


Challenges and Opportunities of Incorporating Listening Activities in Online Learning Platforms

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Abstract

Online education is transforming educational systems worldwide. It has recently become an essential part of the process of teaching and learning. This shift has enabled greater access to learning opportunities and flexibility in how education is delivered. However, certain activities such as listening exercises have been neglected, despite their critical importance in English as foreign language learning. Listening skills are fundamental for language acquisition. They enable learners to understand spoken language, improve their pronunciation and vocabulary, and enhance their communication abilities. Hence, it is crucial to incorporate listening activities into language learning syllabi. This study intends to emphasise the importance of the incorporation of listening activities into online learning platforms to ensure a comprehensive and effective language learning experience in virtual environments. It aims to highlight the advantages and disadvantages of using online platforms such as Moodle in providing interactive listening activities and determining the efficiency of these activities in improving students' listening comprehension, vocabulary retention, and pronunciation. To achieve this, an experimental approach was employed to examine the effects of using online platforms and listening activities on intermediate level learners. Many teaching tools were utilised such as PowerPoint presentations via videoconferencing sessions, videos and audios, and listening worksheets accompanied by online quizzes. The participants' performance was evaluated through pre- and post-tests. The results indicate a significant improvement in listening comprehension and increased engagement among students. Nevertheless, challenges such as technological limitations and different levels of students' motivation were also identified. This study, therefore, provides valuable insights for educators to address these challenges in order to optimise online learning experiences and improve students' outcomes.

Keywords: listening; online education; online platforms; pronunciation; vocabulary.

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Introduction

The rise of online education has revolutionised the educational systems as it offers a great flexibility and wide accessibility of various resources for learners worldwide. This shift has been driven by advancements in technology and the increasing demand for more adaptable learning environments, especially after the COVID-19 pandemic. The word COVID stands for **C**orona **V**irus **D**isease and 19 refers to the year in which the virus was discovered. This disease has influenced the educational system worldwide making most schools and universities adopt distance education (Tadesse & Worku, 2020). However, while online platforms have expanded opportunities for language learners, certain essential components, such as listening activities, have often been overlooked, especially in ESP contexts. Listening is a crucial skill in language learning, as it facilitates comprehension, pronunciation, and communication abilities. Due to its importance, the present study aims to explore the advantages and disadvantages of integrating listening activities into online education platforms. It tries to highlight the benefits and challenges related to the use of these activities and to evaluate their impact on students' performance. A set of recommendations will be provided at the end of the study to assist educators incorporate listening tools effectively into their online teaching practices in order to enhance language acquisition in virtual settings and improve the quality of their courses. This study, therefore, seeks to answer the following questions:

1. What are the advantages and disadvantages of using online platforms in teaching listening?
2. What online resources and tools to be used to enhance students' listening comprehension?
3. How can online listening activities improve students' vocabulary and pronunciation?

1. Literature Review

Many studies have shown that listening is essential for learning languages. As more learners turn to digital learning, it is vital to understand how to effectively teach listening skills and integrate different listening activities in online settings. While research highlights the importance of listening, there is still not enough information about the best ways to do this online. In this section, the key concepts of this study are highlighted, recognising the significant role of listening and online platforms in language learning.

1.1. *The Listening Skills*

Learning English involves developing four key skills: listening, speaking, writing, and reading. However, despite its obvious importance, many curriculum developers have neglected listening for years (Costeleanu, 2022). Many factors lead to overlooking listening in ESP contexts such as time limitations, the size of the classroom, equipment, heterogeneous groups, the focus on technical vocabulary etc (Costeleanu, 2022; Merine, 2021). ESP teachers often find themselves obliged to focus on ESP vocabulary and developing the students' grammar understanding because the time allocated to their courses is very limited. Listening, a fundamental language skill, has not received enough attention in both pedagogy and research within the fields of Applied Linguistics and English Language Teaching (Fenyi, Jones-Mensah, Tabiri, & Owusu, 2021). Learning a language requires lots of practice and wide exposure to the target language such as listening and repetition. Moreover, other factors can affect students' learning and performance regarding the four language skills such as hard work and motivation (Ivone & Renandyab, 2019).

