiding students through the strategies and challenges involved in mastering them. Students can become more independent learners by applying these strategies.

Furthermore, the project highlights the importance of integrating ICT into language instruction. Teachers are encouraged to incorporate various multimedia resources like podcasts, audio, videos, and movies to engage students in the language. This approach creates a more interactive and interesting learning experience, reinforcing students' knowledge and demonstrating its relevance to real-life situations. By employing diverse methodologies and strategies, teachers can facilitate their students' English language and listening skill development.

In summary, this project targets English as a foreign language teacher who aspire to enhance their methodologies and strategies in aiding adult students in their English language acquisition, particularly listening skills. It also aims to support teachers who wish to incorporate ICT in their classes but are unsure how to proceed or what resources to employ. By identifying effective strategies and methodologies, this project can assist teachers in guiding their students toward language mastery and increased confidence in using it.

Statement of the Problem

Improving your language skills requires a lot of effort, including reading, writing, speaking, vocabulary retention, pronunciation, and most importantly, listening. By improving our ability to listen, we can enhance our pronunciation, intonation, vocabulary, and grammar. However, finding opportunities to listen to native speakers and immerse ourselves in the language can be challenging, particularly in Colombia. This is where Information and Communication Technology (ICT) comes in, providing teachers and students with immersive

resources to gain a better grasp of how native speakers use the language. However, teachers must first acquire the necessary skills to integrate ICT into their teaching methods successfully. This monograph focuses on equipping teachers with the tools needed to use ICT effectively in teaching English as a foreign language, with a specific focus on enhancing their students' listening skills.

Objectives

General Objective

To provide teachers with the necessary technological tools to help their students improve their listening skills and the methods and techniques they can implement to help them improve their communication skills.

Specific Objectives

To establish the importance of listening in learning a foreign language and the difficulties that students present in the process of learning listening skills.

To describe what technological tools teachers can use to teach listening in different learning environments and how to use them.

To identify activities and technological resources teachers can use to help develop their students' communication skills.

Literature Review

Listening

The primary goal of teaching foreign languages is to equip students to understand and use the language effectively. This encompasses developing skills in reading, writing, speaking, and particularly listening.

According to Oxford (1993, p. 206), listening is a skill that is multifaceted and goes beyond just perceiving sounds. It involves comprehending the meanings of related words, phrases, clauses, sentences, and speeches.

Listening is a receptive skill that initially develops in humans and is closely linked to other language skills such as speaking, reading, and writing. It is not only crucial for language performance but also plays a vital role in acquiring a second language (L2) and communication in daily life.

Importance of Listening Skills in EFL

Despite the other skills that are essential for developing language proficiency, listening contributes primarily to language expertise. It not only serves as the primary form of communication but listening also helps students appreciate the beauty of language. Listening accounts for 45% of our linguistic competence, while speaking contributes only 30%, followed by reading at 15% and writing at 10%. Therefore, if our goal is to learn a language for communication purposes, developing efficient listening skills is crucial.

To illustrate the significance of listening in the language classroom, Rost (1994) posited that:

It is a crucial aspect because it provides input for the learner. Without comprehensive input at the appropriate level, effective learning cannot commence.

The spoken language constitutes a means of interaction for learners because they must interact to comprehend the language. Access to individuals who are proficient in the language is indispensable. Furthermore, learners' inability to understand the language they hear serves as a catalyst, not a hindrance, to interaction and learning.

Authentic spoken language is challenging for learners to understand how native speakers use the language.

Listening exercises offer teachers a strategy to capture learners' attention to new forms such as vocabulary, grammar, and new interaction patterns in the language.

Importance of Listening Skills to Develop Speaking Skills

Anderson and Lynch (2003) emphasize the importance of developing both listening and speaking skills when learning a language. It is necessary to be able to communicate effectively in face-to-face situations.

Improving listening skills leads to the improvement of speaking skills, which is a complex mental process involving four subprocesses. These are conceptualization, formulation, articulation, and self-monitoring. And to maintain the attention and understanding of the interlocutor, all these processes must be carried out spontaneously and quickly. So, by learning to listen to the target language, overall language ability can be improved.

Listening Comprehension: The Difficulties

Many studies have highlighted that listening is one of the most challenging skills for language learners (Goh, 2000; Guo and Wills, 2006). Students who are learning English as a foreign language often struggle with listening comprehension due to the overwhelming emphasis on grammar, reading, and vocabulary (Gilakjani and Ahmadi, 2011).

To gain a clear understanding of the difficulties that students face, we can refer to various authors who have elaborated on the topic. For instance, Ur (2007) notes that students find some aspects of listening comprehension easier than others. Some of the main challenges that students encounter when listening include understanding intonation, accent, colloquial vocabulary, coping with redundancy and noise, predicting, fatigue, and comprehending different accents while using visual and auditory environmental cues (p. 11-20).

One of the biggest obstacles for students is experiencing a mental block when they are required to make a decision based on information, they have heard but not understood. This often causes students to "switch off" or believe that they cannot comprehend spoken English well, which negatively affects their motivation.

To summarize the main reasons why students find it challenging to listen we can mention:

Lack of effort to understand every word while listening, especially in the context of second language acquisition, where it is difficult to transfer skills from one language to another.

Inability or reluctance to gradually develop their vocabulary significantly impacts their listening comprehension and discourages them from acquiring language skills.

Struggles with different pronunciations and accents as they tend to stick to a particular articulation.

The listener's ability to concentrate or resist auditory distractions significantly affects their listening ability, which is not the case with other language skills (such as reading, conversation, and writing) even when practiced over a longer period.

Distractions from the physical or environmental factors during the listening process pose additional challenges for an average student and a major hurdle for even good listeners.

The Process of Listening: Top-down and Bottom-up

In language teaching, two main approaches to listening have been prevalent since the early 1980s: the bottom-up processing view and the top-down interpretation view. These are both considered integral to the listening process. According to Brown (2006), these two processes are:

Top-down Processing

When listening to a conversation or speech, we need to consider our prior knowledge and experiences to fully comprehend the meaning. This is known as top-down processing, which relies on background knowledge of the topic, listening context, text type, and language. By using top-down strategies, listeners can better interpret the ideas presented to them. Top-down strategies are for:

Listening to the main idea

Predicting

Drawing inference

Summarizing

Bottom-up Processing

It refers to the process of "using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time". Bottom-up processing is text-based and relies on linguistic knowledge to understand information, where the listener uses the language in the message to arrive at the final message. Bottom-up strategies are to:

Concentrate on specific details while listening

Recognize word-order patterns.

It's worth noting that when it comes to listening, learners may rely on either a top-down or bottom-up approach depending on their goal (Vandegrift, 2004). However, in reality, these two processes typically occur simultaneously. Listening comprehension is not limited to just top-down or bottom-up processing – it is a dynamic, interpretive process where listeners utilize both their linguistic and prior knowledge to comprehend messages.

Stages of the Listening Lesson

For a listening lesson, it is important to include three parts: pre-listening, listening, and post-listening.

Pre-Listening

Before listening, pre-listening tasks help learners activate their prior knowledge and learn new vocabulary, preparing them for the listening tasks ahead (Richards, 2005).

Common pre-listening activities include brainstorming vocabulary, reviewing grammar, and discussing the listening topic. However, the pre-listening phase must be brief, as it can shorten the time available for listening and be counterproductive. Field recommends focusing on teaching only critical words that are essential for understanding the listening text.

Setting two simple aims for the pre-listening period can help achieve success: providing sufficient context that matches real-life situations and creating motivation by asking learners to speculate on what they will hear. These types of activities can be completed in as little as five (5) minutes.

