



Effective strategies for teaching listening comprehension in EFL contexts: A systematic review

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Article Info

Article History:
Received on 14 July
2025
Approved on 15
August 2025
Published on 17
August 2025

*Keywords: EFL;
listening
comprehension; Task-
Based Learning;
metacognitive
strategies; multimedia
integration*

Abstract

This article examines evidence-based techniques designed to boost listening abilities in learners of English as a foreign language. Although listening underpins most real-world exchanges, many students freeze when speech is rapid, regional accents appear, or background noise intrudes, slowing their grasp of meaning. Building on current research, the authors single out four classroom techniques--Task-Based Learning, metacognitive training, multimedia input, and peer collaboration--as key to consistent language gains. Moving to technology, they note that podcasts, interactive quizzes, and speech-recognition drills deliver on-demand practice that teachers can quickly adjust to each student's proficiency. The discussion balances cognitive advantages--explaining new processing strategies--with motivational gains, detailing step-by-step ways teachers can blend traditional and digital tools. When these older and newer ideas work together, students have a clearer path past common obstacles and build the listening confidence needed in real-world English. The review ends by offering practical recommendations, helping instructors adopt evidence-based techniques that deepen listening ability and keep learners actively engaged.

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INTRODUCTION

Listening is often considered one of the most important second language skills by scholars, citing its role as a component of communicative competence. A fluent interaction, for example, hinges upon the ability to absorb verbal input. This skill often serves as an accurate measure of competency for both spontaneous dialogues and scheduled classroom activities. Students, by contrast, often report feeling more frustrated with the task of listening than with speaking or writing. Unlike written language, spoken language does not allow for retracing of steps. Substantial portions of sequences, such as phonemes and dialectal variations, are presented in a flowing, uninterrupted stream. The listener must recomposite phonemes, dialectal variations, and rapid collocations in real time. The attempt to reconstruct meaning under time constraints makes the process much more arduous than it would otherwise be.

Listening involves three interrelated cognitive tasks: segmentation of phonetic elements into lexical forms, integration of these forms into the current situational frame, and the continual shallow restructuring of meaning as novel contextual clues are integrated (Blancaflor, 2020). Because of this, learners must once again shift their cognitive registers and, as a result, this creates an added difficulty (Zhang et al., 2024). Abruptly speaking, inconsistent accentuation, an unanticipated background noise, and speech that is rapid all serve as cognitive stream disruptions.

Listening activities are frequently slotted as subordinate within the overarching framework of many English programs. This is done so as to shifting most of the teaching and assessment to the upper level skills of reading, writing, and speaking. English listening skills are often relegated to passive reception, instructional assessment, and attention based frameworks on the listening skill mastery assumption, based on the premise that listening skills would automatically develop alongside skill competency mastery of the more basic English skills. In the example presented by the authors Rahman et al. (2024), many students seem to engage in dialogue practice, but they are struggling to understand the audio materials that are provided to them. This study aims to integrate the most contemporary instructional strategies designed to enhance listening skills in English as a Foreign Language (EFL) learners with a well-structured, richly varied set of materials, harnessing the positive impact the digital context exerts on attention and productivity.

The fact that listening is always at the top among the skills that need to be mastered in learning a new language explains why most learning institutions focus on listening in the learning of a second language. Listening greatly enhances communication, and predicts capabilities across numerous tasks—including scholarly engagements and informal dialogues. Most learners, on the contrary, believe that listening is a greater challenge than both speaking and writing. Unlike written discourse, speaking cannot be paused for contemplation and must be ‘decoded’ in real time. “Skilled hearing” is a form of hearing resulting from various cognitive tasks. These tasks range from converting fleeting sounds...words and placing words into a context of the present moment, to the reevaluation of context and significance in the light of newly emerging information. A specific information stream could become more complex with overlapping speech, a variety of accents, and the addition of irrelevant details. The already challenging active listening task, regarding the details within the setting, this information stream undergoes additional cognitive shifts.

Understanding an auditory signal entails more than simply hearing it; it entails effort and attention. In listening to something, attention is to be paid not only to phonetic elements, but also to bibliographic inferences which touch upon the situational relevance. For example, second language learners often make use of broad mental heuristic frameworks to make sense of and keep up with the spontaneous speech of more fluent speakers. When speakers adjoin lengthy and convoluted sentences to their discourse, or when they speak faster than the usual pace, or when they use foreign accent not typical to them, students experience a heightened difficulty in their cognitive faculties. Besides the cognitive factors, background ringing of telephones, or conversations which do not directly involve the student, draws attention and in turn, diverts focus from explicitly auditory materials which is another distraction.