Listening is the initial skill individuals acquire and is crucial for developing other language abilities, especially speaking. It involves more than simply hearing sounds; listeners must also grasp the meaning behind those sounds (Nurkhamidah, 2021). Thus, for developing good communication skills, mastering listening is critical. In this vein, Fayzullayeva clearly states:

Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it (Fayzullayeva, 2021, p. 459).

Fitria (2021) considers listening a crucial skill in language learning due to the significant discrepancies between written and spoken English. To effectively communicate, she believes that continuous development of listening abilities is essential (Fitria, 2021). Therefore, consistent practice in listening is important for achieving success in language learning in general as it builds up learners' competencies including comprehension and communication skills.

Active listening is a complex skill that involves thinking, feeling, and doing. Recognising and using these parts in different learning environments help students learn and develop many social abilities (Canpolat, Kuzu, Yildirim, & Canpolat, 2015). Beyond learners' limited vocabulary and the uncontrollable pace of speech, factors such as insufficient background knowledge, unclear articulation, and disturbing learning environments significantly hamper listening comprehension (Fenyi, Jones-Mensah, Tabiri, & Owusu, 2021). In this regard, Djabbarova (2021) adds that listeners must rapidly process auditory information, retaining speech sounds to construct meaningful words, phrases, and sentences. This complex cognitive process causes the challenges students encounter in listening comprehension.

Listening is a challenging skill for many learners due to several factors such as poor classroom conditions, unfamiliar vocabulary, lengthy listening passages, and unclear pronunciation. These issues can lead to student boredom and anxiety. Additionally, limited exposure to native speakers and rapid speech rate further hinder listening comprehension. Learners often face challenges like communication difficulties, understanding grammar and vocabulary building, frequently linked to less engaging or rigid teaching methods. This highlights the need for more dynamic and effective learning strategies (Lengkoan, Andries, & Tatipang, 2022). Other challenges include the ability to understand different accents and pronunciations, which can notably vary from one speaker to another. Additionally, the speed of spoken language often poses difficulties, as learners may struggle to keep up with native speakers' pace. Unfamiliar vocabulary and idiomatic expressions can further complicate comprehension.

1.2. Online Education

Globalisation has greatly altered teaching and learning methods. The widespread adoption of Information and Communication Technology (ICT) has revolutionised 21st-century education, creating interactive and learner-centred environments that are more open and flexible. Online learning is now a key part of modern classrooms. Instructors need to adapt and equip students with strategies for success, while also considering their technological proficiency. By using technology effectively, teachers can create engaging experiences that promote creativity, autonomy, and innovative thinking through interaction, discussion, and problem-solving opportunities (Megat-Abdul-Rahim, Idris, Abdul Rahman, Ya Shaq, & Nasir, 2021).

The COVID-19 pandemic profoundly impacted numerous aspects of life, including economy, society, politics, health, and education. To stop the rapid spread of COVID-19, governments worldwide ordered school and university closures, resulting in adopting online

learning as the safest educational approach. Nowadays, the educational sector is witnessing a significant transformation as face-to-face learning has been replaced by online and alternative teaching modes. This rapid change in learning presented many challenges such as issues related to learning listening which is a complex language skill (Susilowati, 2020). A similar opinion is shared by Nurkhamidah (2021) who believes that the sudden shift from in-person to online learning due to the COVID-19 pandemic posed a major challenge for many educators who had to quickly adjust by developing effective online course materials and activities to facilitate student learning. As online learning is new for most, teaching the four core language skills remotely requires teachers to ensure active student engagement with the online materials (Nurkhamidah, 2021).

In fact, many universities in the world were using online education even before the pandemic, but it was mainly used as a support to the existing teaching material, which is known as blended learning. The latter combines traditional classroom teaching with online activities to give students more opportunities to learn and interact with their peers. According to Li (2020), the rapid advancement of educational technology has led to the widespread adoption of blended learning, a pedagogical approach that effectively combines traditional face-to-face instruction with online learning. Blended learning is often misunderstood as simply combining online and offline elements. However, its core purpose extends beyond this combination. The fundamental goal of blended learning design is to foster a transformation in learners from passive knowledge acquisition to active knowledge application. By strategically integrating face-to-face instruction, online learning, and various assessment methods, blended learning creates an optimal environment for continuous improvement. Its focus on learning objectives ensures that students actively engage with the material, leading to enhanced learning outcomes through formative assessment (Li, 2020).