Listening

When listening to a text, learners should engage in activities that help them comprehend the text. These activities may:

Involve listening for gist and sequencing.

It is recommended that the recording is played twice, as this is a common practice in international examinations.

Comprehension questions should be set before the passage is heard to ensure that learners listen with a clear purpose.

Listening tasks can include labeling, selecting, drawing, form filling, and completing a grid. These activities model the type of response that might be given to a listening experience in real life and provide a reliable way of checking understanding.

Learners should be encouraged to engage in strategic listening, which involves making guesses based on fragmented pieces of text. Cautious students should be encouraged to take risks, while natural risk-takers should be encouraged to check their guesses against new evidence. Making guesses is not a sign of failure, but a necessary part of the listening process.

Post-Listening

In the final section of the listening lesson, we no longer focus on the grammar of the text, but it is still essential to identify any functional language and highlight it to the learners. For example, "Susan threatened John. Do you remember the words she used?"

Another valuable activity in the post-listening stage is asking learners to infer the meaning of new words from the context. This procedure involves writing the new words on the board, playing the sentences that contain them, and asking the learners to guess their meanings. The post-listening stage is also an opportunity to teach expressions and language functions that people use in their daily lives, such as offering, refusing, and apologizing. Listening passages can be used to draw students' attention to these features during the post-listening stage since it is

challenging to teach them out of context. Additionally, this stage provides students with an opportunity to express their opinions about a specific topic.

Teaching Listening

Listening is a complex process that involves several mental tasks, from distinguishing sounds to understanding grammar rules. Unfortunately, many L2 listening classes focus on assessing rather than teaching this skill. Rather than teaching students how to decode listening texts, teachers often play a recording and give comprehension questions.

In the classroom, it is necessary to consider the affective factors that affect listening comprehension, such as using understandable input and creating a comfortable environment. Additionally, two different processes need to be emphasized while listening to and understanding an oral text: bottom-up processes and top-down processes (mentioned above). To assist language acquisition, teachers should provide students with comprehensible input that is a bit more challenging than what they can produce.

Krashen's input hypothesis and affective filter hypothesis play vital roles in this process by lowering students' stress and anxiety and encouraging language acquisition:

The affective filter hypothesis aims to reduce stress and anxiety in students during listening exercises, as motivation and self-confidence play a vital role in language acquisition.

The input hypothesis suggests providing students with comprehensible input that is slightly above their current level of proficiency. Consistent exposure to such input can help them acquire language skills effectively.

By choosing appropriate audio materials and motivating students to participate in listening activities, teachers can help students practice the language in real contexts and situations without feeling stressed or anxious.

Effective Teaching

When teaching listening skills, it is important to carefully choose input sources, which can be live or recorded on audio or video. The input should be broken down into segments for presentation and followed by an activity cycle for learners to engage in. Effective teaching involves:

Select input sources that are authentic, interesting, varied, and challenging.

The tasks should be well-structured and provide opportunities for learners to activate their knowledge and experience, as well as monitor their progress.

Educators should help learners develop effective listening strategies, including metacognitive, cognitive, and social skills.

Listening should be integrated with other learning objectives, such as speaking, reading, and writing, with appropriate links between them.

Learners should be aware of what they are listening for and why, and the tasks should allow them to play an active role in their learning.

Motivation

Motivation is the student's eagerness to learn and curiosity about a subject, along with the drive to gain knowledge about it.

In 1972, Gardner and Lambert categorized motivation into two types:

Integrative motivation, also known as intrinsic motivation, is the desire to learn a language to communicate with people from the culture that speaks it or to identify closely with the target language group.

Instrumental motivation, or extrinsic motivation, is the desire to learn a language because it can fulfill utilitarian objectives, such as finding a job, obtaining a scholarship, or passing an exam.

The role of emotions in the learning process is widely recognized in academic circles. From the outset of the learning process, emotions are seen as playing a significant role in the understanding of a subject. It is commonly accepted that emotions can either support or hinder learning. Teachers have a crucial role in motivating their students in the classroom. Positive emotions enhance satisfaction with the task at hand while negative emotions can impede the learning process (Arnold, 2000).

Importance

Learning a second or foreign language is influenced by motivation, which is determined by learners' reasons for acquiring the language. If students do not feel motivated or do not participate in the lessons, it will be more difficult for them to acquire the language.

Research has indicated that motivation plays a significant role in the speed and effectiveness of language learning, and the emotions and attitudes of students also affect their learning preferences and levels. As suggested by Krashen (1981), reducing stress can improve language acquisition. If a language learner lacks self-confidence in the language, has a negative attitude towards the course, or experiences anxiety in the classroom, it can hinder their ability to learn.

While some learners are intrinsically motivated, instructors also have a responsibility to support and foster motivation. As teachers, we play a crucial role in encouraging external motivation, and we need to be conscious of it and help our students as much as we can. Later, it

will be shown how the use of different technological resources positively affects the teaching and learning process of listening skills.

Materials

Tomlinson (2012) defines materials as anything that can aid language learning, such as textbooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions (p. 143). To cater to students' needs, teachers should adjust the difficulty level of the materials to match their proficiency level. The effectiveness of the materials depends on the skills and creativity of the teacher who uses them. Even the best materials can become ineffective if used by an unimaginative, unenthusiastic, or untrained teacher. Therefore, teachers should aim to design and create listening comprehension exercises and provide a transcription of the listening passage to further assist the students.

In consideration of the acquisition of the listening skill, it is imperative to contemplate the significance of instructional materials in the process. Typically, non-authentic materials such as textbooks do not accurately impart the language that is utilized in real-life contexts. Therefore, recent proposals advocate for the use of authentic materials in order to effectively convey the language that is truly employed by native speakers in real-life circumstances.

Authentic Materials

Concept and Types of Authentic Materials

Authentic materials come in both written and spoken forms and aim to expose learners to real-life situations and natural language usage (Rogers and Medley, 1988). They are well-contextualized and directed for native speakers and are not designed for language learners. Gerbhard (1996) states that authentic materials vary into several types and we can find them in the form of:

Listening → Cartoons, shows, movies, songs, radio, news.

Visual → Slides, Street signs, stamps.

Printed → Newspapers, magazine, brochures, maps.

Realia or real-world objects → Coins, Notes, Costumes, Puppets.

Advantages

Using authentic materials for learning listening skills offers several advantages:

Incorporating authentic materials into language learning can be highly effective in providing exposure to real-life language usage. By using this approach, learners gain a better understanding of how the language is practically used, which is more valuable than relying solely on textbook examples.

Authentic materials also serve as a source of motivation for learners, as they are more likely to engage when the content is relevant to their experiences. This approach also facilitates deeper cultural knowledge by providing learners with resourceful materials to learn about the target language's culture. As learners become more motivated through the use of authentic materials, they are more willing to participate in the classroom, leading to improved performance.

The use of real-life materials can enhance learners' communicative competence, leading to higher levels of comprehension and proficiency.

Disadvantages

The use of authentic materials for learning listening skills has several disadvantages as well:

The language used can be challenging: According to Rogers and Medley (1988), unedited authentic materials can be too difficult for learners to understand, as they often contain complex

language structures and vocabulary that may not be necessary for their level of proficiency. Although these materials can be a valuable resource for learning authentic language and cultural lessons, their difficulty level may lead to frustration and confusion, as noted by Guariento and Morley (2001).

Cultural bias may be present: Martinez (2002) suggests that authentic materials may have cultural biases that could potentially hinder a learner's understanding.

Non-authentic Materials

Concept and Types of Non-authentic Materials

Non-authentic materials, are created solely for teaching purposes and are based on the curriculum and policies of the country. These materials often come in the form of textbooks, workbooks, flashcards, illustrated stories, games, and role-play cards and are tailored to meet the specific needs and abilities of the student.