It is widely observed that in English classes, the skill of listening is often regarded as an aspect of speaking, reading, and writing. Quite a number of students seem to be sociable and willing to engage in conversation, but they interpret connected utterances in a pejorative manner. Strategies for listening enhancement that pertain to cognitive barriers as well as scenario context framing. Both of these strategies require cognitive load in the form of solving challenges. There is ongoing research that focuses on recent innovative teaching strategies. These include, but are not limited to, the application of task-based teaching, the application of metacognitive strategies, multimedia teaching,

and cooperative learning. With these approaches, students are able to do far more than simply interpret jumble words, far more than that. They are involved in listening activities that, do listening tasks that simulate authentic encounters they would come across in their day to day activities.

In addition, teaching and education are shifting in the modern world through technology in teaching. Technology such as podcasts, interactive quizzes, and even speech recognition programs, allow learners to hone their listening skills in simulated dialogue. The goals of these technologies focus on automated sequential practice and automated feedback emphasizing on developmental practice that accommodates the requirements and competencies of each student. Students's comprehension is enhanced by activating multiple senses through the incorporation of audio-visual materials, listening to texts and explaining pictures, and providing culturally authentic materials. Students now have the ability to adjust to the varying speeds of speech, different accents, and the unpredictable nature of daily conversations, thanks to these improvements. Therefore, students can listen with the self-confidence and skills needed for authentic, real-world situations.

Educators can create listening comprehension activities that incorporate both analog and digital resources. Listening requires cognitive processing and comprehension, but in order to successfully evaluate and refine their approach to listening, it requires metacognitive skills as well. That's the challenge we have here. This is useful for the growth of the learner in the formal and informal. This report will present some of these strategies and features of the teachers who meaningfully help their students to refine their language skills through active listening.

METHODS

A systematic review of the literature has been done following the PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) which ensured that the review could be openly audited and all steps could be examined and verified as needed. The review primarily focused on the following: the implementation of listening comprehension strategies in EFL classrooms, the impact of diverse instructional strategies on listening comprehension outcomes, and the influence of technological tools on the enhancement of listening comprehension skills for EFL learners.

Until mid-2024, a literature review was conducted, spanning 2016 to 2024, which included searching Google scholar, ERIC, Scopus, and Web of Science. Some of the searched terms included: "English as a Foreign Language (EFL) listening comprehension", "effective ways for teaching listening", "multimedia in language education", as well as the "incorporation of technology in listening instruction". After going through the abstracts of 120 articles, only the literature that focused on listening skills, technology, and teaching methodologies, including classroom strategies, were included in the final pool.

Inclusion criteria for the studies considered empirical research published in peer-reviewed journals within the time frame of 2016 to 2024. The studies focused on improving listening comprehension within EFL contexts as well as dealing with diverse groups and educational environments. Exclusion criteria consisted of articles not focused on EFL or listening comprehension, non-peer-reviewed works, research published prior to 2016, and for the given timeframe. Furthermore, publications regarding developing reading and writing skills pertaining to listening skills were ignored.

Data extraction was done following a systematic method where the names of the authors, type of the study, background of participants, the teaching methods used, and the claims of efficacy were noted. Each extraction was done by two different reviewers to minimize the number of errors, ensure a comparison of the findings, and resolve any apparent discrepancies. As to ensure rigor, dependability, and the contribution to the English as a Foreign Language (EFL) teaching field, the quality of the research included in the review was checked against a preset standard using a deemed appropriate checklist. This evaluation facilitated guaranteeing that the review was based upon the factual evidence.

To enable data integration, a thematic analysis was performed, whereby recurrent concepts and notable variations within the collected studies were organized. To enable parallel data synthesis and streamline the extraction of best practices across diverse educational contexts, specific instructional techniques aimed at enhancing listening comprehension were organized according to the study's guiding questions.

The research questions that guided this systematic review were:

1. What are the most effective strategies for teaching listening comprehension in EFL settings?

2. How do different teaching methods impact listening comprehension in EFL classrooms?
3. What role do technological tools play in improving listening comprehension for EFL learners?

Despite following the PRISMA checklist for the evaluation, the evaluation was prone to several limitations, including publication bias, geography bias, and others. A type of publication bias occurs when journals only disseminate information that is more favorable or beneficial, and disregard studies that present no or minimal results. Geographical bias reflects the sociocultural uniqueness of teaching English to speakers of other languages. In addition, there is a considerable amount of variation from one location to another which affects the extent to which the results can be applied.