Research suggests that online learning may be more cost-effective than traditional face-to-face learning as many students report higher expenses due to increased internet data usage (Nurkhamidah, 2021). While blended learning offers the advantages of both online and face-to-face instruction, student engagement in the online component is crucial for maximising the effectiveness of the overall learning experience. Insufficient online participation can hinder students' ability to fully benefit from in-class activities (Hassan, Zainal Abidin, Zainal Abedin, Purwarno, & Shanthi, 2023). One of the main drawbacks of online education is the lack of face-to-face interaction, which can lead to feelings of social isolation and reduced motivation among students. This absence of in-person communication may also hinder the development of important social and interpersonal skills. Furthermore, technical issues such as unreliable internet connection or inadequate digital devices can disturb the learning process. That is why educators should use online activities to support onsite learning, not to replace it.

1.3. Using Digital Tools for Listening Skills Development

To maximise in online listening comprehension, EFL students should develop a high degree of autonomy. Developing personalised listening practice plans is essential. Research indicates that active class participation and collaborative learning significantly enhance listening abilities within an online learning environment (Linh & Ngo, 2021). Technology-assisted language learning (TALL) greatly improves EFL learners' listening comprehension and increases their enthusiasm and motivation. Digital content delivery enhances topic understanding and supports effective listening strategies like idea generation and mind mapping. However, students

have concerns about comprehension challenges and financial costs related to online learning (Masykuri, 2022).

Various platforms can be used to improve students' listening skills, including music streaming services like Joox and Spotify, YouTube, podcasts, and specialised websites. Music platforms provide access to English songs for practice in listening, pronunciation, and speaking. YouTube offers a wide range of English content for flexible, independent listening practice, with many channels focusing on English listening skills and providing structured learning experiences (Fitria, 2021). YouGlish and News in Levels are other examples of digital tools that offer valuable resources for developing listening comprehension. Podcasts complement these platforms by providing opportunities for both auditory practice and spoken language improvement (Djabbarova, 2021). Podcasts offer a structured approach to language learning, covering topics such as discussions, grammar, history, vocabulary, and conversational English. With a vast array of free content available across various interests, podcasts provide an excellent opportunity to enhance listening comprehension, pronunciation, vocabulary, accent recognition, and slang understanding while acquiring knowledge on diverse subjects (Fitria, 2021). The BBC and VOA offer valuable podcast resources for English learners. These platforms provide exposure to British and American English respectively, enhancing listeners' comprehension and pronunciation of both dialects, adds Fitria (2021).

A variety of online platforms, including Learning Management Systems (LMS), YouTube, video conferencing tools, and social media, are available for educational purposes (Nurkhamidah, 2021). To maintain student motivation and achieve targeted learning outcomes in listening classes, implementing a listening log strategy via WhatsApp is recommended (Susilowati, 2020). The availability of a diverse array of digital tools greatly enhances the development of students' listening skills. These tools can be adequate for different learning styles and preferences, making the learning process more engaging and effective. They offer flexible and accessible means for students to practice listening skills at their own pace and convenience. It is hypothesised that teachers incorporating a variety of tools into online platforms can enhance students' listening comprehension, pronunciation and vocabulary. Besides, with good management skills, ESP teachers would significantly save more time for listening practices.

2. Methodology

This section outlines the research methodology adopted in this study to investigate the effects of online listening activities on the students' language skills. It provides details about the selected research design, the participants, and the employed research tools.

2.1. Research Design

This study uses an experimental design to assess the impact of listening activities on the student performance in an online learning environment (Moodle). The research involves administering pre-tests and post-tests to evaluate changes in students' listening comprehension, with a particular focus on vocabulary and pronunciation. The participants will undertake these tests before and after engaging in a series of structured listening activities for four weeks. This approach allows for a direct comparison of students' performance, providing insights into the effectiveness of the listening activities in improving students' vocabulary and pronunciation.

