

ENHANCING LISTENING COMPREHENSION THROUGH TECHNOLOGY-MEDIATED EFL INSTRUCTION

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Annotation: This study looks into how technology-mediated instruction can improve listening comprehension in EFL learners. Digital resources, including as interactive software, podcasts, and video materials, being investigated for their potential to improve learner engagement, motivation, and comprehension accuracy. The findings imply that students who participate in technology-enhanced activities outperform those who are taught using traditional techniques. The study emphasises the importance of using digital resources into language instruction in order to meet the demands and learning styles of varied learners.

Keywords: technology-mediated instruction, digital tools, EFL, listening comprehension, learner engagement, and motivation.

Annotatsiya: Ushbu tadqiqot texnologiyalar yordamida o'qitishning EFL o'quvchilarining tinglab tushunish qobiliyatini oshirishdagi samaradorligini o'rganadi. Interaktiv dasturlar, podkastlar va video materiallar o'quvchilarning ishtiroki, motivatsiyasi va tushunish aniqligini oshirishdagi roli tahlil qilinadi. Natijalar shuni ko'rsatadiki, texnologik vositalar bilan mashg'ulotlar o'tkazilgan o'quvchilar an'anaviy dars usullarini qo'llaganlarga nisbatan yaxshiroq natija ko'rsatadi. Tadqiqot raqamli vositalarni turli o'quvchi ehtiyojlari va o'quv uslublarini hisobga olgan holda integratsiya qilish zarurligini ta'kidlaydi.

Kalit so'zlar: texnologiyalar yordamida o'qitish, raqamli vositalar, EFL, tinglab tushunish, o'quvchi ishtiroki, motivatsiya

Аннотация: Данное исследование изучает, как обучение с использованием технологий может улучшить аудирование у студентов EFL. Интерактивные программы, подкасты и видеоматериалы рассматриваются с точки зрения их влияния на вовлеченность, мотивацию и точность понимания учащихся. Результаты показывают, что студенты, использующие технологически обогащенные материалы, демонстрируют лучшие результаты по сравнению с традиционными методами обучения. Исследование подчеркивает необходимость интеграции цифровых инструментов в обучение языкам с учетом различных потребностей и стилей обучения.

Ключевые слова: обучение с использованием технологий, цифровые инструменты, EFL, аудирование, вовлеченность учащихся, мотивация

Digital tools in EFL classrooms improve engagement and motivation by enabling interactive and self-paced learning. Learners can choose items of interest, pause or replay lessons, and receive rapid feedback via integrated quizzes or applications. This autonomy promotes active listening tactics such as forecasting meaning, inferring unstated content, and identifying discourse markers (Vandergrift & Goh, 2012, pp. 88–90).

Furthermore, technology-mediated training promotes varied learning by accommodating a variety of learner requirements and competence levels. Students who struggle with traditional listening activities

benefit from the option to repeat segments and change listening speeds (Godwin-Jones, 2018, pp. 14-15). The incorporation of multimedia also allows students to access both auditory and visual cues, which reinforces comprehension through multimodal input. Furthermore, captions or transcripts can improve comprehension, especially for low-proficiency learners, by providing textual scaffolding that aids decoding and vocabulary learning (Hockly, 2013, pp. 23-25).

Technology-enabled learning also promotes collaborative and reflective activities. Online forums or group-based activities allow learners to discuss comprehension tactics and clarify knowledge with peers, boosting metacognitive awareness (Flowerdew, 2015, pp. 57-59). Interactive platforms enable teachers to track learner progress, provide prompt corrective feedback, and design following listening activities to address specific shortcomings, which has been demonstrated to improve both accuracy and confidence in listening comprehension (Chapelle, 2001, pp. 47-48).

Effective implementation necessitates a thorough selection of materials that are level-appropriate, culturally relevant, and connected with learning objectives. To improve comprehension and engagement, teachers should provide pre-listening instruction, such as teaching crucial terminology or modelling listening skills. Furthermore, incorporating reflective tasks such as taking notes, summarising, or predicting outcomes can help students gain a better understanding and develop critical listening skills (Vandergrift, 2007, pp. 136-138).

Technology-mediated listening. Instruction blends authenticity, flexibility, and learner-centred pedagogy to develop strong listening comprehension abilities that may be applied outside the classroom. When used strategically, digital tools not only improve comprehension accuracy but also promote learner autonomy, metacognitive awareness, and lifelong listening abilities (Godwin-Jones, 2018, pp. 15-16; Chapelle, 2001, pp. 47-48).

Conclusion

Listening comprehension, learner engagement, and motivation all improve dramatically when EFL education is delivered using technology. Teachers can deliver realistic, flexible, and autonomous learning experiences to students by incorporating digital resources including podcasts, video clips, and interactive software. These approaches help students prepare for real-world communication, reinforce comprehension tactics, and promote lifelong listening abilities (Godwin-Jones, 2018, pp. 12-15).

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