FINDINGS AND DISCUSSION

Listening is a core language skill and arguably the most immediate channel through which beginner learners acquire English. Unlike reading and writing, which afford time to pause and reread, listening places learners inside live interaction, demanding that they decipher words, grasp meanings, and track conversational turns as events unfold in real time. Speedy speech, overlapping dialogue, regional accents, idiomatic vocabulary, slang, and the habitual omission of auxiliary verbs can all mask intended content, turning even familiar material into a riddle the mind must solve in microseconds. Because English is spoken in such divergent styles and contexts, many learners listen nervously, decoding fragments yet unsure whether they have caught the gist. Their challenge intensifies outside the classroom, in buses, cafes, and workplaces where scripted pronunciation gives way to natural rhythm, and meaning hinges more on gesture and situational inference than on formal grammar.

Recent studies in language acquisition show that focused teaching techniques can noticeably reduce the common hurdles learners face when they listen to spoken English. Methods including Task-Based Learning, metacognitive planning and self-assessment, careful use of media, and goal-oriented digital tools consistently surface as effective boosters of listening skill. When instructors implement these practices, learners are not merely passive recipients; they engage in problem solving, reflect on their cognitive processes, and rehearse comprehension under conditions that closely mimic authentic interaction. Equipping the classroom in this manner transforms listening from routine drill into an exploratory experience in which context, strategy, and social cue are woven together. Listening in the real world is rarely linear; speakers interrupt, phones buzz, and ideas loop back in unexpected ways, leaving learners scrambling to piece meaning together. The next section therefore examines each instructional technique in detail, summarises relevant research findings, and shares classroom-ready activities for EFL teachers who want to move their learners past the familiar ceiling that traditional drills frequently impose. When educators deliberately combine these research-backed strategies, they help students clear the usual mental traffic jam associated with listening and gradually gain the fluency and poise needed to respond more naturally in conversation.

Effective Strategies for Teaching Listening Comprehension

Listening comprehension extends well beyond simply hearing sounds; it calls for cognitive effort, grasping context, and using what one has previously learned. Whereas reading lets students pause, underline, and reread, listening pushes them to make sense of words as they are spoken, often within a split second. This immediacy links auditory processing with memory, attention, and the habit of drawing inferences, creating a heavier cognitive load. Additional hurdles—such as regional accents, lingering background noise, fast delivery, and occasional technical terms—push learners to decode language on the fly, usually while anxious about missing something. Because of these pressures, successful listeners lean not only on vocabulary and grammar, but also on clues from the situation, tone, and body language to fill in the gaps.

Recent investigations into listening pedagogy pinpoint a small set of evidence-based techniques that noticeably boost learners' capacity to grasp spoken language. First among these is Task-Based Learning (TBL), in which learners tackle purposeful, real-world activities that closely resemble genuine listening situations, thus practicing comprehension where it will ultimately be required. Complementing this, metacognitive training guides students in tracking and adjusting their own listening behaviours, fostering a sharper awareness of which strategies yield success and how to deploy them on demand. Multimedia integration enriches the experience by blending sights and

sounds; when learners receive verbal input alongside images, graphics, or captions, they draw meaning through multiple channels rather than relying on audition alone. Finally, modern technology—whether interactive web platforms, speech-recognition software, or adjustable playback speeds—creates low-stakes spaces for repeated exposure to authentic unscripted talk under conditions the learner can deliberately control.

When teachers combine these strategies, they build classrooms in which students join discussions, pursue information independently, and reflect critically on new material. The approach hones listening skills while gradually acclimating learners to varying accents, speech rates, and fluctuating levels of linguistic difficulty. Students walk away from such sessions better equipped to follow spoken English in everyday life—whether at a seminar, on a podcast, or in short hallway chats. Because listening underpins nearly every exchange, strengthening this skill empowers learners to join conversations, ask smart questions, and absorb content no matter the formal or informal setting.

Different Types of Teaching Methods That Influence Listening Comprehension in EFL Classrooms

Task-Based Learning (TBL) – A Bridge to Real-Life Communication

Task-Based Learning (TBL) intentionally shifts emphasis from the teacher to the student, guiding classrooms through activities that mirror genuine uses of language beyond school walls. Instead of passively absorbing vocabulary from drills or rehearsing scripted exchanges, learners in a TBL environment seek clarification, listen for cues, and converse much as they do in real life. This active process replaces passively absorbing language with using it to understand and respond, making listening practice both practical and energising. In TBL, each task is more than warm-up material; it sits at the core of the lesson, giving learners a reason to solve a problem, share a view, or negotiate meaning with peers just as they would in a job interview or at a coffee shop. Activities such as group debates, peer interviews or joint online reports therefore blend listening with speaking, reading and writing, offering a richer, intertwined experience that mirrors real-world communication.