2.2. Participants

The participants in this study are second-year students at the Higher National School of Biotechnology, in Algeria, enrolled in preparatory classes, with an intermediate level of English

proficiency. A total of ten students were selected to participate in this research. These participants were chosen to represent a diverse group of learners who would benefit from enhanced listening skills as part of their language acquisition process.

2.3. *Teaching Materials*

Numerous online platforms offer effective tools for practicing English listening skills. Utilising these digital resources, including music apps, YouTube, podcasts, and dedicated websites, provides students with many options for enhancing their listening comprehension. The instruments used in this study include the platform Moodle, audio tracks accompanied by listening worksheets, and videos sourced from YouTube. Moodle served as the platform for delivering course materials and facilitating communication between the instructor and the participants. To effectively develop listening skills, learners should engage with a variety of engaging materials. Repetitive theoretical instruction is less effective than hands-on practice. By incorporating diverse and enjoyable learning resources, learners can maintain interest and motivation (Fitria, 2021). This explains the use of a variety of tools and activities in the present study.

Audio tracks were selected to target specific listening skills, particularly vocabulary, and were given to the participants with worksheets to help them follow and to support comprehension and retention. Additionally, YouTube videos were incorporated to provide authentic listening experiences and expose students to a variety of English accents and contexts. PowerPoint presentations which include audios and videos accompanied by questions, such as multiple-choice questions and true or false questions were utilised during videoconferencing sessions.

The first listening activity was held online using Moodle. Within Moodle, a videoconferencing tool is available called “BigBlueButton”, in which the lesson was delivered with the teacher’s assistance and guidance. This tool enables students to interact with the teacher online, raise their hands, ask questions using a chat box, and participate in polls and many other features.

In the first listening session, a PowerPoint presentation was shared on BigBlueButton with the students, accompanied with audios, videos, and questions. The primary purpose of scheduling this session is to explain to the students the listening activities and the assessment mode. It is worth mentioning that in this session, speaking activities were also incorporated.

The remaining listening activities were held online using the platform Moodle. A section was created labelled “Listening Activities”, in which the listening material was delivered. This includes listening worksheets, links, tests and quizzes with audio tracks or videos and questions of different forms. Discussion spaces were also added to enable students share their thoughts or even complaints in case of technical problems.

Figure 1 Screenshot of Listening Activities Section in Moodle



2.4. Data Collection and Analysis

Data for this study were collected using the students' grades from both the pre-test and post-test assessments. As previously stated, these tests were designed in order to evaluate students' listening comprehension, focusing on vocabulary and pronunciation, before and after the implementation of structured listening activities. The results from these assessments were compared to determine any changes in student performance. To analyse the significance of these changes, statistical analysis was conducted using SPSS software. This analysis aimed to identify any statistically significant improvements in the participants' listening skills.

3. Results and Discussion

The present section depicts the statistical results obtained in this study and their relation with the participants' outputs in listening using online platforms.

3.1. Students' Performance

The following table displays the participants' grades in the pre test, which is composed of three sections. The total possible score was 20 points. The first section, worthing 10 points, assessed listening comprehension. The second section, worth 5 points, evaluated vocabulary building, while the final section, also worth 5 points, focused on pronunciation.

Table 1: Students' grades in the pre test

<i>Participant</i>	<i>Listening /10</i>	<i>Vocabulary /5</i>	<i>Pronunciation /5</i>	<i>Average /20</i>
1	4	2	3	9
2	3	4	4	11
3	6	4	3	13
4	2	2	2	6
5	7	4	4	15
6	5	3	3	11
7	5	5	2	12
8	4	5	3	12
9	6	5	4	15
10	7	5	3	15

Table 1 reveals that students' performance in the pre-test is average. The average score of the participants in the pre-test is 11.9. As shown in the table, listening comprehension and pronunciation were also average, indicating room for improvement. Many students demonstrated difficulties in understanding spoken English and accurately answering the questions or providing the right pronunciation. This aligns with the challenges typically faced by intermediate-level EFL learners. These initial scores highlight the need for targeted listening activities to address these specific areas of weakness. By identifying these challenges early on, the study aims to measure the effectiveness of implementing online listening activities throughout the course.