Advantages

Using authentic materials for learning listening skills offers several advantages:

The materials that are used for teaching are often adjusted to the student's level and context, making the language easier and more understandable.

They are designed with clear goals to develop particular aspects, which allows the learner to better master the lesson.

These materials can be useful for teaching grammar.

Disadvantages

The use of authentic materials for learning listening skills has several disadvantages as well:

The use of textbooks and simplified learning materials may not provide an accurate representation of the English language as it is used in daily life. This approach may lead to a lack of exposure to authentic language use, potentially hindering the development of language skills.

Students may find these materials predictable and uninspiring, which can lead to disengagement and lack of motivation.

Finding a coursebook that caters to the diverse needs of learners can be a challenging task, as individual requirements may vary widely.

Authentic vs Non-authentic Materials

The utilization of authentic versus non-authentic materials in language teaching has been a topic of debate amongst educators. However, it is important to implement both materials effectively in the classroom for the enhancement of students' language proficiency. To optimize the use of these resources, the approach should focus on simplifying the tasks required of the student rather than simplifying the language of the text.

Achieving a balance between the two types of materials in the foreign language classroom can prove to be beneficial. Both types of materials have a significant role to play in language teaching and can be effective if implemented correctly. This supports the teaching and learning process of English classrooms and contributes to the improvement of students' communication skills. Hence, teachers need to be mindful of the need to integrate both types of materials and design tasks that are not only simplified but also cater to individual student's needs and interests. In addition, educators must consider the inclinations and fascinations of learners and, subsequently, select materials that are tailored to their requirements.

Using ICT in Teaching Listening Skills

The integration of Information and Communication Technologies (ICT) has had a significant and positive impact on the learning process, as it enables students to share their ideas and collaborate more effectively in educational settings.

As educators, we must take advantage of ICT to make the process of learning a foreign language more engaging and interesting to our students. We must also ensure that language acquisition is successful by thoughtfully choosing what and how we teach.

Lynch (2009) asserts that the most significant benefit of listening aids is the flexibility and control they provide to students. Therefore, it is essential to ensure that the use of these tools positively impacts the student's learning process.

ICT in Language Education

The use of ICT has been proven to have a positive impact on both student performance and attitude towards course material (Fairman, 2004; Ololube, 2006; Khirwadkar, 2007). Utilizing ICT offers numerous benefits including:

According to Borden (2011), ICT-based teaching methods can be adapted to suit visual, auditory, kinesthetic and read-write learners. This is made possible by the integration of sound, images, movement, and other multimedia elements, as noted by Al-Jarf (2005).

The use of ICT in education is known to improve student engagement and communication, as it exposes students to authentic real-world situations.

As reported by the General Directorate for Education and Culture in Europe (DGEC) conference in Europe in 2003, ICT usage in education exposes students to authentic language and helps foster their autonomy in learning. This exposure to real-world communication enables students to interact with the outside world and gain valuable language skills.

The Use of ICT

The use of ICT can be demonstrated through a multitude of methods:

The Use of Smart Phones

Concept

Mobile devices have become increasingly popular in recent years. According to Al-Fahad (2009), by 2004, mobile phones had become an integral part of the lives of university students in Saudi Arabia. In 2008, Mark van't Hoof observed the growing personalization of mobile devices and called on educators to rethink the implications of teaching and learning with them. He pointed out that the use of mobile devices provides greater opportunities for peer-to-peer learning and collaboration, which benefits all students (van't Hooft, 2008, p. 874).

Resources

Various mobile learning applications, commonly known as M-Learning, are currently emerging in the market (Chang, Chen and Yen, 2012). According to Howell and Lee (2007), several teaching resources are available for mobile, including SMS and Java quizzes, apps specifically designed as learning modules that use M-learning software to assist in media collection via camera phones, and audio-based learning tools such as MP3 players, audiobooks and podcasting.

World News Websites

Concept

Martínez (2010) emphasized the potential of websites for teaching listening skills and classified them into different categories. One of these categories refers to websites that offer news in the form of audio, video, and online radio, featuring not only native speakers but also

non-native speakers. When teaching listening, it is beneficial to expose students not only to native English speakers but also to non-native English speakers. Because in the real world, students may encounter both situations, and they must be familiar with both.

Resources

These are some websites that offer listening materials in both audio and video formats, along with online exercises to practice comprehension skills:

https://www.bbc.com/news is an excellent platform for watching world news. Those who want a quick overview of global events can watch a short news summary by clicking on the "Video" option. This makes BBC News an extraordinary resource for staying up-to-date with world news.

https://learningenglish.voanews.com/ provides reports on global news and information about American culture and history. They offer articles tailored to students across different proficiency levels: beginner, intermediate, and advanced. One program that stands out is the "Words and Their Stories" series, which features a five-minute segment about common American English words and expressions.

https://www.elllo.org/ offers free listening lessons for all levels, complete with audio or video and interactive quizzes to practice listening skills and different accents.

Videos

Concept

Compared to other technological sources, videos are constantly used in language learning courses because of their accessibility, ease of use, and versatility. According to Burt (1999), videos are valuable tools for learning, both in the classroom and in self-study situations.

Advantages

Using videos for learning listening skills offers several advantages:

The first and most important, it is that it provides students with comprehensive input. Studies have shown that videos are significant elements for students' learning process. According to Li, Gao, and Zhang (2016), students not only retell what they heard in the video but also integrate their own ideas to create their own speech (p. 56).

Additionally, videos offer genuine cultural and linguistic information (Bello, 1999; Stempleski, 1992). Videos created for native speakers usually feature authentic language that is not simplified, allowing students to see how language is used in real-life situations. Besides, by listening to a variety of accents, students can strengthen their listening skills and improve their pronunciation and intonation effectively (WANG, 2015, p. 25)

Learners can control the content in different ways, such as pausing, rewinding, and repeating, which helps them to analyze the language in terms of phonology, semantics, syntax, and pragmatics. Additionally, videos provide visual context that helps learners to understand the auditory information, which is often difficult to comprehend in real-life communication situations.

Blonskyté (2014) stresses the importance of images in videos as they help to clarify the auditory information. In real-life communication, people often use non-verbal cues to express their thoughts, and videos capture both verbal and non-verbal cues, making them a more sophisticated language-learning tool than traditional listening exercises such as audio and podcasts. By interpreting conversations and speeches based on both verbal and nonverbal cues, learners can gain a deeper understanding of the language and its cultural context.

Finally, using videos in language learning not only motivates students to learn dynamically but also allows for the introduction of various topics and aspects of real life in the foreign language learning environment (SHERMAN, 2003).

Motivation

Blonskytè (2014) demonstrated that using video materials in language teaching can have a direct and positive impact on students' motivation. The reason is that "students often perceive videos as a form of entertainment and, naturally, that attitude generates motivation". When students are interested and motivated to learn a language, it can significantly improve their learning process. Therefore, teachers should consider incorporating videos or other engaging materials to facilitate students' interest and motivation in language learning.

Resources

Here are some resources that educators can use for in-class activities:

https://ed.ted.com/ is a non-profit organization with the mission of spreading ideas through short talks that are usually 18 minutes or less. This page provides a collection of videos and activities on various topics that can help students learn and engage with the topics seen. The 'Think' section offers both multiple-choice questions and open-ended prompts that allow them to reflect on what they have learned from the video. Additionally, the 'Dig Deeper' section provides extra resources that they can explore to expand their knowledge on the topic.

https://www.youtube.com/ is undoubtedly the most popular video-sharing website, and students are familiar with it. They can easily search for any topic of their interest in the search box and learn about it through the videos available on the platform. (Martinez, 2010)

https://bigthink.com/ is a platform that brings together leading experts, such as Bill Clinton and Bill Nye, to provide expert-driven and educational content. On Big Think, students

can watch videos on various topics of interest, including neuropsychology, leadership, life, health, and more.