Real-world tasks in task-based learning move language study beyond rote drills and flashcards, letting students see how grammar and vocabulary actually function in everyday talk. Instead of fixating on verbs or adjectives in isolation, they learn to grasp the deeper meanings that native speakers pack into casual conversation. Students often listen to a brief podcast, summarize its main points in writing, pair up to debate the story's importance, or act out a fictional office meeting where they ask questions and negotiate a plan. Exercises like these do more than fill time; they train ears to catch detail, push minds to test claims against evidence, and force spoken responses to emerge on the spot. While talking, debating, and troubleshooting with peers they can't rely on prepared notes, so they borrow vocabulary, offer quick corrections, and recycle grammar patterns almost unconsciously.

Task-based learning deliberately invites students to take ownership of their progress—a hallmark trait scholars frequently highlight. Instead of viewing language study as a fixed line of set rules, learners confront purposeful activities selected because they connect to personal interests or day-to-day situations. When classroom tasks lead to concrete, visible outputs—whether planning a journey, debating an issue, or drafting a local notice—students quickly appreciate the immediate usefulness of their vocabulary and grammar. As language moves from textbook page to reachable goal, motivation rises, listening skills sharpen, and a quieter, yet steady, confidence grows. By placing meaning, collaboration, and real-time problem-solving at the centre, this framework appears well-suited to the rhythm of contemporary communication and to the wide-range contexts today's graduates will enter.

Practical Applications of Task-Based Learning for Listening Comprehension

Task-Based Learning encourages both teachers and learners to rethink listening comprehension. Rather than viewing listening as something students passively do, the approach immerses them in everyday situations; for instance, they might listen to friends planning a weekend getaway or to colleagues hashing out details of a contract. Afterward, learners must create their own itinerary, or step into the role of buyer and seller, acting out a conversation. Because the follow-up activity demands practical use of the language, students pay attention to more than vocabulary; they tune in to pace, emphasis, gestures and silence—elements that shape meaning outside the words themselves.

Task-Based Learning gains much of its power from the way it pushes students to interact and work together, rather than staying in their own corners. Because every classroom task mimics a real-life situation, learners naturally share ideas, check each other's notes, and discuss the material they have just heard. That back-and-forth does more than fuel critical thinking and problem-solving; it also sharpens the active listening that a more isolated method simply cannot develop. Working in pairs or small groups lets students bring out different viewpoints, clear up confusion, and deepen their grasp of the topic by explaining it to one another. Such peer conversation is far more than an informal chat; it replicates the give-and-take found in workplaces and communities, where decisions emerge from negotiations among parties who do not always agree. In that rich linguistic context, learners practice vocabulary, grammar, and pronunciation naturally, reinforcing what they have studied and making it stick. By prioritising communication over rote memorisation, TBL increases the odds that graduates will handle English confidently when life puts them on the spot.

Because TBL centres on genuine tasks, it effectively narrows the distance between scheduled lessons and everyday language use. Learners regularly meet speech that mimics real life—relaxed phrases, idioms, and regional accents. Encountering this mix trained them to flexibly handle variable tempo, pronunciation, and turn-taking. Practising with authentic clips, podcasts, or recorded chats also reveals how speakers adjust language to setting and role. Taken together, these experiences build learners confidence to follow formal lectures, casual chatter, and everything between.

When students listen to a recorded restaurant exchange and then play it back in role cards, they are not simply decoding words; they are absorbing the unconscious choreography of polite interaction—order, request, confirmation. That sustained imitation develops their grasp of pragmatics—the social rules concealed in every speech act—so learner can ask for a menu, clarify an order, or signal preference without sounding robotic. Because the exercise repeats a familiar sequence, each run sharpens listening while the body automatically practices talking. By focussing small drills on these everyday moments, learners improve understanding and gain the boldness needed to use language smoothly when it really counts. As that boldness grows, they slide more easily into relaxed conversation, whether swapping good mornings in school corridors or asking for directions during a semester overseas.

Cognitive and Motivational Benefits of Task-Based Learning

Team-based learning pushes students to engage with course content on a deeper cognitive level, moving beyond surface tasks like memorizing vocabulary lists. Rather than completing routine drills, learners analyze key ideas as they listen, infer meaning from context, and link new concepts to what they already know.