Table 2: Students' grades in the post test

<i>Participant</i>	<i>Listening /10</i>	<i>Vocabulary /5</i>	<i>Pronunciation /5</i>	<i>Average /20</i>
1	7	5	4	16
2	6	4	3	13
3	7	4	2	13
4	5	5	4	14
5	8	4	4	16
6	5	5	3	13
7	6	5	3	14
8	8	5	3	16
9	7	4	3	14
10	6	5	5	16

As presented in Table 2, the post-test scores indicate that students have shown improvement in their listening comprehension skills following the training with an average of 14.5. This progress might suggest that the structured listening activities and resources used in the study were effective in enhancing students' overall listening abilities. However, while there is notable improvement, many students' pronunciation skills still require further development. This highlights the ongoing need for focused practice and instructional support in pronunciation to help students achieve a higher level of proficiency in spoken English. To check if the students have significantly improved their proficiency after the training, a paired sample test using SPSS is calculated.

Table 3: Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Before Training (pre-test)	11,9000	10	2,88483	,91226
	After Training (post-test)	14,5000	10	1,35401	,42817

Table 3 displays the paired sample test results obtained through SPSS, revealing a significant difference in the mean scores between the pre-test and post-test, indicating measurable improvement in students' listening skills following the training. The analysis shows that students' performance increased after engaging in the structured listening activities, with a higher mean score in the post-test compared to the pre-test. This positive change suggests that the listening activities effectively enhanced students' comprehension and other related skills.

Table 4: Paired Sample Test

		Mean	Std. Deviation	Sig. (2-tailed)
Pair	Before Training – After Training	-2,60000	2,91357	,020

As clearly displayed in Table 4, the paired sample test analysis, with a p-value of 0.020, indicates a statistically significant improvement in students' performance from the pre-test to the post-test. This p-value, which is below 0.05, confirms that the observed enhancement in students' listening skills is considerable. The positive impact of the training on students' performance demonstrates that online listening activities effectively contributed to improved listening comprehension and overall language proficiency. This finding supports the value of incorporating such training into online learning environments to foster better educational outcomes.

3.2. *Discussion of the Results*

The use of structured listening activities has developed the students' listening comprehension as noted in the students' results when comparing the mean scores in the pre-test and the post-test. The findings also show that using online platforms to deliver listening activities offers several advantages that positively influence students' achievements, particularly in vocabulary acquisition. The platform facilitates easy connection and interaction between the students and the instructor, creating a collaborative learning environment. This aligns with a recent study that has indicated that using online learning improves students' listening skills and vocabulary mastery. In addition to high motivation, a significant increase in the mean scores has been noticed, which is in harmony with the findings of the present study (Ghonivita, Pahamzah, Syafrizal, & Wijayanti, 2021). This also supports the conclusion of a previous study conducted by Palma and Garzón (2023), which similarly pointed out that the use of virtual activities on an online platform and ICT tools increased the students' listening skills. This suggests the integration of online activities to improve EFL students' listening skills (Palma & Garzón, 2023).

The integration of diverse resources, such as audio tracks and videos, provides students with varied and engaging materials. Because the activities are interactive and accessible online, students can complete them at their convenience. These results correspond to the findings of Sirajuddin and Yahrif (2023) where the use of different digital tools like Zoom, Edmodo, and WhatsApp were employed and revealed an enhancement in students' listening comprehension. Lengkoan, Andries, and Tatipang (2022) likewise believe that students can boost their listening skills by participating in various activities with audio content, such as music, YouTube videos, and podcasts. Hanifa and Yusra (2024) accordingly assert that access to diverse recorded materials on various websites enables students to independently enhance their listening comprehension and language knowledge at their own pace. Thus, teaching listening online using various resources with flexible learning schedules considers individual needs and enables students to engage more deeply with the material, practice listening skills regularly, and independently build their vocabulary and enhance their pronunciation, ultimately contributing to improved listening skills and language proficiency.

