

Mobile-Based Media as a Means of Fostering the Development of Listening Skills

Trinh Thu Hang

Faculty of Foreign Languages, Ho Chi Minh City University of Food Industry, Viet Nam

Received: 27/03/2023, Accepted: 27/05/2023, Published: 17/06/2023

doi: <https://doi.org/10.21467/proceedings.150.16>

ABSTRACT

Of the four communication abilities, listening is one of the most challenging, but compared to the other three (reading, writing, and speaking), it has gotten far less attention in English language instruction. Also, because students appear to sit quietly in class and listen to conversations, listening is frequently characterized as a passive skill. As language teachers, we work hard to establish the conditions necessary for learning and success for our students. At the same time, we confront challenges that may be damaging to the learning process. This unquestionably applies to how our students use their mobile devices. Almost all students own at least one mobile device. However, students still choose to use smart gadgets for entertainment—whether they are watching movies, listening to music, or playing video games—and it appears that they truly have no idea how to utilize them for learning. This paper will show how to use a mobile phone to teach and learn listening skills. It will do this by conducting literature research. The researcher has come to the conclusion that teaching English to students through the use of mobile devices can help them better comprehend the material being covered or contextualize it to help them apply it more effectively in conversations. Therefore, using mobile devices and other portable technology for the study is an excellent way to enhance the efficacy and quality of learning English.

Keywords: Listening skills, A tool for language teaching and learning, ICT

1 Introduction

It is unavoidable that the importance of listening skills is undervalued when teaching and learning English. To address the many challenges that the teaching and learning process faces, both teachers and students require innovative solutions. In particular, the use of technology to improve listening skills will be covered in this paper. This paper uses a library-based writing technique to describe how mobile applications are used as media in English teaching and learning.

In the realm of studying English, mobile learning is being implemented progressively. Although a person in communication spends 30% of their time speaking and 45% listening, students find listening to be the most challenging (Van Duzer, 1997). Students and teachers have a lot of access to learning materials thanks to technology like computers, smartphones, and the Internet. Information and communication technology, or ICT, is a term used to describe a variety of characteristics and tools that enhance teaching, learning, and other educational activities (Ammanni & Aparanjani, 2016). It has proven to be effective in bringing about change and reform in the educational system. The purpose of technology is to make life easier for everyone, including those who work in the education sector. Technology also does not need to be kept away from students; it encourages engagement and allows students to tailor their learning to their interests (Pun, 2013). It is evident that ICT in education, particularly in teaching the English language, has been generally acknowledged as a tool for language teaching and learning throughout the world.

The reasons that HUFU English – major students find listening difficult: One of the most challenging skills to master when learning the English language is listening because it is the only type of speech action over which the listener has very little control. Learning simply cannot be improved without a proper understanding of the input. Many things can make learning a second language difficult, including a student's



limited vocabulary, ignorance of grammar rules, and pragmatic disparities between two languages. The level of students' interest in comprehending has an impact on how well they listen. Rich content books (Progressive Skills for Listening, Level 1 – Level 4) offer fresh and helpful information, but comprehension issues will still exist. This is due to the fact that they frequently include information on the history, customs, and culture of the host nation. These 'realities' are frequently unknown to students. Geographical names, proper names, names of organizations, publications, and works of fiction are among them, as are historical facts, terms used in politics and the military, terms used in many branches of the arts, idioms, and literary quotations. The recording's topic action also affects how well it is understood. Sometimes, issues with listening can be brought on by the structure of the oral text. Students are therefore further troubled by the lack of a protagonist introduction, the location and timing of the events, the simultaneous use of multiple subject lines in a recording, etc.

Listening is the hardest skill to teach when it comes to English, and all English teachers must go through this process. One of the issues in the field is that it is challenging for teachers to find appropriate media to teach listening; students lack motivation to improve their listening skills due to the media limitations; teachers find themselves having to rush through the textbooks in order to finish all on time. These three significant issues are brought on by the near neglect of listening skills in the teaching and learning process.