Studies

Herron and Seay (1991) conducted a study on the effectiveness of video in enhancing listening comprehension among EFL students. Their research revealed that the experimental group, which received strategic training involving both video and audio, performed significantly better on final listening comprehension tests than the control group, which did not receive any strategic training.

Audiovisual Materials: Cartoons, Films and Series

Concept

Incorporating cartoons, films, and TV shows can be an excellent way to introduce diversity in English language classrooms. According to Kalra (2017), audiovisual materials with a visual component can be helpful for foreign language acquisition, as it provides students with a clear context that aids in vocabulary comprehension and retention.

Cartoons can be an effective tool to improve listening comprehension for English language learners. Designed for children, the language and pronunciation in cartoons are typically slower and clearer, making it an appropriate resource for learners of all ages and backgrounds.

Movies and series can expose English language learners to "real language" used in authentic environments and cultural contexts. This exposure can help develop listening and communication skills by allowing learners to experience English as it is spoken in the real world.

Advantages

Using audiovisual materials for learning listening skills offers several advantages:

The material allows students to hear various native speaker voices, slang, reduced speech, stress, accents and dialects of native speakers (King, 2002, p. 511). This exposure gives them a realistic understanding of the language in different English-speaking countries with their distinctive accents and registers. This way, students can develop their grammatical, discursive, functional, and strategic skills through this input.

Movies and series also allow students to observe the social dynamics of communication. They showcase the interactions of native speakers in authentic environments. By watching such content, students can develop their communication skills, including the sociolinguistic component essential for effective communication.

Watching movies can generate debates between students, teachers, and among students as well on various topics of personal and social interest. This can be an excellent way to promote critical thinking and encourage students to express their opinions while practicing their speaking and listening skills.

Motivation

Movies and series are a pleasant and easily accessible form of entertainment. Several studies have shown that audiovisual materials can attract students' attention and keep them engaged, ultimately enhancing their motivation and commitment to learning a foreign language (Kusumarasdyati, 2004; Luo, 2004). To improve the learning process, it is crucial for educators to carefully select and design appropriate materials and activities (Donaghy, 2015).

Activities

Improving the communicative competence of EFL students requires not only choosing the right movies or series but also implementing follow-up activities to confirm their understanding of the content or to elicit their responses and comments. Activities such as using subtitles can help students identify specific language features, while dictation, storytelling, picture description, and open-ended questions for group discussion can enhance their listening and expressive skills.

Resources

Here are some resources that educators can use for in-class activities:

https://imsdb.com/ Movie scripts offered by IMSD are a valuable resource, providing a written version of audio material that can be used in various ways.

https://movieweb.com/ provides comprehensive information about movies that can be used for pre-listening or post-listening activities. This includes details about the actors, movie summaries, character photos, different scenes, videos, trailers, the film's official website, soundtrack, and more.

Studies

In 2013, Merita Ismaili conducted a study involving students from the South East European University (SEEU) during the academic year of 2012. The study revealed positive results as the students reported learning approximately 3-5 new words, which were repeated multiple times throughout the movie.

Music

Concept

Using songs in the classroom is a great way to create a relaxed atmosphere and teach listening skills. Students can discuss the theme of the song or practice with its sounds. However, when selecting songs to work with, teachers should consider the following aspects carefully:

Selection: What is the purpose of taking that song? Is it to reinforce a grammar aspect or to discuss a topic?

Students' likes: It is important to ask students about their favorite songs and singers. If desired, teachers can create a list of different songs, and let their students choose the one they like best. This way, they become active participants in their learning process.

Tolerance: Teach students to be comfortable with the fact that they will not understand every word in the song.

Repetition: When completing an activity, it is convenient to play the song multiple times. However, it is vital to be mindful of the student's attention span and avoid overdoing it (Ur, 1986:8).

Music videos: They can be a valuable source of contextual information for teachers to use. If the videos include situations with which students are familiar, they can activate their previous knowledge.

English level: When learning English through songs, it is possible to choose a level that suits students - beginner, intermediate or advanced. However, it is worth noting that the level of difficulty is determined by the teacher's guidance and support, rather than the material used. As stated by Frodden (1991:9), teachers need to provide their students with adequate support to develop effective class activities.

Finally, when selecting songs and videos, teachers should pay special attention to the message of the songs. They should look for familiar situations that encourage students to express their feelings or opinions about the situation.

Advantages

Using songs for learning listening skills offers several advantages:

Songs help students develop their listening comprehension by allowing them to practice the rhythm, accent, and intonation patterns of the English language in a fun way.

They facilitate the learning of new vocabulary and allow for the review of grammar structures contained in the songs, encouraging students to produce oral English by singing along (Ur, 1986: 66; Orlova, 2003)

Motivation

Using songs as a teaching tool for listening is an enjoyable experience for both students and teachers. This type of material motivates students and sparks their interest. Therefore, teachers must choose songs that are suitable for their students' ages and social contexts to ensure effective learning.

Activities

As previously stated, when creating activities using authentic materials, it is advisable to structure them into pre-activities, while-activities, and post-activities:

Pre-listening activities are designed to prepare students for the listening task ahead. This is achieved by activating their prior knowledge and helping them engage with the material more effectively. Teachers can use this stage to introduce important information or expressions that will be encountered in the material.

While listening activities: It is crucial to explain the purpose and objective of the listening activities to help students concentrate on what they're listening to. For instance, if they are listening to a weather forecast and the aim is to determine whether or not to wear a coat, they will pay attention to the temperature.

Post-listening-activities: It is important that students also reflect on what they listened to and extend the knowledge acquired from the material seen and heard. These activities provide opportunities for students to give their points of view and engage in meaningful discussions about the content. By doing so, students can deepen their understanding and develop critical thinking skills.

Resources

Here are some resources that educators can use for in-class activities:

https://www.lyrics.com/, https://genius.com/ Here are some helpful websites to find lyrics for almost every song. This can be a useful tool if teachers want to incorporate music into their listening sessions.

Podcasts

Concept

Since 2005, podcasts have become increasingly popular after Oxford University Press provided a definition for the term. According to their definition, a podcast is a multimedia file that can be downloaded from the internet onto a portable media player or computer. In 2007, Chan, Lee, and McLoughlin also noted that the term "podcast" is a combination of the words "iPod" and "broadcast."

Podcast is the same as radio. However, while radio broadcasts tend to cover a broad range of topics and lack in-depth analysis, podcasts provide listeners with the flexibility to choose from

a diverse range of programs tailored to their interests and schedules. This allows individuals to engage with the content meaningfully and personalized, ultimately leading to greater levels of engagement and motivation.

Nowadays, podcasts are available in various formats, including pure audio, video, or enhanced formats such as images, slideshows, and PowerPoint presentations. They can be easily downloaded and played on mobile devices, making them a convenient and easily accessible source of "real-life listening" for foreign language learners.

According to Rosell-Aguilar's research in 2007, podcast resources for language learning can be classified into two main categories:

The first category includes authentic content created by native speakers or advanced learners, which is not intended to teach language but rather focuses on topics like news, football, or radio programming.

The second category consists of language courses or teaching content specifically designed for language learning, which can be further divided into two subgroups:

The first group includes materials designed for a specific audience, such as teachers, institutions, or students, which may include audio recordings of texts, oral quizzes, oral feedback, and vocabulary items.

The second group includes supporting materials designed for independent learners who are not enrolled in a particular course and are delivered as public podcasts.

