



The Integration of Listening Skills into Curriculum

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ABSTRACT: This study explores the incorporation of listening skills into language courses, reflecting the increasing demand for effective listening approaches that aid in language understanding in real-world situations. The study questions primarily focus on evolution, effective integration methods, assessment approaches, and the role of technology in incorporating listening into curriculum across varied educational contexts. This current study conducted a rigorous literature analysis and aggregated data from 100 empirical research on L2 listening, using stringent standards to identify recent achievements and gaps in the field. Data analysis used deductive text analysis to categorize methods based on efficacy, technology integration, and active learning. Key studies show that task-based learning and the incorporation of multimodal technology, such as podcasts and mobile apps, substantially enhance listening comprehension by providing immersive and interactive learning environments. These methods directly address the research questions, demonstrating that active, contextual listening activities promote profound engagement and retention. In conclusion, this study emphasizes the significance of multimedia and task-based methods, with implications for more inclusive, accessible curriculum design. Future research should focus on low-tech strategies to provide fair access to listening resources worldwide.

KEYWORDS: Assessment approaches, Evolution, Integration methods, Listening skills, Multimedia technology.

1. INTRODUCTION

1.1 Problem

Listening skills, though they play a significant role in language learning, are frequently overlooked or less focused in language courses throughout educational institutions. While many studies have revealed that listening is a notable component of language competency (Yan, 2023), there is still a considerable gap in how these skills are systematically integrated into courses. Many modern language courses place a strong prominence on reading and writing, with listening being considered a secondary or extra skill (Bello, 2018). This gap causes learners to struggle to comprehend real-world communication conditions, specifically in non-native language settings where listening is challenging for academic and professional headway. In contemporary years, curriculum design developments, such as the use of technology-enhanced learning aids, have tried to close this gap (Conole, 2008). Even with these developments, the employment of listening strategies in educational settings remains inconsistent. Formative evaluation methods can enhance listening skills but are often neglected in many circumstances (Timuçin & Aryoubi, 2016). Furthermore, while the inclusion of listening skills has been suggested in various curriculum changes (Alkahtani & Al-Dogan, 2019), effective ways for retaining and assessing these skills remain undeveloped. Another primary concern is the nonexistence of coherent frameworks for the integration of listening instruction into broader language curricula, which is typically characterized by fragmentary procedures and so fails to offer learners the requisite skills, it then becomes an urgent need to investigate the present approaches to develop more organized methodologies so that listening skills are incorporated within the curriculum. By closing this gap, instructors can more effectively prepare students to overcome the difficulties of language comprehension in both academic and practical settings. The following research questions will, therefore, be looked at considering filling the noted research gap on the existing dearth of coherent frameworks for incorporating listening instruction within the broader language curriculum.

1. What are the most effective strategies for integrating listening skills into language curricula across various educational contexts?
2. How has the role of listening skills in curriculum design evolved in language education?
3. What assessment methods are commonly used to evaluate listening skills in integrated curricula, and how effective are they?



4. What is the role of technology (e.g., podcasts, and mobile applications) in enhancing listening skills within language curricula?

1.2 Significance

The findings of this study are of great importance for teachers, students, and the whole learning community because they fill the gap in incorporating listening skills into language courses. Integrating listening effectively into the curriculum can significantly improve learners' overall communicative competence, as it is a very important language learning skill (Yan, 2023). However, compared to reading, writing, and speaking, listening skills often receive less instructional attention, preventing students from being able to participate effectively in academic discourse and real-life communication (Bello, 2018). The current research will provide useful insights into improving practices in education through the systematic exploration of existing practices and concepts for including listening skills in the curriculum of languages. This research provides teachers with evidence-based recommendations on how to better integrate listening education within classroom practices. It identifies new approaches that have been proven to improve listening comprehension and the use of multimedia aids, and learning supports according to Conole (2008). These findings are important to enable instructors to aid in strategies that find a place both in meeting student needs and satisfying expectations placed on modern educational systems. Knowing how formative assessment methods can be used to improve listening abilities will therefore lead to more focused educational interventions (Timuçin & Aryoubi, 2016).

The research emphasizes listening in language competence to enable the students to perceive and respond rightly to the spoken language in academic and real-life situations. Improved listening abilities will, therefore, help students learn languages more effectively and communicate more confidently—two major keys to succeeding in an ever-increasing globalized setting (Zahra & Naeem, 2024). This study finally offers a paradigm for the resolution of the continuing gap in listening training within language curricula to the larger educational community, including curriculum makers and policy implementers. The research contributes to developing more than just language curricula, which attribute equal value to any language proficiency by providing detailed proof of successful integration strategies. Possibly a more holistic approach toward this aspect would be beneficial in teaching languages to students in many educational settings (Kim & Maeng, 2024).

1.3 L2 Listening

Learners engage in a range of thinking skills to decode and make sense of spoken language, making the cognitive processes required for L2 listening complex and multidimensional. According to Goh and Vandergrift (2021), L2 listeners must process top-down information coming from the background knowledge and context, and bottom-up information coming from the sounds and words simultaneously in an attempt to make sense of the auditory input. This dual processing helps students to identify key lexical and phonological aspects and to integrate them into meaningful understanding. L2 listeners also make use of cognitive processes that contribute to successful listening: inferencing, prediction, and monitoring comprehension. Since these cognitive processes form the foundation for how students will attend to and make sense of spoken language, it is important to understand them when listening is integrated into language curricula.

Several ideas and methods support the incorporation of listening abilities into language courses. Krashen's Input Hypothesis (1985) maintains that exposure to listening materials just a little bit above the learners' present level of comprehension is necessary for language acquisition. In this view, listening is a means of learning other language abilities rather than just a receptive skill. As stated by Vygotsky (1978), who developed social constructivism, listening is an important prerequisite toward social interaction and the development of language; learning is also interactive and communicative. Furthermore, Rost's (2011) interactive model of listening highlights the importance of listener engagement in which listeners utilize their cognitive, social, and emotive aspects in addition to processing linguistic information to generate meaning. These theories and models support the idea of the active role that listeners play in comprehending language, which in turn supports curriculum designers in including rich and varied listening activities that will respond to the social and cognitive development of the students. Listening is undoubtedly the most important skill in language acquisition because it provides a basis for improving speaking, reading, and writing abilities (Zhang et al., 2023). It is through listening that learners can be provided with input, which is fundamental to language processing and communication.

Research by Yan (2023) identifies that effective listening skills improve general language ability because they enhance comprehension, vocabulary growth, and identification of language structure. Since listening comprehension plays a very crucial



role in real-life communication situations, courses must include listening skills. In addition, it is also crucial for the students in learning academic settings where they must understand discussions and lectures in the target language (Rahman et al., 2023). It is important to create classroom tasks that resemble actual listening events if we are to successfully integrate listening skills into a language curriculum. Many believe that Task-based language teaching is effective for learners. TBLT tasks can imitate real-life situations involving active listening, like listening to newscasts, following instructions, or having conversations (Maeng, 2024). The difficulty level of listening exercises should also be varied so that students can shift from easy to harder listening exercises. Through multimedia material, interactive listening exercises, and dictation, students are exposed to a variety of listening scenarios (Zahra & Naeem, 2024). These exercises encourage students to use language in meaningful ways and aid in the development of the abilities needed to effectively interpret spoken information.

