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From Struggle to Success

Flora Debora Floris

Introduction:

Developing listening skills can be quite challenging for English learners, primarily due to their limited exposure to natural, real-life speech. This lack of exposure restricts learners' ability to practice understanding natural speech patterns, accents, and intonations, making it difficult to follow real-life conversations (Tsang, 2021). Additionally, many learners struggle to understand spoken language at the chunk level, which further complicates their ability to derive meaning from what they hear. This can lead to errors such as sound misperception, confusion, omission, addition, and misinformation (Luu & Trinh, 2023).

In addition, learners frequently face difficulties in understanding various English accents due to limited exposure in their learning environments. This can hinder their ability to comprehend spoken English in diverse contexts (Tsang, 2021). Moreover, understanding idiomatic expressions and colloquial language adds another layer of difficulty, as these elements are frequently omitted from school textbooks or class materials (Tsang, 2021).

To address listening problems faced by English learners, more emphasis should be placed on sounds, actual listening, and spoken input (Tsang, 2021). Teachers should provide opportunities for students to practice listening to various sounds, engage in real-life listening exercises, and interact with spoken language. By giving priority to these elements, teachers can provide more effective support to students in enhancing their listening skills.

Technology can play a crucial role in enhancing listening skills by providing targeted tools that address specific challenges learners face. When choosing which applications to integrate into the classroom, it is important to consider several key criteria, including user-friendliness, flexibility, and the inclusion of authentic language features.

The first criterion is the application's user-friendly design. Teachers should prioritize apps that are easy to navigate, ensuring that both students and teachers can use them without extensive training or technical difficulties (Vu et al., 2024). A user-friendly interface is essential, as it allows students to focus on their listening practice without being hindered by complicated features or technical frustrations. The applications should also be accessible to all students, including those who may not have the latest technology (Cho et al., 2018). This ease of use ensures that technology enhances, rather than complicates, the learning process.

The second criterion is that these applications should offer a high degree of customization and flexibility, enabling teachers to tailor lessons to the specific needs and proficiency levels of their students (Vu et al., 2024). Applications that can be used by students having various proficiency levels, from beginners to advanced learners, allow for instruction that caters to the individual needs of each student. This adaptability makes such technology more effective.