Types of Podcasts

The implementation of podcasts in the EFL classroom has been the subject of research by Rosell-Aguilar (2007), who identified four types of podcasts suitable for language learning:

The first type comprises ESL podcasts designed to teach English as a second language through audio lessons and topics such as giving directions or English idioms.

The second type comprises native English podcasts, which provide an authentic language learning context for fluent speakers but are not designed for pedagogical purposes.

The third type comprises test preparation podcasts, intended for universities that require their non-native speakers to pass English tests such as IELTS or TOEFL.

The fourth type comprises student-produced podcasts, which rely on students to develop them as part of a task (McMinn, 2008).

Advantages

Using podcasts for learning listening skills offers several advantages:

In 2007, Constantine highlighted the importance of integrating Podcasts into English as a foreign language classroom, accommodating learners of all levels, from beginners to advanced level. Beginner learners can benefit from consistent exposure to the language, while intermediate learners can access a wealth of authentic resources and diverse voices. Advanced learners can personalize their podcast preferences to fit their specific needs.

In 2011, Isanto demonstrated that utilizing Podcasts elevates students' listening proficiency and grammar knowledge. It also offers additional authentic listening practice both within and outside the classroom.

Numerous studies have demonstrated the significant impact that Podcasts have on various aspects of language learning, including vocabulary, pronunciation, speaking skills, grammar, and writing. Research further indicates that audio content can enhance memory retention three times more effectively than text.

Podcasts provide learners with agency over their learning process, enabling them to independently search and discover motivating educational material, and study at their own time and pace, as evidenced by Kavaliauskiene (2008).

Motivation

Podcasts are a great way to improve student motivation since they feature a broad of interesting topics. According to Hegelheimer and O-Bryan (2007), podcasts have the potential to boost both intrinsic and extrinsic motivation in students. Students feel intrinsically motivated when they find a task interesting and challenging, and the reward is the simple pleasure of learning. Meanwhile, extrinsic motivation comes from receiving high grades or praise as a reward for their efforts.

Resources

Here are some Podcasts resources that educators can use for in-class activities:

https://www.apple.com/es/itunes/, https://open.spotify.com/ where you can search for millions of podcasts by entering a keyword.

https://www.wnycstudios.org/podcasts is a platform where you can find some of the most popular and critically acclaimed podcasts of the last decade, including The New Yorker Radio Hour, Pickle, and The Experiment, from The Atlantic and WNYC Studios.

https://www.bbc.co.uk/programmes/p0g9tqpm, https://www.bbc.co.uk/learningenglish/english/features/6-minute-english offers ESL podcasts specifically designed for language learning.

Here are some Radio Streaming resources that educators can use for in-class activities:

https://tunein.com/ is a website that offers users the ability to listen to streaming audio from over 100,000 radio networks and radio stations worldwide, including AF, FM, HD, LP, digital, and internet stations.

https://tunein.com/radio/KOI-sushi-radio-s273446/?lang=es 'Sushi Radio' is made by non-native speakers of English, and their length of about 5-10 minutes makes them ideal for use with lower-level classes, as well.

Audiobooks

Concept

According to Encarta ("Audiobook", 2008) an audiobook is an audio recording of someone reading a book, story, or other written text. Originally created in the 1950s for the visually impaired, audiobooks have become increasingly popular among ESL students over the past decade.

Nowadays, audiobooks are particularly popular among ELT students because they can listen to someone reading aloud anywhere, whether it's in bed at night, while driving, on public transportation, or while doing housework. This allows them to learn the language while engaging in other activities. Additionally, audiobooks provide a model of a native speaker, which can improve pronunciation and contribute to overall language understanding and advancement.

Research shows that audiobooks can enhance listening skills and improve reading comprehension. In fact, previous experimental studies have found that listening to audiobooks can improve both reading comprehension and listening ability.

Today, audiobooks can be accessed through streaming platforms like Spotify and iTunes, or purchased and downloaded as audio or e-audiobooks from the internet. The availability of

multimedia formats has made audiobooks more affordable and accessible, with many options available for free.

Tips for Teaching and Learning with Audiobooks

These tips are adapted from the Recording for the Blind and Dyslexi's web site:

Tip 1: Utilize audiobooks or e-audiobooks to provide auditory support for newly introduced letters and sounds. When introducing the lesson, connect the words to the letters and sounds being taught, helping students reconcile the text with the audiobook during reading time.

Tip 2: Audiobooks can be helpful for learners at all levels of English proficiency. Listening while reading can provide a more engaging and immersive experience, especially for those who struggle with traditional text-only materials.

Tip 3: Encourage students to develop their critical thinking and listening skills by using graphic organizers during or after listening activities. These tools can help students clarify their thoughts and ideas and provide a structured way to record their observations and insights.

Tip 4: Use them to develop fluency and comprehension skills:

For fluency, listening to and following the printed version of materials read aloud multiple times can help increase fluency and develop decoding and vocabulary skills that are essential for improving reading accuracy.

For comprehension, you can give students specific questions to answer after listening so they "listen with purpose," encourage them to make predictions based on what they have heard and ask them to retell the story or concept after listening to it. These strategies can help deepen their understanding of the material.

When using audiobooks, it's worth considering the different proficiency levels of students. Short audiobooks might be preferred, depending on their age, interests, and available

time. Students can even choose which audiobooks they want to listen to both in and out of class, which can help maintain their interest.

Advantages

Using audiobooks for learning listening skills offers several advantages:

By Dowhower (1987) and Rasinksi (1990), audiobooks can enhance students' understanding of words, phonetics, and syntax when accompanied by written text. The most effective approach to assist readers in achieving fluency is by reading while listening to the audio.

Students can benefit from audiobooks as they provide a chance to learn the pronunciation of unfamiliar words and comprehend the reader's tone. Audiobooks also enable the reader to establish a connection between the text and voice, which can enhance their reading skills and vocabulary.

Pronunciation is a significant aspect of English as a foreign language course. Audiobook narrators, being native speakers, can help learners overcome their shyness about their pronunciation and correct their mispronunciations.

The use of audiobooks in the classroom can enhance the success of English learners and boost their reading activity, leading to improvements in reading comprehension. Students often return home with a willingness to read more after experiencing audiobooks in class.

Motivation

The integration of audiobooks, podcasts, and radio can help students acquire a foreign language and learn listening skills while increasing their motivation and confidence, making the learning process fun and dynamic.

Resources

Here are some resources that educators can use for in-class activities:

https://www.learnoutloud.com/Resources/Publishers-and-Retailers/AudiobooksForFreecom/428 is an audio book retailer featuring more than 1700 titles in a variety of formats including: MP3, digital download, CD and video-DVD.

https://www.audible.com/ is an American online audiobook and podcast service that allows users to purchase and stream audiobooks.

https://librivox.org/ is an audiobook library is a platform where volunteers can record and share audio recordings of books with the public.