For students to become more independent and skilled listeners, listening practices must be incorporated into the curriculum. Effective listening requires the use of metacognitive techniques including planning, tracking, and assessing one's listening comprehension (Goh & Vandergrift, 2021). By establishing objectives for their listening practice, recognizing challenges throughout the listening process, and evaluating their success, these strategies empower students to take charge of their education. Understanding is also greatly aided by cognitive techniques like taking notes, summarizing, and inferring meaning from context. Additionally, students gain from learning effective skills to control their anxiety and boost their self-confidence, particularly when they are required to listen under pressure (Kim & Maeng, 2024). Including clear teaching of listening techniques in the curriculum gives students the skills they need to become better listeners and encourages perpetual learning. Gaining proficiency in spoken language processing is only one aspect of developing listening abilities; another is having adequate phonological, syntactic, and semantic understanding of the target language. To understand what they hear, learners need to be able to identify the target language's sounds, stress patterns, intonation, and grammar (Ferrari-Bridgers et al., 2017). Vocabulary knowledge is especially crucial because new terms can make comprehension difficult. Therefore, developing students' linguistic understanding must be a key component of language courses that incorporate listening skills. Students are exposed to authentic language use through authentic listening materials such as podcasts and interviews that aid them improve their linguistic knowledge and decoding skills (Timuçin & Aryoubi, 2016).

There exist a few challenges to incorporating listening skills into the curriculum, mostly emanating from teacher readiness and resource availability. Most instructors face challenges in sourcing suitable listening resources that can cater to the skill levels of students and fulfill their needs (Panthee, 2024). Time constraints often leave students with less focused listening practice within the classroom (Rahman et al., 2023). Second, there is a lack of assessment tools specifically for listening skills, making the development more challenging to estimate, and offering constructive input to students more difficult (Bello, 2018). Finally, students are normally very nervous during listening exercises, generally decreasing performance (Vandergrift, 2011). When making the listening modules, curriculum planners should be able to consider these challenges and make the tasks engaging, well-structured, and supported with adequate resources.

1.4 Previous Studies

Recent studies have debated at length the question of how to integrate the skills of listening into the curriculum. In their research in technology-enhanced listening, Khasanah et al. (2023) mentioned the developments in mobile applications and digital storytelling but also the criticisms leveled at conventional listening instruction. Reviewing a range of technologies, from voice recognition (VR) to augmented reality (AR), Macaro et al. (2012) concluded that, although effective, they do need to be implemented consistently and systematically if they are to lead to impact. In their review of more than 350 studies, Golonka et al. (2014) stressed the need for the development of flexible and integrated listening curricula on platforms addressing a variety of learner demands. More research shows that effectiveness depends on methodology and tools. Short experimental periods often resulted in insufficient listening growth, reported Mihaylova et al. (2022) in their review of mobile-assisted listening experiments. This suggests that longer exposure, allowing for more immersive experiences, is required.

Games and e-books can improve the skills in listening, especially in interaction and engagement in L2 situations, which was tackled by Shadiev and Yang (2020). However, Tabieh et al. (2021) argued that while digital storytelling is still under-exploited, it holds large potential to both engage students and better develop their listening skills. The addition of phonetic symbols to a lexical



approach improved student comprehension, as shown by Susanto and Nanda, (2024), pointing out the need for systematic phonological representation in listening courses. The importance of multimedia resources in listening skills development was underlined by Fakhrudin et al. (2024), who found substantial curricular alignment with EFL listening material. Similarly, there has been extensive research on technological techniques in computerized dynamic assessments (CDA). According to Ebadi et al. (2024), CDA tools can make a difference in improving listening comprehension by lessening guesswork and making a better perception of inferential listening tasks easier. In the meanwhile, Tai and Chen (2024) investigated how smart personal assistants, such as Google Assistant, may bring about listening challenges for students. They indicated that peer collaboration, interactive functions, and multimodal responses had a strong and positive effect on EFL listening engagement. More importantly, the research from Meng et al. (2024) supports the utility of attribute-based mediation in dynamic assessment through improved listening accuracy with scaffolding prompts. It was also found that incorporating political and ideological elements into listening lessons helped develop students' critical thinking and worldview (Hui, 2024). These results show that technology integrated with innovative pedagogy gives useful strategies for the improvement of EFL listening comprehension and engagement.

2. METHODOLOGY

2.1 Design

This study makes use of a systematic literature review to answer the research problems. This approach was also used in searching and selecting relevant research studies regarding the study subject under review and summary in a fair, stringent, and transparent manner, to highlight the limitations of the current knowledge and possible directions for future research in the field (Kitchenham et al., 2009; Schulenkorf et al., 2024; Tranfield et al., 2003). Moreover, since SLR provides a new look at previous studies, it is appropriate for the present research (Chaudhary et al. 2021). As the name suggests, systematic reviews frequently include a thorough planning process and a pre-search strategy designed to reduce bias (Nightingale, 2009; Chaudhary et al. 2021). This is accomplished by locating, assessing, and compiling all relevant research on a certain topic (Uman 2011).

2.2 Data Collection

350 studies were found first in the Web of Science Core Collection search. The following screening criteria were used, and 100 pertinent studies were found and will be examined further. The inclusion criteria (figure 1) include full-text availability, studies focusing on EFL learners and listening skills, articles published after 2000 (considering the suitability of updated curriculum methodology in L2 listening skills), and empirical research with clear methodology. Studies without a clear description of methodology or inadequate data (50), publications not focusing on developing listening skills (128), and articles missing empirical kinds on listening skills (72) are some examples of the exclusion criteria (figure 2).

2.3 Data Analysis

A deductive content analysis technique involves the systematic study of data through the use of preset categories or codes that are derived from research questions. Four key codes will match the research questions for the study on how the integration of listening skills into the curriculum helps EFL learners' listening skills. Code one is the effective integration strategies for listening skills. This code encompasses methods and strategies that have been effective in integrating listening skills into a range of educational settings. Collaborative listening exercises, task-based listening activities, and scaffolded listening tasks that promote language memory and comprehension are a few examples of data points. Additionally, successful methods show that integration improves listening comprehension and retention, such as using real-life audio settings or thematically related information (Ismail & Aziz, 2020; Sharif et al., 2024). The second code is curricular development of listening skills. This code shows the development in place of listening skills in language instruction. Data can be used to exemplify historical trends in pinpointing the development of communicative and participative listening practices away from rote exercises. It can also respond to changing ideas in language learning; this code could be used to track the increasing emphasis on authentic audio materials and the increased importance in the role of active listening (Lewis, 2019; Kluger & Itzhakov, 2022). This type of data categorization allows for easier analysis of how priorities and approaches to incorporate listening skills have fluctuated over the decades. Integrated curricula listening skills assessment is code three. This code looks at the approaches to assessing listening skills and how effective these assessments are. For example, data can be categorized by assessment methodologies such as interactive listening activities, dictations, and comprehension quizzes. Effectiveness data can be used to explore how well these tests assess listening skills in the real world and

what difficulties there are in getting fair and accurate assessments (He & Jiang, 2020). The fourth code is about the use of technology to improve listening. This code looks at how technology, such as internet resources, mobile applications, and podcasts, might be used to support listening practice in the classroom. Data might be arranged to emphasize certain platforms or tools, the kinds of listening activities they facilitate such as critical and casual listening, and the frequency of student participation. Technologies that recreate conversational settings or provide personalized feedback may shed light on how technology might improve listening abilities autonomously and flexibly (Salih, 2019).

2.4 Inter-Rater Reliability

The researcher independently coded ten preliminary studies to ensure the validity of the coding technique. The other studies were classified following a comparison of these initial classifications and a sufficient level of agreement (Pearson's $r = 0.90$). In-depth cross-checking and discussion were used to resolve any coding inconsistencies.

2.5 Data Synthesis

The findings of the study of several studies will be combined to give a thorough picture of how listening skills can be successfully incorporated into the curriculum. This paper will concentrate on the synthesis of the selected techniques and instructional activities proposed to improve listening skills, with a focus on exactly how they enhance several facets of listening competence, such as comprehension, retention, and critical listening. The recorded results from several programs and educational settings will also be critically reviewed to show whether these integration techniques improve listening competency. This will help to better understand the effectiveness and real-world applicability of curriculum design focused on listening skills.