Incorporating videos in the listening activities has also maximised students' listening comprehension. The students' grades in these activities were good during the training and the improvement has been noticed in the post-test scores. These results support the conclusion found in a recent study that emphasised the use of interactive videos, the case of Edpuzzle, for the many

features it has like pausing, rewatching, automatic feedback, etc. (Mawaddah, Mustofa, & Putra, 2022).

Synchronous online learning involves real-time interaction between teachers and students through video calls, or chats. Students can listen to teachers directly and receive immediate feedback. This was achieved in this study through videoconferencing sessions. Asynchronous learning, on the other hand, provides pre-recorded materials for students to access at their own pace, the case of the listening worksheets and the listening quizzes and tests uploaded in the platform. Combining both methods contributed to the development of the students' grades and reduced technical issues. Research also supports combining synchronous and asynchronous methods in online language learning for its notable effectiveness (Nurkhamidah, 2021).

It is worth mentioning that the participants in this study were students of biotechnology. However, the integrated listening activities were not only related to their field of study like biology, cloning, genetics, aquaponics, etc. but also general English like daily conversations, songs, funny videos, etc. to raise students' enthusiasm and improve their language proficiency. This was observed by the researcher during the course, especially regarding the students' completion of the courses activities which was 100%. A similar opinion is shared by Masykuri (2022) who argues that offering entertaining and informative content can significantly improve students' listening comprehension. Songs, for instance, are the most popular type of listening material among the learners and they help learners improve their listening skills naturally and enjoyably (Wahidah & Luthfiyyah, 2018).

Conclusion

There is no single best way to teach or learn a language that works for everyone. Language learning is always changing. The key is finding the right teaching method for each situation. This is especially true for listening, which is difficult to teach because of the many challenges it poses (Ivone & Renandyab, 2019). Online platforms have proven to be excellent tools for delivering listening activities, significantly enhancing students' language proficiency. The current study demonstrated that students improved their listening skills through consistent training, leading to better performance in vocabulary, speaking, and pronunciation. Consequently, incorporating listening activities into online learning environments is crucial for fostering overall language development.

It is highly recommended to select appropriate learning activities carefully to ensure keeping students' motivation high. Using a variety of resources, such as audio, video, worksheets, PowerPoint presentations, websites, songs, and games, is highly recommended to engage students. Educators, for example, can use short and funny activities to engage their learners. English teachers can also use audio and visual editing tools available on PCs and smartphones in order to produce engaging materials.

Teachers should raise students' awareness towards the importance of mastering listening without fully rely on the courses provided by their teachers in the classroom or on the platform. Listening is an activity that can be learned all the time and everywhere, especially with the wide array of digital tools that are available nowadays. Listening to songs and watching educational videos are helpful in developing the students' level naturally.

Moreover, in order to avoid technical issues, teachers can provide their students with many optional ungraded listening activities and with many attempts in case of failure or connection loss. This way, students will use these activities to practice listening and to prepare themselves for the compulsory test or exam.

The traditional teaching model has become outdated in the digital age. Blended learning, especially in English listening and speaking, empowers students to immerse themselves in authentic language environments, fostering creativity and independent learning and creating a dynamic and engaging educational experience (Li, 2020). To conclude, students and teachers

need to use technology wisely in order to promote language teaching and learning. This can be realised using various digital tools. However, the study's limitations include a relatively small sample size, which may not be highly representative of the broader student population. Future research should involve a larger group to validate these findings further. Additionally, the duration of the study was insufficient to thoroughly teach listening skills; extending the time frame in subsequent studies would likely yield even more significant improvements in students' outcomes.