Study Cases

We can see now previous studies that talk about how we as teachers can help our students to improve their listening skills using ICT Tools and Authentic Material:

The first study is "The utilization of ICT in the teaching and learning of English: 'Tell Me More'" by Melor Md. Yunus, Harwati Hashim, Mohamed Amin Embi, Maimun Aqsha Lubis from Universiti Kebangsaan Malaysia. This study was designed to know the opinion of English students and lectures about a didactic material known as 'Tell me more', they also wanted to see if it could be used as a tool to support the learning of English language students. The study involved 85 students from a polytechnic in Malaysia who answered questionnaires consisting of 38 items using a Likert scale instrument from 1 to 4. And semi-structured interviews were conducted with 4 English language lecturers from the same polytechnic. The aspects that were investigated were the students' and lectures' perceptions of the ease, usefulness and suitability of use of Tell me more courseware in learning the English language. The results of the surveys and interviews were mostly positive. The students considered that the course was

easy to use and the information provided was easy to understand, it made them feel safe and comfortable when learning the topics, on the other hand, because the course allowed learning to be student-centered mostly (98.9%), they mentioned that the use of the course helped them to improve their command of the English language, finally, the questionnaires showed that the students did not believe that the program was adequate to learn reading and writing, they also said that it was difficult to study grammar without the guidance of a teacher. Furthermore, the interviews with the lecturers showed similar results, they said that the course was easy to use because it was very user-friendly, and that it was useful in student learning, especially to improve their pronunciation and reading, and contrary to what was discovered in the questionnaires to the students, the lecturers consider that the course is adequate to teach the four skills of English. The questionnaires and the interviews also showed that the students considered that thanks to this course they get enough practice with the listening activities, on the other hand, it was highlighted how all the activities of the course were adequate to help the students, however, there are many of them and the time is limited, students can only do a few, which is sad since, as Arissa, one of the lecturers interviewed says, because of limited time, students can only do a few exercises. To conclude, it can be said that the results of the research were positive, and the Tell me more course is easy, useful and convenient to support students' English learning.

The second study is "Application of ICT Tools: A Source to Enhance Listening Skill" by J. Karthikeyan from VIT University This study aims to emphasize the importance of developing listening skills in tertiary level engineering students from two universities in the rural area of the Salem district using ICT, who have less exposure to language learning and therefore their communicative ability is not the best. Before doing the study, it was observed that the students did not feel comfortable using English due to the lack of study practice, lack of ideas and lack of

exposure. Due to this, a study was carried out where ICT was used to develop students' listening skills from two universities: Kavery College of Engineering and Sona College of Technology, Salem district. The tools that were used were a podcast, YouTube, web 2 technology, computer, projector, interactive whiteboard, and audio speakers because they were already available in the language laboratory. The results of this study are also positive. Communication between students and teachers improved, it is easy and fast even when they are not in class. The use of ICT also allowed the learning to be student-centered and stopped being teaching-centered, the use of ICT helps the way of thinking and learning change, hence their learning process is positively affected.

The third study is "Developing Listening through the Use of Authentic Material" by Adriana Morales from Saint Matthew School and Ana Milena Beltrán from Corporación Universitaria UNITEC. This study was conducted at the UNITEC University Corporation, and it seeks to understand the reasons why students of the International Business career have a low level of listening comprehension. In the fourth level of the International Business Program, ten students were taking four hours of English classes per week. However, it was observed that most of the students only took the English class because it was a requirement, not because they were interested, and they also felt stressed when they had to work on listening activities since they thought they were boring and difficult. To carry out the study, two data collection instruments were used: observation in the classroom, to identify the possible causes and effects of the low level of listening comprehension, and questionnaires, to find out which was the most difficult skill for the students and why. In total, eight observations were made by a non-participant observer (researcher), and surveys were carried out on both students and teachers at the end of the semester. The research data showed why students performed poorly in class, firstly, they did not have frequent auditory training in the past, so now, more than ever, they needed more

extensive auditory training, secondly, as they took the class out of obligation, they lacked motivation, so they were not encouraged to participate and develop self-confidence when using the language. After the problem was identified, activities were carried out with authentic materials: songs and cartoons. The songs motivated the students, and like the cartoons, they helped them develop listening comprehension since it is material designed for children, so the speed of language and pronunciation is slow and clear. In conclusion, it can be said that before any material is applied, getting to know the population with which you are going to work is vital, as this way you can choose the best material for them and help them improve their English, even if they do not want to or do not feel prepared enough to do it.

Methodology

There are various methods to gather data during a research process: qualitative and quantitative research. To determine which type of research to conduct, Bhandari (2020) suggests considering the following: "Qualitative research involves the collection and analysis of non-numerical data (such as text, video, or audio) to comprehend concepts, opinions, or experiences. It is beneficial for obtaining in-depth insights into a problem or generating novel research ideas."

The research method chosen for this monograph was qualitative research, as it is the most appropriate method for this research process because it involves collecting and analyzing non-numerical data. This method is used to gain a thorough understanding of social phenomena in their natural environment. This monograph sought to gain a deep understanding of the process of teaching and learning listening skills for students with difficulties in this area and to identify the effects of technology on students and the benefits it could bring.

Researchers who focus on the quality of their research use various methods to study human phenomena. These methods include biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology. To support this project, over 40 articles, books, and videos were analyzed and studied to select the most relevant information. The sources provided information and applied significantly, where teachers from different parts of the world shared their strategies and results, contributing significantly and positively to this project.

The purpose of this project was to thoroughly comprehend the art of teaching and learning effective listening skills for English as a Foreign Language (EFL) students. Additionally, the study aimed to examine the significance and outcomes of integrating Information and Communication Technologies (ICTs) in the learning process and how it impacts

students' lives. The research also explored various techniques to ensure that the acquired knowledge is useful and practical for students. ICTs have revolutionized EFL classrooms globally, and teachers can utilize basic tools like laptops or smartphones to enhance students' proficiency in English.

Qualitative Approach: Grounded Theory

There are five approaches to qualitative research: Narrative, Phenomenology, Ground Theory, Ethnography, and Case Study. For this work, Ground Theory was used.

According to the grounded theory proposed by Rice and Ezzy in 1999, carefully observing the social world can result in the development of a theory. The ultimate goal is to create a theory that can effectively explain the data that has been collected. Grounded theory utilizes a method of simultaneous data collection and analysis, with each process informing the other. The collected data is classified into concepts, categories, and themes, which then influence the further collection of data.

Grounded theory is a type of qualitative research that explores individuals' experiences with a particular process and develops a theory or explanation of how the process operates. Researchers typically use grounded theory when there is no existing theory on the topic being studied or when there is a theory that applies only to a particular group of people who share common characteristics with the group being investigated (Patton, 2015).

The goal of the monograph was to clarify the role and significance of ICTs in developing listening skills during the teaching and learning process. The articles discovered, referred to as research studies, demonstrated how other educators had employed diverse approaches with various groups of EFL learners and their results.

This method of qualitative research involves gathering data from various sources, including observation, examination of documents, focus groups, and interviews. In health research, focus groups and interviews are often more practical than observation (Starks & Brown Trinidad, 2007).

Although interviews and observation can yield valuable insights into the topic being studied, for this particular research project, the primary focus was on analyzing documents related to the topic. These documents provided information and results from studies conducted in different environments and circumstances, allowing for a thorough analysis of the issue and providing avenues for future studies or strategies.

Stages of Investigation

It was conducted a careful and systematic analysis of the chosen articles, so the monograph will present a well-organized and thoughtful approach. This involved a thorough consideration of the context and limitations of qualitative research methods, as outlined by Dr. Leslie Curry (2015), and relied on established methodologies for collecting, organizing, and interpreting textual information. Through this approach, it was possible to develop a comprehensive and insightful analysis of the chosen articles.

To ensure that the research question was answered in the most effective way possible, it was conducted a thorough documentary search and determined the subtopics that would be most appropriate to include in the monograph. As a result, it was carefully selected and analyzed the most relevant articles that would help develop a comprehensive and insightful analysis of the question at hand. Additionally, any articles that did not specifically contribute to answering the research question were discarded, even if they were valuable in discussing topics related to the teaching of English as a foreign language. The research was guided by established

methodologies for collecting, organizing, and interpreting textual information, as well as a careful consideration of the context and limitations of qualitative research methods.

The information was collected by analyzing articles, book chapters, virtual learning objects, and videos that were relevant to the chosen subtopics. This helped to understand better the topic of learning listening skills, including the benefits as well as the challenges that arise during both teaching and learning. By doing so, it was possible to identify potential solutions to improve these processes.