3. RESULTS AND DISCUSSION

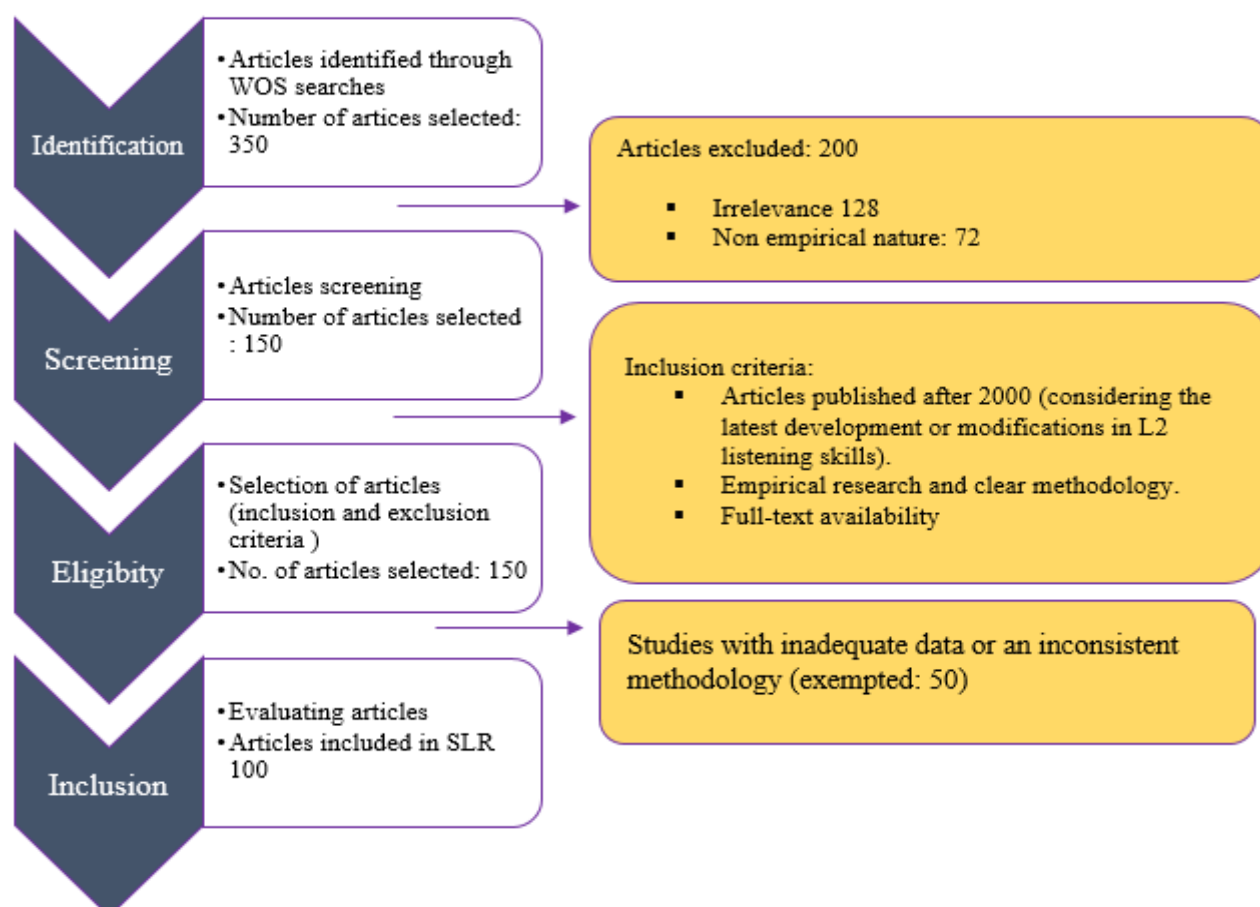
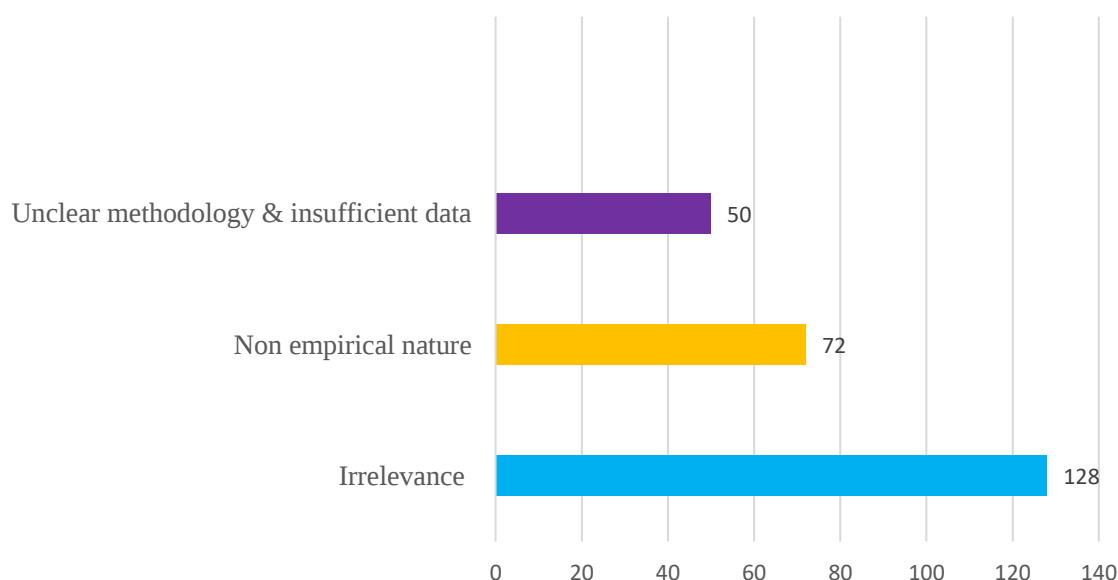


Figure 1: Inclusion Criteria of Studies

Figure 2: Exclusion of Studies



3.1 Effective Integration Strategies

The usefulness of different integration techniques, especially task-based teaching, active learning, and interactive exercises for the development of listening comprehension skills in EFL students is underlined by a systematic review of the selected studies. These are important methods that have been incorporated into the modern language course, as improvement in comprehension and participation is continuously noted. From this research, it is proven how vital active learning is to improve listening skills. Yanti et al. (2024) have brought an insight that the SAKTI framework—Systematic, Active, Contextual, Technological, Integrative—is useful for students' engagement in learning using this approach in practice to enhance understanding and promote self-directed learning. According to Maithri and Suresh, 2020, active learning approaches make instruction focused, hence making listening effective and enjoyable. Interactions with students, enabling EFL students to overcome their difficulties in language learning. Through active listening tasks designed to enhance their knowledge about the culture and help them to listen accurately, learners are exposed to authentic audio contexts such as news stories, podcasts and interviews (Loan et al., 2024).

Another key approach in listening instruction is task-based learning. Task-based learning focused on more structured listening activities like form-filling and labeling tasks was found to significantly promote the improvement of Iranian EFL learners' listening comprehension (Maghsoudi & Golshan, 2017). This matches with Chou's (2017) research which showed that combining task-based learning with metacognitive techniques enhances listening accuracy while promoting strategic awareness. This study supports a study made by Salape et al. (2023) on content-based listening activities that improved the listening comprehension of students by matching the tasks with the real-life needs of students. Interactive exercises in EFL settings, especially those requiring active participation, help overcome problems related to comprehension. The addition of self-regulated learning into listening practice, according to Xu and Luo (2024), improved both motivation and performance among students.