2 Literature review

2.1 ICT in English language teaching

Technology has become a fundamental requirement and an important component of education in the modern, global context. In the 21st century of education, students must also develop digital literacy, which falls under the umbrella of ICT. Studies suggest that using technology can address many of the issues that arise in the classroom. ICTs of many kinds, including e-books, audiobooks, webinars, interactive whiteboards, mobile applications, audio-visual aids, overhead projectors and slides, gramophones, televisions, film projectors, language labs, Web 2.0 applications, and mobile phones, can be utilized in teaching and learning. As a result, there are numerous possibilities for utilizing appropriate technology in the teaching and learning process. The growth of technology makes it more difficult for teachers to design engaging and inspiring activities for English language learners. One such example is the use of Facebook, an Internet-based activity that can be used for education and develop into an important tool for independent learning on a daily basis. The benefits of incorporating ICT in language education generally, and English as a Second Language (ESL) teaching and learning specifically, have been the subject of numerous studies. Using multimedia technology to teach and learn English has seven benefits, including inspiring students to learn the language, fostering their communicative ability, increasing their understanding of English culture, increasing teaching effectiveness, improving interactions between students and teachers, creating a supportive learning environment in the classroom, offering opportunities for English teaching outside of traditional classroom settings (Pun, 2013). Another expert offers seven advantages of using technology in English teaching and learning, including the ability to obtain the information needed in a split second, the development of students' innovative skills through e-learning, the provision of students with information that will help them compete in this competitive world, and the ability for English lessons that incorporate multimedia applications to effectively motivate students and give them engaging, novel ways to pass the time when they are bored (Ammanni & Aparanjani, 2016). In conclusion, there are many advantages to utilizing technology in the teaching and learning process; it can raise student achievement while integrating technology as a tool. Also, it gives teachers and students a lot of opportunities to access and learn from reliable online sources. They can directly access educational resources from websites like YouTube, blogs, e-books, audio mp3s, and others that can help students get

more familiar with the outside world. The most crucial feature is that it can be accessed, operated, and utilized whenever and wherever they need it, giving students and teachers additional opportunities to interact.

2.2 Mobile learning integration into self-studies

Modern society is characterized by the pervasiveness of information technologies in all areas of human activity. Because of this, information technologies in education also play a crucial role in this procedure (Prensky, 2001). A surge in mobile technologies has been prompted by the quick development of ICT. Mobile technologies are now widely used and accepted by society. Mobile devices now provide new technological opportunities thanks to advancements in technology. Teachers deliver lectures, explanations, and instructions to students in traditional classrooms while standing in front of them and utilizing a blackboard or whiteboard. Regarding the advancement of technology, these methods must be modified. The use of multimedia materials in the classroom helps students familiarize themselves with vocabulary and grammatical structures. In order to improve students' linguistic proficiency, multimedia is also applied to print books, movies, and the Internet. Using print, video, and the internet allows students to gather knowledge and provides them with a variety of resources for context and language analysis (Arifah, 2014). Because the chalk-and-talk approach to teaching English is insufficient, Susikaran, (2013) claims that fundamental adjustments have been made to classrooms in addition to teaching techniques. A well-designed classroom environment, according to (Raihan & Lock, (2010), teaches students how to learn effectively. Using technology to enrich the classroom is more efficient than relying just on lectures. Despite not having studied technology and being unable to operate it like a computer specialist, teachers should discover ways to include technology as a valuable learning tool for their students. English teaching methods have evolved significantly as a result of technological use. It offers a variety of options for improving teaching by making it more engaging and effective for progress (Patel, 2013). There are language labs that can help students enhance their vocabulary, grammar, speaking, reading, and listening abilities. Furthermore, in addition to a variety of audio and video courses, electronic programs and dictionaries have grown to be highly popular. As a result, there are now numerous techniques to teach a foreign language using technical equipment and information technology. Yet, the use of new mobile technology in education gives novel learning opportunities, flexibility in learning—learning whenever and wherever—and more chances for learners to make decisions. Moreover, mobile technologies enable resource-saving and all-encompassing access to information. "Mobile learning" is a word that has gained popularity as a result of the incorporation of mobile technologies into education. There are many different instances of what mobile learning is, but the most general definition is learning via portable devices that may be accessible at any time or location (Darimi & Albion, 2014).