After analyzing the information, we collected, it was feasible to gain a better understanding of the implementation processes of ICTs such as the use of films, videos, music, audiobooks, and podcasts, as well as the appropriate strategies to do so. It was also carried out a critical analysis of how the different activities implemented would benefit the students. Additionally, it identified the importance of the environment in which the activities are carried out and the attitude that students have towards the resources used. Overall, this qualitative research has provided valuable insights into how we can improve the teaching and learning of listening skills.

As the final document was compiled, it was considered how the information gathered was going to be presented, as well as using proper punctuation, spelling, and grammar throughout the report, to make it as clear and easy to read as possible. The goal was to create a useful resource for teachers who are looking to improve their students' listening skills, and it is believed that the analysis will be of great benefit to them.

Results and Discussion

Through extensive research and analysis of various articles and studies, several effective strategies and activities have been proposed for teachers to enhance their students' listening skills.

The importance of listening skills in life, in general, has been thoroughly examined at the start of this study. Listening is the primary skill that babies develop, and it is closely linked to other abilities like speaking, reading, and writing. As Oxford (1993, p. 206) highlighted, listening goes beyond simply perceiving sounds, as it involves comprehending the meaning behind the words and phrases we hear. Recognizing the significance of this skill in our daily lives is crucial, as it allows educators to appreciate that by helping our students improve their listening and communication skills.

In the past, listening skills were often overlooked and undervalued. However, teachers have recognized the importance of incorporating listening activities in language learning. Providing students with authentic spoken language is crucial in helping them understand how the language is used in real-life situations and not just in a classroom setting. In addition, listening activities can improve students' vocabulary, grammar, and communication skills. Students tend to imitate what they hear, so including listening activities can help them naturally express themselves.

However, it is crucial to acknowledge the difficulties that students face when it comes to listening. One of the main challenges is the lack of exposure to the language, as teachers often focus on grammar and vocabulary, neglecting other important aspects of language learning. Additionally, students may struggle with different accents, pronunciations, and vocabulary. For

example, adjusting to British English can be challenging for students more familiar with American English. These difficulties can make students feel discouraged and lose motivation.

Furthermore, students may also struggle with external distractions, particularly in online classes. Students may become distracted by their surroundings at home, such as their cell phones, television, family members, or the internet. All of these factors can make the learning process more challenging for students.

To teach effectively it is important to keep several aspects in mind:

Students' motivation to learn can vary. Some people aspire to travel and learn about different cultures, while others aim for better job prospects or scholarships. As teachers, it's crucial to support students in achieving their goals and make the learning process enjoyable. This approach helps students avoid negative feelings that might deter them from continuing to learn the language.

When in classes, whether in-person or virtually, it is essential to establish a comfortable environment that fosters student comfort and confidence in completing tasks. My observations indicate that when students encounter difficulty comprehending a concept, their motivation can wane, and pessimism can take hold. As educators, we should encourage and empower our students during such challenges. By modifying activities and offering support, we can inspire students to persevere and adopt a positive outlook. It is worth noting that a student's emotions and sentiments towards the activities we undertake can significantly influence their academic performance.

The input hypothesis underscores the importance of furnishing students with comprehensible input that is moderately more demanding than what they can produce. I agree with that perspective because when the activities are too simple learners do not gain any new

insights. The objective is for students to push themselves to acquire new skills and demonstrate to themselves that they can accomplish their aspirations.

To fully comprehend an oral text, it is vital to consider both top-down and bottom-up processes. Top-down processing involves the prior knowledge about the subject, context, or language being used. Meanwhile, bottom-up processing pertains to the information one gains while listening, which enables one to comprehend the overall message. These strategies are used instinctively in one's native language and should be applied similarly when learning a new language. Both processes occur simultaneously, so activities should incorporate both students' knowledge and the nuances they hear in the audio. A practical way to implement this is by watching familiar movies in English. This allows students to focus on the characters' expressions and tone, as they are already familiar with the plot.

To tailor activities to the specific needs and abilities of students, it's crucial to organize them effectively. Activities should be engaging and meaningful while also helping students develop important skills. For a comprehensive listening lesson, it is recommended to include pre-listening, listening, and post-listening activities. By introducing students to the topic through images and vocabulary, they can become familiar with the material before listening to the audio or watching the video. This strategy helps them focus on key aspects of the audio and better understand what questions they need to answer. The final type of activity encourages critical thinking and inspires students to reflect on the topic. Students usually enjoy this section, as it provides them with the opportunity to discuss their own experiences and perspectives, and they feel motivated to participate in class.

It is crucial to remember that the materials and activities used in teaching are equally important. Teachers need to adjust the materials to their students' level and use creative and

dynamic activities. However, this can be a challenging task, and teachers may make the mistake of only relying on the activities suggested in their textbooks and solely focusing on evaluating their students' progress. When selecting materials, it is vital to consider that both non-authentic and authentic materials can have a positive impact on students:

Non-authentic materials are resources developed to teach, including physical and digital textbooks, as well as activities that teachers create to teach specific topics or grammatical aspects of English.

Authentic materials consist of articles or audio created for native speakers, such as news, movies, and music. These resources are not tailored to foreign language learners but rather intended for native speakers.

There are pros and cons to both authentic and non-authentic materials. Non-authentic materials are often less natural and don't reflect how the language is used in real-life situations, whereas authentic materials allow us to observe native speakers in their daily lives. However, sometimes authentic materials can be challenging due to complex vocabulary and phrases that can be difficult for students to grasp. This can cause them to focus more on what they don't understand rather than on the context or visual aids that could help them.

Despite these drawbacks, both types of materials have their advantages. Non-authentic materials can be helpful for teaching grammar and can be tailored to students' levels. For example, the books I use in class not only explain grammar and vocabulary but also have interactive activities that students can complete on their own devices. Authentic materials, on the other hand, expose students to real-life language usage, such as contractions and idioms. Watching movies or listening to songs in class is a great way to learn these nuances of the

language and put previous knowledge into practice. Overall, both types of materials have their place in language learning and can be used to complement each other.

In my view, there are advantages to using both authentic and non-authentic materials in a classroom setting, and neither should be given preference over the other. From personal experience, I have found that a combination of both types can be beneficial. It is crucial to take into account the individual needs and interests of students when selecting materials. Having taught both children and adults, I have observed that adults tend to prefer practical applications and hands-on activities, while children enjoy a bit of friendly competition. Utilizing the 'Quizizz' platform, for example, can turn learning into a game that children enjoy. Therefore, teachers should be mindful of the context and interests of their students when choosing materials, and strive to use a blend of both authentic and non-authentic materials to enhance their learning experience.

Currently, non-authentic materials have gained popularity and become more accessible. After considering these important factors, the monograph proceeded to examine the use of authentic materials and ICT. Earlier, the text had mentioned some of the technological resources utilized such as the 'Quizizz' and 'Jamboard' platforms, as well as electronic books. However, there are additional technological resources that can also be utilized, including:

Smart Phones. I have found that many of my students utilize their smartphones to watch lectures or complete activities that are sent to them via WhatsApp.

World News Websites. These websites can be an effective tool for accessing news from around the globe. The BBC news platform is a popular resource for both native and non-native speakers who are interested in staying up-to-date on current events and learning common expressions used in news reporting.

Videos. The use of videos provides various benefits, with one of the most significant being the exposure they offer to the language. While movies and songs are polished resources, videos or blogs from YouTubers, who typically employ everyday expressions and share real-life experiences, allow students to identify with the content. For instance, one of my students uses English videos about Minecraft or video games to learn, and she has learned vocabulary related to video games through these videos. More educational resources like TED talks or Big Think articles can also be utilized, as they have videos available on their websites and YouTube channels, with topics ranging from history to neurology. These are just a few examples of the videos I have utilized to improve my English and assist my students in enhancing their communication skills.