Thus, through controlled exposure and repetitive engagement, Al-Yami (2008) has proven the effectiveness of scaffolded interactive activities in improving listening comprehension among sixth-grade students. Similar to this finding, Rustamovna (2024) has established that content-based tasks, by relating academic content to learners' learning goals, enhanced both comprehension and engagement. Loan et al. (2024) have demonstrated that listening comprehension, intercultural awareness, and critical thinking are activated through real-life situations such as podcasts and interviews. This approach, therefore, assumes that the more authentic input audio EFL learners are exposed to the higher their competency and cultural awareness. Carrier (2003) focused particularly on the teaching of direct listening strategies and concluded that students' note-taking and comprehension skills had improved



significantly. The present study reinforces students' academic listening competency and provides support for the curricular inclusion of explicit strategy teaching in an EFL setting. Maithri & Suresh (2020) researched the role of active learning in the group dynamic, which proved how cooperative interactive exercises promote active listening and teamwork while helping to overcome challenges in language acquisition. This points out how well group-based instruction works in different settings to improve listening comprehension.

Studies emphasize how important technology is, in supporting the development of listening skills. In this line, Shamsitdinova (2024) provided a model for multimodal listening using ESP contexts that employ authentic audio, video, and text material to improve listening activities. Another model is OTIL, designed by Tian and Suppasetserree (2013), whereby digital technologies are used to create EFL learners' listening skills through online task-based interactive listening. According to Yan (2023), there is a dire need for access to authentic, diverse listening materials in the development of comprehensive listening skills that can meet academic and professional requirements in an increasingly globalized society. In addition to this, several studies have concluded that interactive, task-based, and active learning approaches significantly improve EFL learners' listening. These approaches increase engagement and understanding, apart from promoting long-term retention and strategic awareness of listening. Given that the curriculum in listening prepares students for both academic and real-life situations, the inclusion of scaffolded activities, information appropriate for the culture in question, and real-world audio make them more effective (Islami & Saad, 2024; Hong et al., 2024). One of the limitations of this synthesis is that it focuses only on EFL students, which may delimit generalizability to other language-learning environments. Indeed, future studies should strive to apply these tactics in far more diverse educational settings to increase the generalizability by using a much larger population. This critical synthesis shows that a combination of technology-assisted active, task-based, and interactive activities significantly improves the listening comprehension of EFL learners and further provides relevant applications for teachers looking to ameliorate the listening curriculum.

3.2 Evolution of Listening Skills in Education

The evolution of listening skills training in education reflects a change in the approach from the traditional, passive, teacher-centered approach toward more participatory, technologically assisted, and culturally relevant methods. The change has evidenced a need for a much more holistic approach toward multidimensional listening instruction, which has resulted in major changes in instructional strategies within diverse educational contexts. Traditional language instruction of old often placed limitations on listening activities to exercises of passive exposure. However, with new developments in educational research and its technological dimension, the clear trend has been towards more interactive, technology-enhanced models. In the case study of the Basque education system, Intxausti et al. (2024) summarize areas of improvement based on the perceptions collected from secondary schools in the Basque Country. The main areas of improvement pointed out include teaching strategies, promotion of diversity, evaluative culture, and leadership, together with constructive conflict resolution. These would provide actionable areas that could serve as the most valuable guidelines for other settings of education. Nguyen (2023) also sought to explore the impact of technology and found out that the use of the app, Lyrics Training, yielded a strong impact on improving students' EFL listening skills. This application motivates them through songs and interactive material and results in better listening skills.

Moreover, in attempting to recommend a multimedia network model with the use of voice recognition algorithms, Yao and Ma (2023) pushed the potential of the technology in enhancing EFL listening skills toward creating an adaptive and interactive learning atmosphere. In this manner, Khan and Khan (2024) prove that EFL students who are exposed to online listening tasks show a significantly higher level of comprehension compared with those in the traditional listening environment. All these studies underline the growing importance of technology-supported learning about student motivation and the satisfaction of diverse learning needs. Another strong tendency in contemporary teaching is using contextualized and authentic listening materials. Fakhruddin et al. (2024) have researched how English listening materials used in EFL classes fit curriculum needs and found that teachers lack resources matching learning objectives. This, then, gives the teacher the resources that are consonant with curricular goals and can help students develop their listening skills so that the listening activities really will be relevant for real language use. Evidence from research carried out by Bello (2018) and Rahman et al. (2024) underlined this fact: conventional methods usually do not include real-world content relevant to the learners' lives. As such, a study by Rahman et al. (2024) discovered that the exclusion of listening and speaking skills from the HSC curriculum in Bangladesh was associated with negative effects on the development of students' listening ability. About this finding, Bello (2018) observed that junior secondary curricula with inadequate contextualized listening



materials weakened the development of appropriate listening skills and ultimately led to a lack of interest in listening among students.

Research increasingly supports moving from passive listening exercises to scaffolded, interactive activities that foster active participation. For instance, Intxausti et al. (2024) revealed how the interactive activities in the Basque educational system strengthened EFL learners' listening skills and enabled them to enhance concrete skills that can be employed in any cultural setting. Shakhnoza et al. (2024) highlighted how music and song activities can assist young learners develop their listening comprehension. The more scaffolded a task that is accompanied by music is, the more it can enhance listener engagement and listening proficiency. This change has underlined the role of both interaction and scaffolding in modern listening instruction. With the development of listening pedagogy, more heed has been given to the sociocultural elements in pedagogical practice. In this respect, Folkerts and Matz (2024) carried out a design-based study in German secondary schools, triangulating teachers' and students' perspectives in exploring the cultural dimension of listening competence. That is, affirmative to a very critical change in considering students' sociocultural profiles aligning the listening content with their contexts and expectations. Similarly, Islami and Saad (2024) researched the development of Malaysian EFL students' listening skills and pointed out that good listening instruction has to be sensitive to the cultural and linguistic backgrounds of the students to allow the development of comprehension and engagement.

Another important feature of modern listening instruction is the move to explicit listening strategy instruction. Research by Chang (2024) and Waks (2024) encourages guided listening activities that encourage strategic awareness. The meta-analysis by Chang (2024) also showed that explicit listening strategy instruction has a moderate effect size, especially when coupled with extended instructional time. Waks (2024) elaborated on this dual-process model by setting apart immediate from interpretive listening and underlined that explicit methods enable learners to process auditory information better. More similarly, as evidenced by Barjesteh and Ghaseminia (2023), pre-listening activities in podcasts and video-based exercises are going to prepare students for the challenges of listening by activating relevant vocabulary and contextual knowledge. Taken together, these studies present an improved comprehension of listening as a planned, strategy-based activity instead of a passive reception of sound. Another tendency has been a greater integration of lexical and phonetic strategies for listening instruction. Susanto & Nanda (2024) indicated that the use of phonetic symbols could improve EFL students' comprehension of spoken language, clarifying their understanding. This lexical approach, which strongly stresses the importance of vocabulary and pronunciation, shows that systematic phonetic training underpins listening comprehension by reinforcing word recognition and accuracy.

3.3 Assessment Methods for Listening

Assessment of listening abilities has evolved in the aspect of dealing with the limits of old, more passive approaches with new research, emphasizing more authentic, participatory, and technological ways. The study shows several unique approaches and tools meant to address typical issues measuring listening abilities while catering to a wide range of learner demands. Sulaiman et al. (2017) investigated the efficacy of merely audio versus video media methods for listening evaluations and concluded that video-based assessments provided accurate, everyday scenarios that encouraged learners and enhanced their learning. The main result here is that curriculum creators must add visual aspects to listening assessments to be appropriate for 21st-century learners' exposure to technology. Similarly, in the experimental study conducted by Modarresi and Jalilzadeh (2020), it was found that the results from internet-based assessments were significantly higher compared to the ones from paper-based assessments. Their study hence provides evidence for the online exams, which provide immediate response and are easily accessible, thus becoming a strong alternative to paper examinations.