2.3 Teaching and developing listening skills.

Although listening is essential language ability, foreign and second language teachers sometimes overlook it in the classroom (Bingol, 2017). One of the fundamental abilities utilized in communication is listening. Pronunciation, vocabulary, word emphasis, and syntax are essential skills to master. Simply said, teaching listening involves developing students' linguistic and listening abilities, both of which are essential to learning English. Most adult students made developmental mistakes. Consequently, it's critical to start building students' linguistics knowledge and skills from the ground up. According to Gilakjani and Ahmadi's research(2011), speaking, reading, and writing only account for 25–30%, 11–16%, and 9%, respectively, of linguistic competence, whereas listening accounts for 40–50%. As a result, it is essential to develop language listening skills precisely and intentionally. More specifically, it is crucial to develop listening skills since they

involve a number of processes, including linguistic, neurological, semantic, and pragmatic ones. As a result, improving listening requires improving the other three skills as well as linguistic proficiency.

3 Method

The purpose of this paper was to summarize the findings of evaluations of related works of literature in order to assess the extent to which the use of technology-based media in teaching and acquiring listening skills reveals any discernible patterns of the topic, as well as to recommend a preferred digital form.

This paper was conducted using the following procedures:

- (1) determining the EFL listening abilities needed by HUFU English majors through reviewing the research on listening in English as a foreign language by creating a list of the necessary EFL listening abilities, creating an EFL listening exam for pre-and post-testing, creating the research sample, before implementing the multimedia-based program, the EFL listening exam was administered to the study sample to determine the student's level of proficiency.
- (2) determining whether the multimedia-based curriculum is beneficial in enhancing HUFU students' EFL listening abilities by using the research sample as input for the program, once the program has been implemented, applying the EFL listening exam to the study sample, statistical comparison of the outcomes, evaluating and interpreting the study's findings, and recommendations.

4 Implication

There are numerous varieties of listening applications available in the Google Play market. Everyone, regardless of English proficiency level—from beginners to advanced—can use them. The majority of these applications are made up of audio and exercises. Students have more opportunities to practice listening thanks to these applications. The more students practice their listening skills, the more they will improve. Listening skills can be strengthened via practice.

These applications are lacking because they were not created for English – majored students at a certain level. It was not created with the HUFU's curriculum in mind. It would be preferable if the teacher could develop a fresh listening lesson plan or game that is tailored to student's requirements and the curriculum in order to assist students in achieving the objectives of the HUFU's English course.

In many nations, using LANGUAGE LAB as a student learning tool is fashionable. There are numerous uses for it. Language Lab is made to make learning a language simple and fun. The LSRW skills—listening, speaking, reading, and writing—are the foundation of the Language Lab methodology. These language laboratories serve primarily as a controlled learning environment for students to pick up language essentials. A student can communicate, research, and experiment in a practical way with language abilities thanks to a digital language lab. This idea is not rooted in theory. The student will be able to clarify the issue to the extent that he speaks and listens to the language. Students' language abilities are effectively developed in the English Language Lab, which focuses on language proficiency. All HUFU's English – majored students can use Language Lab. Students and teachers can download Language Lab for their computers, as well as Android and iPhone, with the interface is as shown in Figure 1. The technology used in Language Lab enables quick and simple acquisition of English language skills. It's crucial to comprehend and acquire the concepts in English because the language is built on them.

The use of mobile devices in English teaching and learning has been studied by numerous scholars globally. The results are encouraging for both students and teachers. As a result, it is advised that the teacher develop and execute innovation, particularly in the teaching of listening, using mobile-based media. Because of its portability and accessibility, the mobile device may be used by students both inside and outside of the

classroom, which can help solve the problem of teaching and learning listening. As a result, it can boost students' motivation and provide plenty of opportunities for them to hone their listening skills.