Cartoons, Films and Series. Watching cartoons, films, and series can be beneficial for learning English. While films may contain expressions not commonly used in everyday language, they have gone through various filters making them useful for language learners. Cartoons, on the other hand, are aimed at children and use simpler vocabulary, making them a great resource for students of all levels.

Watching movies and series allows students to hear different accents and dialects of English, and learn slang, reduced speech, and idioms more naturally. This can help them use these expressions in their daily lives and expand their vocabulary. Incorporating movie scripts and resources like Movie Web can also enhance the learning experience. Students can follow along with the script and discuss the movie and characters after watching.

Music. Music is a language that transcends borders and connects people from all walks of life. It can be a valuable tool for improving students' listening abilities, but it's crucial to be selective when choosing songs. The purpose of using a particular song should be carefully

considered, whether it's to reinforce a grammatical lesson or spark a discussion about a topic relevant to the student's interests. Additionally, the lyrics and message of the song should align with classroom values and goals. One of the major advantages of incorporating music into lessons is that students are more likely to engage with the material when they enjoy the melody or lyrics. Online resources like GENIUS provide lyrics for popular songs, encouraging students to listen closely and even sing along.

Podcasts and Radio. While radio broadcasts cover varied topics, news, and entertainment, podcasts focus on a specific subject throughout the entire episode. They can take the form of interviews, solo discussions, or group conversations. Unlike radio, podcasts come in various formats, including audio-only versions available on streaming platforms like Spotify or iTunes and video versions on YouTube. They can also be downloaded and listened to offline.

Podcasts cover a range of topics, from education to entertainment, and they offer a unique benefit to students. Without any visual distractions, students can focus solely on listening to the speaker's tone of voice and the content being discussed. This can help them improve their grammar skills and pronunciation.

Many popular podcasts are available on platforms like Spotify and iTunes, as well as through networks like BBC shows and WNYC Studios. Tune In is another website where you can find a wide variety of podcasts and radio programs.

Audiobooks. Audiobooks have experienced a surge in popularity thanks to the widespread use of apps like TikTok and YouTube, which have made reading more accessible than ever before. As educators, we can utilize audiobooks in the classroom to captivate our students and advance their literacy skills. By promoting active listening and conducting activities

such as summarizing the story or concept after listening to the audio, we can enrich our students' comprehension abilities.

Through my experience teaching both children and adults, as well as the research conducted in my monograph, I have discovered that videos, movies, and songs are helpful resources when teaching my students. While it may require some extra time and effort, the positive results are well worth it. I have noted that incorporating these types of media into my lessons improves my students' attitudes toward the class and the learning process itself. It is important to choose these resources thoughtfully and carefully and to develop corresponding activities that are engaging and purposeful. Additionally, students should be informed of the activity's objectives and participate before, during, and after its implementation. I have also found that it is essential for students to become comfortable with not understanding everything they hear, and instead focus on the context of the audio or film, as well as any keywords or images they may recognize. As their instructor, I encourage them to do just that.

It is crucial to recognize the significant influence that teachers' creativity and outlook can have on their students' learning experience. To ensure success, it is essential to carefully select materials that cater to the individual needs, interests, and skill levels of each student. Additionally, engaging students in activities that prompt them to utilize their prior knowledge, offer opinions, and ask questions about the topic at hand can be incredibly beneficial. Finally, instilling a sense of confidence in students and assuring them that we are always available to help them overcome any obstacles they may encounter is crucial. By incorporating these key elements into our teaching methodology, we can create an enjoyable and effective learning experience for students looking to develop their English and listening skills.

Conclusions and Recommendations

After analyzing articles, book chapters, and videos about the importance of listening skills, the challenges and potential solutions for teaching these skills, the various materials that can be used, and the benefits of incorporating ICTs, it can be concluded that:

Effective listening skills are crucial for teaching a foreign language. Numerous students learn English to improve their job prospects or to get a scholarship, making communication a top priority. However, some teachers tend to overlook listening skills in favor of other important aspects, which can hinder students' overall learning experience.

Students often struggle with listening activities because they haven't had enough exposure to the target language. Additionally, aspects like pronunciation, accent, and word stress can impact comprehension, making it crucial to expose students to these elements to improve their language acquisition and communication skills.

Teachers and students should be aware of the listening, top-down, and bottom-up processes. It is crucial to develop activities that enable students to identify specific aspects of what they hear while also understanding the overall idea of the audio. This way, they can better prepare themselves for situations where they need to speak and comprehend the language. Remember that both processes occur simultaneously.

When planning activities for students, it is important to include three parts: pre-listening, listening, and post-listening. Providing context for the activities and explaining their purpose can help students better understand and engage with the material. Initially, developing these skills may be challenging, which can lead to discouragement. However, by breaking tasks down into smaller, manageable parts and gradually increasing difficulty, students can gain confidence and feel motivated to complete all activities and share their thoughts about them.

When selecting materials for activities, teachers must consider their purpose. Authentic and non-authentic materials can help students develop communication and listening skills. Teachers should utilize these resources to enhance students' listening abilities and teach them effective strategies, rather than solely evaluating their performance.

Incorporating ICTs into the learning process can be highly advantageous for students. By using authentic materials like films, videos, audiobooks, and podcasts, students can enhance their listening skills and become more familiar with the language used by native speakers in real-life situations, rather than only what is portrayed in textbooks.

Limitations

Various studies and research were conducted in Asia, specifically in Indonesia, Korea, and Turkey. These studies provided valuable insights into the education system in these countries. While some of these aspects may not apply to Colombia, they are still relevant and useful for teachers and for improving the education system. Overall, the information and studies conducted greatly contributed to the research project.

The analyzed studies involved individuals of varying ages. Therefore, teachers who wish to implement the activities or suggestions provided in these documents may need to modify them to suit their particular situation. This could restrict the research process as there may be limited resources available, resulting in the research being the first of its kind.

The proposed activities and resources in the monograph and other research projects are primarily designed for young and adult students. As a result, teachers with students in these age groups will benefit the most. However, the materials found do not address or include younger

students. Teachers with children as their students may find the suggested strategies helpful, but they will need to customize them to suit the needs and abilities of their students.

If students have the necessary resources, they can carry out these activities. However, applying these strategies and recommended activities may be challenging due to the socioeconomic difficulties faced by other students in Colombia. This could greatly impact the learning process of the students.

Accessing databases and research publications can be a challenge. Despite the availability of research projects by other experts, broken URL links and private institutional repositories can make the process difficult. Additionally, some books or articles of interest require a membership fee for access. This is unfortunate because research should be accessible to everyone, especially teachers who can benefit from projects conducted by other institutions and be inspired to develop their projects. Ultimately, this benefits the global educational community.

Recommendations

Throughout the creation of this monograph, I observed the many benefits of incorporating authentic, dynamic materials such as films, videos, music, audiobooks, and podcasts in language learning. These resources have been shown to improve students' listening skills both in and outside of the classroom. However, implementing these materials and associated activities requires a significant investment of time. Traditionally, educational systems rely heavily on textbooks that fulfill specific requirements. While these textbooks provide the necessary foundation, they neglect the use of language in real-world situations, leading students to feel that what they learn is irrelevant, which is not true.

To further this research, teachers, the educational system, and stakeholders should consider how they can incorporate these activities into the classroom. It is important not only to measure students' knowledge but also to assess if what they're learning is practical in real life. This way, they can communicate with native speakers and achieve their goals of obtaining scholarships abroad or securing better job offers.

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