Slamet and Mukminatien (2024) created an online formative assessment accessible via the LMS platform, which further pushed the technology-based assessments. It also provides an in-depth assessment of major areas in listening comprehension, such as identifying main ideas and supporting details, and inferred meanings. This offers a valid way for teachers to measure student progress. The mentioned studies proved that technology-based assessment is interactive and allows more efficient measurements of listening skills in building a culture of continuous improvement. Bourdeaud'Hui et al. (2021) have proven that cultural and linguistic backgrounds have to be considered when assessing listening comprehension. They designed a more comprehensive listening test, considering linguistic history, and the results show that L1 Dutch-speaking students outperformed their L2 peers. This research points out the need to consider language variation when conducting assessments because differences in proficiency could also, in



principle, impact performance. In a related study to the current one, Rasyid et al. (2023) investigated the practices of listening assessment in Indonesian EFL classrooms and found that constraints of resources and time were two major factors that are likely to compromise quality assessment. This research paper emphasizes the designated need for well-resourced, diversified and realistic listening assessments for fairness and effectiveness.

Authentic tasks are in great demand in listening education because they narrow the gap between the classroom and the outside world. A study by Morales and Fernandez (2019) has presented authentic assessments of listening comprehension classes in Costa Rica. It lets the readers know how useful portfolios, self-assessments, and teacher-student conferences are in improving students' reflective skills and supporting them to make connections. All of these are between listening tasks. And the practical use of language is convenient. The implementation of this method assists with the balanced assessment, i.e. the blend of a process-based assessment and a criterion-referenced assessment. Dynamic assessment (DA) is an essential assessment tool in listening comprehension evaluation. The DA technique was used in the EFL Tunisian classroom to give immediate feedback and mediation, thereby making the students actively involved in the construction of their listening skills (Hidri, 2014). The findings of the research showed that although DA provided insights into the cognitive processes of students, instructors wanted more guidance on how to successfully integrate this method into their classroom teaching. These results establish the importance of DA as a measurement tool to enhance listening comprehension with immediate feedback and interactions between teachers and students.

Due to the complex nature of measuring academic listening, frameworks are created considering cognitive and environmental aspects. Taylor and Geranpayeh (2011) explored academic listening assessment in a socio-cognitive framework and reported concerns regarding the cognitive load imposed by academic listening tasks and the need for contextually appropriate assessments. The present study confirms the fact that academic setting listening assessment must integrate both internal processing abilities and external contextual elements to render meaningful and accurate competency measurements. This has been useful in the assessment of specific competencies using listening assessments with the help of competence-based assessment and harmonizing with the frameworks already in place. Pham (2022) adopted a competency-based approach to the measurement of ESL listening abilities. The authors hold the opinion that structured test items that are linked with the Common European Framework of References increase both the reliability and validity of assessments of listening. The approach will ensure that exams are theoretically sound and practically useful in determining language competency.

Pre-listening exercises with relevant vocabulary and contextual knowledge have been noted as very helpful activities that can lead to better listening assessment results. In the same line of argument, Barjesteh and Ghaseminia (2023) noted that tasks such as pre-listening podcasts and video-based exercises substantially enabled the performance of EFL learners. In so doing, preparing the students ahead of examinations will result in more valid assessment of their understanding abilities. Lastly, in Indonesian secondary schools, Saputra et al. (2023) investigated the practices of assessment where teachers assigned audio-based tasks followed by written responses. The results of this study have shown that even though the new practice improved listening scores, teachers faced practical problems related to time constraints and assessing suitable tests to come up with. This study calls for more creative and flexible assessment methods that may help overcome these practical limitations.

3.4 Role of Technology

In recent years, technology has transformed listening skills training into realistic, interactive, and multimodal tools that increase language comprehension. Looking into the research on this topic, it turned out that the different applications of technology, from mobile devices and virtual reality to multimedia platforms, proved useful in improving listening abilities related to language acquisition. An area like that is mobile-assisted language learning or MALL for short. Kim (2013) proved that students using mobile-based listening exercises performed far better than those using traditional methods. In further MALL research, Islam and Hasan (2020) concluded that it is effective in improving learners' engagement and retention of skills. The results strongly indicate that mobile applications could help with autonomous learning, where the modern learner could benefit from flexible, on-the-go listening practice.

Another major development in listening instruction has been the use of multimedia technologies. In an article titled "The Impact of Multimedia on Listening Comprehension," Sejdiu (2017) argues that the content of multimedia—whether audio or video, podcasts, or blogs—engages learners in authentic listening conditions that facilitate better comprehension. İnceçay and Koçoğlu



(2017) conducted a study in which visual support was provided through three input modalities: audio-only, audio-video with subtitles, and audio with PowerPoint. These findings have shed light on the use of multimedia elements in making listening more engaging and productive. Apart from that, podcasts and music streaming services have also been found useful tools to improve listening. For example, Salainti and Pratiwi (2021) observed that the listening skills of students were improved when the students used digital music streaming services and podcasts. This is confirmed by Gönülal (2020), who showed that intensive listening via podcasts substantially enhanced learners' comprehension and pronunciation of literary works. Furthermore, according to Yanti (2024), Spotify, a widely popular music streaming service, has transformed schools into a stimulating and engaging setting for listening exercises. The application of AR and VR did indeed make deeper experiences possible, so maybe this will transform the teaching of listening. These have indeed proved that virtual platforms can extend flexibility and engagement, allowing students to carry out listening practices at their own pace. Jehma and Akaraphattanawong (2023) used VR Chat as a virtual learning environment and found that learners in VR-supported environments engage with English content through real-time conversations, which significantly influences listening. It fosters involvement and real-life practice by simulating realistic listening activities to enhance fluency and comprehension.

Computer-Assisted Language Learning, or CALL, is another breakthrough in technology that assists in helping students enhance their listening skills. Maulina et al. (2022) specified a variety of CALL instruments that they discovered to be advantageous in enhancing listening skills by uncovering participants to the language consistently. Technologically driven listening media enhances not only comprehension but also the opportunity for prevalent practice, which is crucial in developing a skill. Shvaikina and Popel (2023) claimed the constructive use of ICT in a technical organization, employing internet-based tools such as Randall's ESL Cyber Listening Lab to accomplish specific listening tasks. This study thereby puts much emphasis on the role of ICT in developing tailored, skill-focused listening activities that can be adapted to the demands of different educational requirements. Hubbard (2017) affirms the role of technology in providing listeners with facilitative tools, which include speech speed, subtitles, and electronic glossaries during lengthy listening. These will help learners apprehend complex listening texts better, in consideration of their diverse ability levels and preferences.

3.5 Research Question 1: Effective Strategies

Effective listening skills strategies have been included in language curricula in a variety of educational environments, with a focus on technology-driven, culturally appropriate, and interactive approaches. Findings viewed in the context of past research and concepts reveal some interesting similarities and emerging patterns in the teaching and assessment of listening skills within language teaching. A theme that runs through much of the literature is the successful use of task-based learning (TBL) and active learning approaches to improve listening skills, predominantly in EFL environments. TBL, as demonstrated by Maghsoudi and Golshan (2017) and Chou (2017), indicates that planned exercises, specifically form-filling and labeling exercises can boost listening comprehension by highlighting specific objectives related to practical application. This aligns with the Communicative Language Teaching (CLT) method, which considers interaction as both a means and an end goal of learning. The focus of this research on contextual activities supports Ellis' (2003) assertion that TBL allows language practice to take place in a meaningful and real-world environment that encourages students to retain information and be engaged. This integration can be enhanced even further with engaged learning, specifically using models such as Yanti et al.'s SAKTI model (2024). This approach contributes to Vygotsky's (1978) social constructivist theory by proving that interactive learning procedures, that incorporate frequent interaction and contextual application, attract learners more than standard educational approaches. This is corroborated by Kassaie et al. (2021), who suggest that exposing learners to authentic audio materials, such as podcasts or news reports, increases understanding and cultural awareness (López-Fraire et al., 2024).