Figure 1: *World's most preferred Language Lab in digital form*

5 Conclusion

In conclusion, this paper has discussed listening challenges and how an application on mobile devices help to solve them inside and outside of the classroom. Through the usage of Language Lab, the mobile phone might act as a kind of "portal," broadening the perception of what students have experienced. This means that teachers should always look for methods to improve content with their own unique touch, rather than relying solely on the exercises and objectives that are offered in the Language Lab in a "traditional" manner. The subjects covered in Language Lab may give students the best justification for using their smartphones to supplement what they are doing or learning as part of the main class.

6 Declarations

6.1 Study limitations

The present study is subject to a main restriction. Since there was no control group in this study, we can only draw the conclusion that mobile-based media lead to the improvement of HUFU English majors' listening skills, while the roles that mobile-based media play can only be inferred from the literature. The hypothetical uses of multimedia by HUFU English majors are based entirely on real-world observations and user feedback gleaned from actual sessions.

6.2 Acknowledgements

First, I would like to thank Mr. Tran Tin Nghi, Dean of the Faculty of Foreign Languages at Hochiminh City University of Food Industry, for granting me permission to finish my research paper. Second, I want to express my gratitude to the two reviewers who provided me with valuable feedback and pointed out several errors in the manuscript. This information will be essential in enabling me to confidently correct the mistakes. Finally, I would like to express my sincere gratitude to each of my students for helping me succeed.

6.3 Funding sources

The funding for this study comes in part from the Faculty of Foreign Languages of Hochiminh City University of Food Industry.

6.4 Competing interests

This study has no possible conflicts of interest, and data can be requested by emailing the corresponding author.

6.5 Publisher's Note

AIJR remains neutral with regard to jurisdictional claims in institutional affiliations.

References

- Ammanni, S., & Aparanjani, U. (2016). The Role of Ict in English Language Teaching and Learning | PDF | Educational Technology | English As A Second Or Foreign Language. *International Journal of Scientific & Engineering Research*, 7(7). <https://www.scribd.com/document/368077513/The-Role-of-Ict-in-English-Language-Teaching-and-Learning#>
- Arifah. (2014). *Study on the use of Technology in ELT classroom: Teachers' Perspective*. <http://dspace.bracu.ac.bd/xmlui/handle/10361/3999>
- Bingol, M. (2017). Importance of Listening Comprehension: A Literature Review. *International Journal of Social Sciences & Educational Studies*, 4(2). <https://doi.org/10.23918/IJSSES.V4I2SIP109>
- Darmi, R., & Albion, P. (2014). A REVIEW OF INTEGRATING MOBILE PHONES FOR LANGUAGE LEARNING. *10th International Conference Mobile Learning 2014*. <https://files.eric.ed.gov/fulltext/ED557201.pdf>
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5), 977–988. <https://doi.org/10.4304/jltr.2.5.977-988>
- Patel, C. (2013). Use of Multimedia Technology in Teaching and Learning Communication Skill PDF | PDF | Multimedia | Teachers. *International Journal of Advancements in Research and Technology*, 2(7), 116–122. <https://www.scribd.com/document/437069825/Use-of-Multimedia-Technology-in-Teaching-and-Learning-communication-skill-pdf>
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *MCB University Press*, 9(5). <https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Pun, M. (2013). The Use of Multimedia Technology in English Language Teaching: A Global Perspective. *Crossing the Border: International Journal of Interdisciplinary Studies*, 1(1), 29–38. <https://doi.org/10.3126/CTBIJIS.V1I1.10466>
- Raihan, Md. A., & Lock, H. S. (2010). Technology Integration for Meaningful Learning - the Constructivist View. *Bangladesh Education Journal*, 17–37. <https://www.bafed.net/articles/EJune12a2.pdf>
- Susikaran, R. S. A. (2013). The Use of Multimedia in English Language Teaching. *Journal of Technology for ELT*, 3(2). <https://sites.google.com/site/journaloftechnologyforelt/archive/3-2-april-2013/1-the-use-of-multimedia-in-english-language-teaching>
- Van Duzer, C. (1997). *Improving ESL Learners' Listening Skills: At the Workplace and Beyond*. Washington, DC, USA.: National Clearinghouse for ESL Literacy Education.