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Appendices Appendix A

Listening Worksheet: Stories and Memories

Duration: 45-60 min

Number of Attempts: 1

Target Audience: Second Year Biotechnology Students

Level: Intermediate

Part One: A Scary Story



- Look at the pictures and put them in order to make a story.
- Think of the following questions:
 - a) What time is it?
 - b) Why is Judy alone in the house?
 - c) What is she doing?
 - d) How is Judy probably feeling?
- Listen to Track 1 to check your answers
- Decide whether the following statements are true or false
 - a) That night Judy was looking after a baby. _____
 - b) Judy is 25 years old. _____
 - c) The baby was in the room with Judy. _____
 - d) Judy was enjoying her evening. _____
 - e) The phone rang three times. _____
 - f) The first time the phone rang, Judy didn't worry. _____
 - g) The last time the phone rang, Judy knew it was John. _____
 - h) The baby was in his room. _____
- Fill in the gaps in the following to complete the dialogue.

Judy: Is (a) _____ .This (b) _____ so (c) _____

Man: Go (d) _____ the baby.

Judy: (e) _____ this?

Man: (f) _____ check on the baby.

Narrator: Judy (g) _____ the (h) _____. And ran (i) _____ the _____

She (j) _____ into the (k) _____'s (l) _____

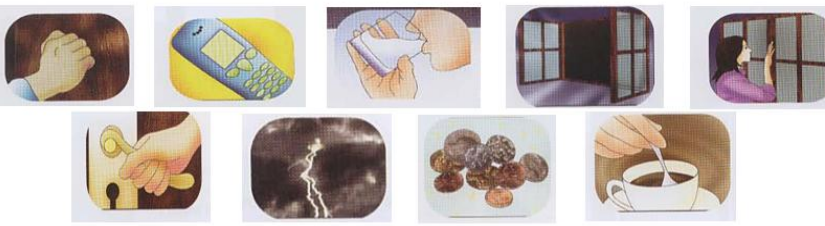
The baby's cot (m) _____

that	go	stop	empty	not
you	check	dropped	phone	funny
John	on	stairs	up	baby
is	got	looked	was	please

- **Listen to Track 2 and answer the following questions**
- Where was Timmy, the baby?
 - a) In his cot
 - b) In his parents' bed
 - c) In his uncle's place
- Who was the man on the phone?
 - a) Mrs Donovan's cousin
 - b) Mrs Donovan's husband
 - c) Mrs Donovan's brother
- What does the expression "suit yourself" mean?
 - a) Thankyou
 - b) Do whatyouwant
 - c) Help yourself

Part Two: A Scene from a play

Listen to Track 3, then do the activities



a. A knock at the door
 b. The sound of a mobile phone.
 c. The sound of drinking.
 d. The window crashes open.

e. Someone closes the window.
 f. Thunder.
 g. The sound of change/coins
 h. The sound of stirring with a spoon
 i. The sound of the door handle.

- **Put the sound effects in the right order.**
- **Identify who says the following statements (Charles or Miranda)**
 - a) It's a bit dark. ...(*Charles*).....
 - b) Don't worry, dear.
 - c) I loved it.
 - d) I'm not very strong.
 - e) It's scary.
 - f) Nonsense!
 - g) Nothing to worry about.
 - h) Come on. Help me.
 - i) That's better.
 - j) We're safe now.
- **Choose the right answer in the following:**
- What did the waiter bring Charles?
 - a) Tea
 - b) Coffee
 - c) Water

- What did Miranda think of the hotel room?
 - a) Scary
 - b) Small
 - c) Nice
- What kind of holidays did they go on before?
 - a) Christmas holidays
 - b) Winter holidays
 - c) Seaside holidays
- Where was Miranda's phone?
 - a) In her bag
 - b) In her pocket
 - c) In her car
- Who was phoning Miranda?
 - a) The Exclesis Hotel
 - b) The Excelsior Hotel
 - c) The Excelisia Hotel
- **Classify the following words based on their pronunciation**
 Room your worry good coffee booked too God look

/ɒ/	/ɔ/	/u:/	/ɔ:/

Source: Acavedo, A., Lethaby, C., Harmer, J., &Pelteret, C. (2007). *Just Listening and Speaking: For class or self-study (Pre-intermediate)*. London: Marshall Cavendish Education.