It additionally demonstrates how innovation and mixed media can impact tuning in education, with research indicating that the use of novel tools such as virtual reality, interactive media data, and smartphone applications significantly enhances tuning results. Kim (2013) and Islam and Hasan (2020) proved that MALL platforms promote learning and interaction by encouraging flexible independent learning. Mayer's (2005) multimedia learning theory suggests the integration of spoken and visual components, through curriculum development, can result in deeper learning which is consistent with the implementation of technological tools in the present study. Sejdiu (2017) reinforces this assertion by illustrating how multimedia tools, including interactive blogs and



audio and video, can create an environment that provides learners with an immersive experience in context-rich environments. Multimodal material helps to process complex information more easily, decreasing cognitive load and increasing understanding, as predicted by the cognitive load hypothesis (Sweller, 1988).

With VR and AR, along with mobile and multimedia, the creation of immersive learning experiences that simulate real-life scenarios is possible. Rahimi and Aghabarari (2024) and Rintaningrum et al. (2024) found that AR and VR-based pre-listening activities can prepare learners for challenging listening tasks by immersing them in more realistic and contextual conditions. The findings support Dede's (2009) immersive learning hypothesis, which holds that such environments support emotional engagement and knowledge construction, both of which are necessary for language acquisition. It can therefore be said that interactive tasks based on scaffolded learning are one of the main keys to successful listening integration. Providing students with autonomy and frequent exposure to hearing materials, self-regulated learning activities have been demonstrated by Xu and Luo (2024) to significantly improve motivation and understanding. Similarly, Shakhnoza et al. (2024) found that with scaffolded music-based exercises, improvements in listening comprehension among young students were observed. These findings are in line with the ZPD theory proposed by Vygotsky (1978), which places a lot of emphasis on providing just the right balance between challenge and support to the learner. Activities that are scaffolded in the right way tend to create more organized learning paths since learners are given individualized support while gradually building abilities.

All the findings related to task-based learning and active learning strategies were aligned with previous research on constructivist learning theories and communicative language teaching. For example, in the studies of Maghsoudi and Golshan (2017) and Zheng (2018), the platform built by CLT was extended to focus on the practical uses of the listening tasks. The current study, however, incorporates multimodal features as well as interactive digital materials to foster a more profound learning process compared to the more verbal interaction-based traditional CLT practices (Ellis, 2003; Mayer, 2005). Previous studies, on quite a few occasions, depended merely on aural evaluation without incorporating contextual learning aids or even visual supports. The use of multimedia and technologically driven techniques, as demonstrated in Sejdiu's (2017) and Yan's studies (2023), are, in contrast with previous listening pedagogy, closing the gap in student involvement and real-life relevance. The change evidences a greater knowledge in the field: comprehensive, multimedia interactions that simulate language use in authentic situations are far more effective at improving listening than simply being exposed to an audio format.

In other words, it is an amalgamation of technologically advanced resources, task-based exercises, and active learning approaches that will somehow lead to a perfectly seamless and dynamic learning environment conducive to the successful integration of listening skills into curricula. Digital platforms, such as internet-based tests and those within LMS, actually integrate continuous constructive input into an interactive process related to acquiring skills, as evidenced in the studies of Modarresi and Jalilzadeh (2020) and Slamet and Mukminatien (2024). Additionally, pre-listening activities improve comprehension by allowing students to activate relevant contextual frames before listening; this is in line with the schema theory (Rumelhart, 1980), as noted by Barjesteh and Ghaseminia (2023). The curricula of the future should consider applying a blended learning model that will combine both digital and traditional resources in a way that will bring about more flexible, self-paced learning to fit the needs of every student (Mirkodirova & Usmonova, 2024). Future research should investigate how these techniques of integration might be adapted for different origins of the language and levels of proficiency to increase generalizability and ensure appropriate support for a range of groups of learners (Cumming, 2024).

3. 6 Research Question 2: Evolution of Listening Skills

As the conventional, passive paradigm of education makes changes to a more participatory, technologically aided, and contextually appropriate method, the role of listening skills in language curriculum design has shifted dramatically. This shift is driven by a greater understanding of the cognitive and sociocultural components of listening in language training, as well as a desire to emphasize active listening, strategic evaluation, and technological integration. Early approaches to teaching listening often treated it as a very passive skill, where students would largely just receive information passively. However, the research pushed teachers to understand that one can only be an effective listener through active cognitive functions such as interpretation, analysis, and synthesis of information (Hidri, 2014). The integration of active and immersive approaches in the design of curricula demands more accountability and participation on the students' part toward learning complex auditory input comprehension. Compatible with



constructivist theories of learning, this approach likens learners to actively participating in the learning process (Vygotsky, 1978). For example, the study on music and song activities done by Shakhnoza et al. (2024) illustrated designed, interactive tasks that provide learners with authentic listening instances and create an understanding through active participation rather than passive acceptance. This conscious adjustment is different from what has been previously practiced since they seldom used listening comprehension through meaningful, real-life activities (Taylor & Geranpayeh, 2011).

The design of listening skills curricula has, with the integration of multimodal technologies affording varied, contextual learning experiences, been further revised by technological innovations. Previous research noted the weaknesses of audio-only instruction, offering little opportunity for either interactivity or real-life application. Today's multimodal learning environments are supported by multimedia resources, including podcasts, digital audio, and video platforms that provide opportunities for students to engage on a higher cognitive level and promote deeper understanding (Kim, 2013; Slamet & Mukminatien, 2024). The incorporation of technology within a listening syllabus is supported by multimedia learning theory (Mayer, 2005), which holds the idea that dual channels—visual and audio—assist learners in processing difficult material more than listening in isolation. Rintaningrum et al. (2024) reinforce this by demonstrating how AR may immerse students in real-life audio settings that mirror real-life listening situations. These findings indicate that curriculum design has evolved significantly: technology now provides contextual, diverse, and compelling learning experiences for the modern learner, who is accustomed to conversing in a digital world.

Another change is the addition of cognitive and metacognitive methods to improve understanding and increase the autonomy of students within listening curriculum design. In this regard, Chang (2024) exemplifies how metacognitive strategy training encourages students to monitor, organize, and evaluate their listening habits—all in the process of developing a sense of control and strategic awareness. This, compared with the previous teaching approaches that did not address the metacognitive processes involved in listening, marks a great shift. Furthermore, Ghorbanpour et al. (2021) underline the importance of DA in curriculum design. DA focuses on mediated instruction; in other words, teaching in real-time tailors itself to students' needs, one at a time, to assist students in recognizing and using effective spoken language comprehension strategies. In line with this is Vygotsky's ZPD (1978), which emphasizes developing learner capabilities through guided support. By integrating metacognitive and dynamic approaches into the class setting, students are enabled to become self-directed learners who would be in a better position to handle most listening tasks in academic and real-life situations.

A change brought about by worldwide language learning demands, recent research emphasizes the importance of listening skills in promoting intercultural awareness and cross-cultural communication. Socio-cognitive techniques that take into account both language competency and social context in listening comprehension are encouraged by the growing emphasis on cultural and linguistic diversity in curriculum design (López-Fraire et al., 2024). Islami and Saad (2024), for example, proved that EFL learners benefit from culturally appropriate information, as it enhances comprehension and engagement. More in line with this approach was Rahman et al. (2024), who found that speaking and listening were omitted from the high school curriculum in Bangladesh consequently causing students to lose their language competence since they were deprived of proper, culturally appropriate material. Studies that bring in some culturally relevant data, on the other hand, have exemplified that listening is a lot more than just a linguistic ability; it's part of intercultural communication that helps students understand and respond to a variety of opinions in real-life situations.

Schema theory (Rumelhart, 1980) suggests that learners rely on their pre-existing knowledge structures in an attempt to make sense of new information. This supports the contemporary focus on interactive, technologically enhanced, and contextually relevant listening curricula. Today's curricula strongly emphasize pre-listening activities that are intended to activate learners' schemata and prepare them to engage more meaningfully with listening data; this contrasts with the more traditional methods of presenting listening in isolation (Barjesteh & Ghaseminia, 2023). While previous studies, exemplified by Rumelhart (1980), primarily focused on the utilization of prior knowledge by listeners to comprehend texts, contemporary research has advanced this concept by integrating real-world scenarios to promote practical comprehension (Intxausti et al., 2024). An important alteration that aligns language curricula more closely with real-world language usage involves transitioning from abstract to concrete, context-driven listening activities.



3. 7 Research Question 3: Assessment Methods

Static, standardized tests of listening skills have given way to more interactive, technologically advanced, and context-adaptive approaches in integrated courses. Recent studies have highlighted the importance of using a variety of assessment techniques, including technology-assisted tools, dynamic assessment, and authentic assessment. These methods can give a more holistic view of the students' ability in listening skills through the assessment of listening skills in real-life settings and more closely mirror the use of language in real-life situations. Dynamic assessment (DA) has become a very important technique in the assessment of listening skills because of the focus on real-time, mediated support that guides students' comprehension and processing skills. Indeed, research conducted by Hidri (2014) proved that DA is an effective tool for listening comprehension when implemented in a scaffolded manner, whereby students are guided during assessment. The said approach enables teachers to get a view of the actual skills of the students, besides the room for growth, which is in line with Vygotsky's (1978) Zone of Proximal Development (ZPD). DA is useful in skills-based, integrated curricula as it gives insight into learners' cognitive methods, while typical exams report only the listening outcomes.

According to Morales and Fernández (2019), authentic assessment moves classroom learning closer to practical applications. Using portfolios, self-evaluations, and teacher-student conversations, this approach documents students' capacity for reflection and their ability to listen in context. In contrast to conventional, frequently decontextualized listening assessments, authentic assessment places a strong emphasis on task relevance. Authentic assessments, based on the Piaget's constructivist learning theory (Waite-Stupiansky, 2022), actively involve students in their learning. In that regard, long-term listening comprehension and participation can be improved by assigning tasks emulating language use in everyday situations.

The incorporation of technology in listening assessments provides learners the flexibility and accessibility, among other instantaneous feedback. When Modarresi and Jalilzadeh (2020) compared online and paper-based listening assessments, they found the former significantly improved students' performance by fostering interactive learning and customized feedback. This is in line with the cognitive load theory (Sweller, 1988), which attests that through the provision of auditory material in an accessible, learner-friendly manner, digital technologies reduce unnecessary stress. Learners can engage with audio and video materials in ways that promote active participation through technology-supported assessments, which enhances their understanding. Similarly, Slamet and Mukminatien (2024) designed a formative assessment tool accessible via LMS. In this formative assessment, the ability to recognize main concepts and illustrative details is emphasized. This online platform allows teachers not only to assess in real-time but also to have constant information about the development of their students. LMS platforms provide a continuing feedback loop, aligned with Mayer's (2005) multimedia learning theory, which identifies the particular value of multimodal resources for enhancing comprehension and, by contrast with traditional assessment, cannot track incremental progress frequently.

Competency-based assessment, based on the CEFR, underlies an organized approach to listening evaluation that focuses on particular language competencies (Pham, 2022). Competence-based assessment makes the estimation of listening competence simpler across skill levels because it provides quantifiable results based on linking test items to CEFR skills. In contrast, dynamic and authentic assessments focus on contextual relevance and applicability to real life rather than adhering to strict, standardized standards. This format thus makes competency-based assessment especially effective in assessing student progress through integrated curricula, where listening skills are tied to specific competency milestones. Evidence from Taylor and Geranpayeh (2011) also comes from the socio-cognitive paradigm, where academic listening assessment was carried out and found the existence of cognitive and contextual elements in listening comprehension. Their findings show evidence that listening tests must consider the social and cognitive factors besides language proficiency. Because listeners rely on existing knowledge structures to make meaning from auditory input, socio-cognitive assessment—accounting for both the internal workings and the external context—is compatible with schema theory (Rumelhart, 1980). Unlike standard tests that may not fully capture contextual understanding, this approach provides a more nuanced indicator of listening competence.

It has been shown that incorporating pre-listening exercises into the evaluation procedure helps students become ready for challenging listening situations. According to Barjesteh and Ghaseminia (2023), pre-listening exercises using videos and podcasts assist activate contextual knowledge and pertinent language, which improves listening performance. Because pre-listening exercises help students create conceptual frameworks that help them understand during assessments, this method is consistent with the schema



theory. Integrated curricula benefit from pre-listening exercises that increase preparedness and confidence, which contribute to more accurate evaluations of listening skills, whereas conventional assessments frequently lack such preparatory stages.

A larger trend in listening education toward student involvement and real-world applicability can be seen in the move away from static, standardized assessments and toward interactive, authentic, and technologically enhanced approaches. Current approaches emphasize ongoing, formative evaluation, while conventional assessments frequently depend on discrete listening tasks with little feedback systems. This development is consistent with constructivist theories, which support meaningful and contextually relevant learning experiences (Vygotsky, 1978). Despite these advancements, there are still some challenges. For example, dynamic and actual assessments may not always generate consistent outcomes across significant populations and need extensive instructor participation (Hidri, 2014; Morales & Fernández, 2019). Although successful, technology-enhanced examinations might provide accessibility issues in educational settings with limited resources, highlighting the importance of curriculum developers finding a balance between innovative assessment methodologies and realistic constraints.

3.8 Research Question 4: Role of Technology

Technological innovation in the language curriculum has revolutionized listening skills instruction by providing learners with readily available, broadened and context-rich materials. A variety of innovations, including mobile applications, podcasts, virtual reality, and multimedia channels, have prompted a shift towards conventional static listening exercises and toward more interactive, customized, and appealing learning opportunities. MALL applications are increasingly recognized for their ability to provide flexible, self-directed learning opportunities. Kim (2013) said that smartphone applications allow pupils to engage in listening at their preferred flow, which increases memory and comprehension. These findings are in line with constructivist theories, notably Vygotsky's (1978) idea of independent learning within the Zone of Proximal Development (ZPD), which highlights the significance of instructional resources that correlate to individual pupils' developmental phases. Islam and Hasan (2020) support MALL's benefits by demonstrating that these platforms enable rapid feedback and personalized practice that can be tailored to each learner's pace and needs. Mobile applications create a learning environment in which students can become involved with knowledge beyond the classroom, something that represents a huge break from the past methods of teaching and learning that offered limited flexibility.

Podcasts also are very effective in improving listening skills, as they put students in real-life environments with authentic languages. Salainti and Pratiwi (2021) found that podcasts enhanced not only listening comprehension but also pronunciation and speaking skills. This concurs with the authentic learning theory, which purports that real-life application enhances learners' achievement motivation and understanding (Lombardi 2007). Podcasts exposed the students to a variety of accents, tones, and patterns of speech that helped them develop their listening skills in a more realistic and diverse auditory environment than typical audio recordings. Consistent and thorough listening practice—similar to the schema theory (Rumelhart, 1980)—develops and strengthens cognitive frameworks that enable comprehension in a range of language situations. In a similar vein, Gönülal's (2020) research emphasizes the significance of podcasts for extended listening practice, suggesting that they enhance both listening comprehension and exposure to culture. Unlike traditional listening exercises, which are sometimes limited to contrived language, podcasts provide real language content, closely approximating natural speech; thus, the listener is immersed in an experience that reinforces his or her ability to understand. This contrasts with earlier audio-based curricula, which often presented straightforward, scripted interactions that were largely contextually and culturally flat (Carrier, 2003).