Appendix B

Listening Worksheet: Science and Technology

Duration: 45-60 min

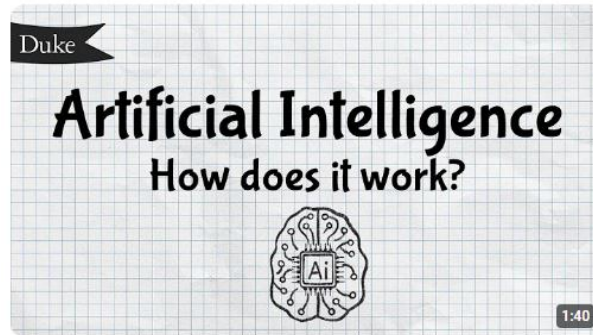
Number of Attempts: 1

Target Audience: Second Year Biotechnology Students

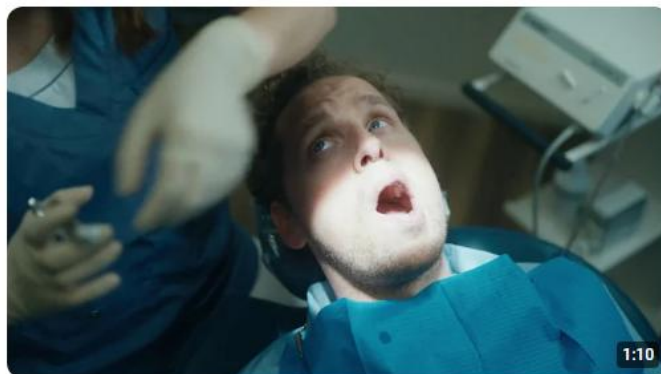
Level: Intermediate

Part One: Artificial Intelligence

- Watch video 1 and do the activity



- Determine whether the following statements are true or false
 - AI involves using computers to use things that usually require human intelligence.
 - AI is a branch of electronics. _____
 - Small data set enable AI algorithm to identify patterns, make predictions, and recommend actions. _____
 - AI's computing power is massive, but human brains are able to tackle a much wider set of data and methods. _____
- Watch Video 2, then do the activities.



- Identify whether the following statements are true or false.
 - The man started his day with jazz music. _____
 - The man has an appointment with the dentist is at 11:30. _____
 - The man asked for a milkshake. _____
 - Before leaving the smart house, he turned the lights off. _____
 - The man couldn't enter his house due to wrong voice command. _____
- In the smart house, the AI voice recognition confused some words with other ones, identify them.
 Door: _____
 Fire: _____

- Circle the words that have similar pronunciation and can confuse AI voice recognition systems in the following
Calender, Surrunder, under, partner, kinder, founder
Smart, start, sport, amout, fought, store
Coughing, cooking, making, looking

Part Two: Nanotechnology

Watch video 3 then do the activity



- Match the following words with their definitions

- | |
|--|
| <ul style="list-style-type: none"> a) Minimise b) Atoms c) Very small d) Properties e) Nanotechnology f) Nanoscale |
|--|

- | |
|---|
| <ul style="list-style-type: none"> 1) The manipulation and control of matter at the atomic and molecular level. 2) The basic building blocks of matter. 3) The scale at which objects or structures have dimensions on the nanometer range (1-100 nanometers). 4) Characteristics or qualities that define and describe the nature of something. 5) Reduce something to the smallest possible amount or degree. 6) Extremely tiny in size or scale. |
|---|

- Watch video 4, then do the activities



- **Fill in the gaps in the following**

Everything is made up of _____, which are an arrangement of _____ and _____ that when combined create _____ building blocks that can be made into larger more _____ and _____ which is pretty much everything including a little piece of _____

Hair	nanomaterials	molecules	structures
Atoms	complex	stable	materials

- **Give words that have an opposite meaning to the following words**

Shrink down:

Invisible:

Massive:

Complex:

Sources

Video 1: <https://www.youtube.com/watch?v=c0m6yaGlZh4>

Video 2: <https://www.youtube.com/watch?v=nwPtcqcqz00>

Video 3: <https://www.youtube.com/watch?v=EkRBr8BOakE>

Video 4: <https://www.youtube.com/watch?v=xW8Oocsw9s>