The use of multimedia platforms in listening instruction tends to be very helpful in improving listening skills, as it combines both visual and audio input to enhance comprehension. According to Mayer's (2005) theory of multimedia learning, dual-channel processing of visual and audio inputs leads to better cognitive engagement and long-term retention. This was evidenced in Sejdiu's (2017) study, which found that the use of multimedia tools—like video clips and interactive blogs—enhances listening-skill development through the availability of multimodal signals that help students make sense of complex information. Such multimedia resources allow learners to understand non-verbal information: they provide them with gestures, facial expressions, and contextual visuals that help to interpret. Moreover, Slamet and Mukminatien (2024) elaborate that a multimedia-based LMS provides better formative assessment in listening because of immediate feedback and progress monitoring. This will allow an interaction where learners will engage with listening content on the multimedia platform, not just doing conventional audio-only material from



previous years. These results have highlighted the use of visual aids in facilitating listening skills, especially for those students who depend on contextual and non-verbal clues to support their understanding.

Innovations like VR and AR are changing listening instruction by establishing engaging and interactive environments. Rintaningrum et al. (2024) discovered that AR-based listening activities boost student engagement and motivation by providing context-rich settings that mirror real-life interactions. Similarly, Rahimi and Aghabarari (2024) discovered that VR pre-listening exercises can aid students in navigating challenging monologues by offering contextualized and engaging listening interactions. This technique is consistent with the experiential learning theory (Kolb, 1984), which states that learning is more successful when it includes obvious situations. In this case, VR and AR provide students with opportunities to engage in simulated listening environments, increasing their comprehension by placing them in contextually rich and dynamic audio-visual environments. The unique benefit of both AR and VR is the ability to replicate real-life conditions, which are impossible to recreate in a classroom, adding an experience element that leads to skill development in a highly exciting way. This allows learners to practice the interpretive and analytical skills relevant to authentic listening in real life by incorporating real-world events into the listening curriculum—setting a new benchmark for immersive learning in a language teaching context.

The employment of multiple technology instruments in listening education marks an evolution from the passive, audio-only strategies that dominated prior curricula. Conventional listening activities often provided minimal participation and involvement, depending on planned conversations that did not accurately mirror real interactions (Carrier, 2003). MALL applications, podcasts, and VR/AR, on the other hand, align with constructivist and experiential learning theories by emphasizing active engagement, real-world relevance, and customized learning. This shift represents a recognition of listening as a multifaceted ability that involves both linguistic and cultural knowledge, with technology aids offering students more varied and realistic language expertise. Furthermore, Rumelhart's (1980) schema theory serves as a good foundation for comprehending how multimedia, podcasts, and VR/AR enhance cognitive enhancement of listening capacities. By delivering authentic, context-rich listening activities, these resources assist learners in developing theoretical frameworks that support listening in a range of situations. This stands in opposition to prior strategies, which centered solely on technical listening practice without taking into account the cognitive processes required for language comprehension in real-world situations.

3.9 Implications

The findings of this research can help learners with better learning strategies to improve listening comprehension. The outcomes can lead to new teaching methods, materials, and curricula that will assist in improving listening abilities alongside other language skills (Nguyen, 2020). This means that the effective strategies identified and the changed role of listening skills in curriculum design need to be analyzed and refined for more effective implementation in classrooms (Al-Nafisah, 2019; Ismail & Aziz, 2020). Based on the literature reviewed, it can be identified that previous studies have identified bottom-up, top-down and interactive processing as regular practices in the ESL classroom to develop listening skills (Ismail & Aziz, 2020). Still, more improvement is needed in the integration of the three strategies in a comprehensive listening curriculum.

Also, integrating listening instruction with other language skills, such as reading, speaking, and writing, may provide a more holistic approach to language learning (Zhu et al., 2016). Another good practice that might help develop practical communication skills in learners, in terms of engaging them, is content-based instruction; this embeds the listening objectives within meaningful subject matter (Chou, 2013). It would also be worth taking a closer look at the specific listening sub-skills—processing complex and rhythmic sentences, recognizing intonation patterns, and vocabulary development—that should be accorded emphasis (Jabborova, 2024). Another necessary condition for the inclusion of sociolinguistic elements in the curriculum concerns is cultural and pragmatic aspects of listening (Srisapoom & Chano, 2023). Hence, more research to explore academic achievement on different assessment approaches about integrated curricula listening skills assessment (Ismail & Aziz, 2020; Milliner & Dimoski, 2024). The findings of this research can guide the development of more robust teaching practices for improving listening comprehension. Its results can inspire new instructional approaches, materials, and curricular designs that will enhance listening skills alongside other language proficiencies (Nguyen, 2020). This, in particular, means that the identified effective strategies and changed role of listening skills within the curriculum design require deeper analysis and refinement for better classroom implementation (Al-Nafisah, 2019; Ismail & Aziz, 2020). From the literature reviewed, it is identifiable that existing research has acknowledged common practices in



ESL classrooms to develop listening skills, such as bottom-up, top-down, and interactive processing (Ismail & Aziz, 2020). Yet, the integration of these three strategies into a coherent listening curriculum remains an area that has to be improved. Future studies in this area should therefore strive to develop and pilot such frameworks, thereby affording teachers more structured direction on how systematically and comprehensively to integrate listening skills into instruction. This will fill the gap in existing research that this study has identified: an overall lack of cohesive approaches to listening instruction.

3.10 Limitations and Recommendations

The limitations of this study are mostly related to the scope of research and the availability of technology, which may affect the generalizability and applicability of the findings. For instance, since this study targeted EFL students only, its findings may not be particularly relevant to a different student population or another educational context where English is not the primary focus of attention. Moreover, the availability of technology-based resources—be it multimedia platforms, AR/VR, or even mobile applications—varied across the research sites; hence, this could also be another reason for differences in data results interpretation (Rahimi & Aghabarari, 2024). Implementation of TBL and its interactive activities proved successful but may require specific pedagogical experience and tools not available to many (Barjesteh & Ghaseminia, 2023). These limitations have the consequence of potentially limiting the range of effective integration strategies and making it difficult to firmly generalize findings across diverse educational settings. Results provide effective methods for ELL learners and suggest that findings may be significantly different in non-EFL settings (Yan, 2023). In addition, unequal access to technology resources decreases the ability to replicate this study's technology-related recommendations. To mitigate these results, a future study may enroll a larger but more representative sample of educational institutions and consider alternative, low-tech approaches to ensuring accessibility and consistency across greatly divergent learning environments (Ismail & Aziz, 2020).

4. CONCLUSION

The objective of this research is to determine how listening skills can be integrated effectively into language learning environments, mainly concerning contemporary, technology-enhanced pedagogical approaches. This article emphasizes the importance of listening in language learning and suggests it should hold a primary, not a secondary, place in the curriculum (Yan, 2023). Key findings underline the effectiveness of task-based, interactive, and technology-driven approaches in the likes of mobile applications, podcasts, and virtual reality; these allow learners to engage in authentic listening experiences, leading to better comprehension and retention of the language (Sejdiu, 2017; Kim, 2013). The results have wide-ranging implications for educational practice, given that they show a shift toward interactive, multimodal learning might better prepare learners for real-life communication. Moreover, these results can also inform policymakers in the development of a more holistic language education paradigm, which includes technology to achieve dynamic and context-rich educational settings. This research does note limitations related to access to technology and disparities in that access across different learning settings, which may reduce the generalizability of the findings. Later research may examine less technological solutions for achieving equitable implementation in diverse educational settings (Cumming, 2024). On that note, this study serves as the premise upon which a curriculum pinpointing listening as a complex skill sought in both academic and real-life communication situations is to be crafted.

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