Furthermore, the adoption of genuine tasks within a task-based learning framework consistently enhances learner motivation. Activities designed to replicate everyday scenarios tend to capture attention more effectively than routine classroom drills. When learners regard language study as directly linked to their personal and professional contexts, they feel driven to interact with materials and refine their abilities. Evidence from Kao et al. (2017) and from Xu & Qiu (2023) confirms this pattern, revealing that task-oriented practice not only lifts motivation but also strengthens engagement and improves listening comprehension.

Table 1. Comparison of Teaching Methods and Their Effectiveness

Teaching Methods	Study	Key Findings
Task-Based Learning	Y. Xu et al. (2025), Tian et al., (2025)	Increase engagement and understanding through relevant tasks.
Metacognitive Strategy Instruction	Alharthi, (2024), Cancino & Oyarzún, (2025)	Significant improvements in listening comprehension and metacognitive awareness after strategy training.
Communicative Language Teaching	Charity Grace White et al., (2021), Duan (2022)	Provides authentic context that increases the accessibility of the material.
Flipped Classroom	Sari et al., (2021), Hung, (2015)	Improving understanding through independent learning outside the classroom.

Teaching Methods	Study	Key Findings
Gamification	Benítez-Correa et al., (2024), Somé, (2025)	Improve motivation and listening comprehension through game elements.
Mobile-Assisted Learning	Mekheimer, (2025) Sung et al., (2016)	Increase the use of listening strategies and student engagement.
Storytelling	Haleem et al., (2022)	Significantly improve listening comprehension scores among students.
Shadowing Techniques	Astrid et al., (2024)	Improve listening comprehension by letting students imitate what they hear.
Cultural Context	Artuso et al., (2025)	Significant improvement in understanding with culturally relevant material.

Practical Applications of Metacognitive Strategies for Listening Comprehension

Metacognitive strategies refer to the conscious regulation of thinking and learning activities. When applied to listening comprehension, these strategies may consist of setting clear objectives, anticipating the main ideas, checking moment-to-moment understanding, and reviewing overall success once the task is complete. By engaging in such steps, learners gain insight into their own thought processes, enabling them to modify their listening approaches on the fly and ultimately improve comprehension.

Metacognitive strategies lend themselves readily to ordinary classroom routines. Before the class listens to an audio clip, learners may be prompted to predict the speaker's main ideas by examining the title, contextual hints, or accompanying images. As they listen, they concentrate on spotting key details, pausing or replaying sections whenever a point needs clarification. Once the activity concludes, students take a moment to review what worked, to grade their listening techniques, and to name specific skills they plan to strengthen next time.

A primary advantage of instructing learners in metacognitive techniques is the enhancement of self-regulation. When students acquire methods for gauging their own grasp of listening tasks and fine-tuning their strategies on the fly, they move toward greater independence in study. Rather than absorb information in a passive way, they actively interact with the content, evaluate their understanding, and shift approaches immediately as needed. Such ongoing self-reflection deepens comprehension and strengthens the likelihood that knowledge will be retained longer.

Recent studies by Duan (2023) and by Mathumathi et al (2024) indicate that instruction in metacognitive techniques noticeably lifts students' listening comprehension. Learners trained in these techniques learn to spot moments of confusion and to act on them-through re-listening, asking questions, or scanning for contextual hints-so that unknown language becomes a little less daunting. By guiding this self-directed troubleshooting, metacognition builds confidence in listening and nudges learners to engage more fully in their own language growth.

Moreover, metacognitive strategies equip students with a maintenance kit they can use long after formal classes end. When teachers guide learners in assessing and adjusting their listening techniques, they foster abilities that matter in any future setting. Because the same habits apply to reading, writing, and speaking, pupils gain the independence to diagnose their own progress and keep honing their listening skills well into adulthood.

Multimedia Integration and Its Impact on Listening Skills

Teachers used to rely mainly on textbooks and audio cassettes, but nowadays a much richer mix of resources is always at hand. Podcasts in several accents, lively YouTube clips, and online drills with automatic scoring let learners hear real speech as it happens, not just read the script. Because these materials pop up in everyday situations-sports commentary, street interviews, even movie trailers-students pick up vocabulary and pronunciation that feels relevant and lively.

Benefits of Multimedia Integration for Listening Comprehension

The primary strength of multimedia in language learning lies in the authentic input it offers learners. Textbook listening exercises and in-house recordings almost always rely on neatly scripted exchanges that seldom capture the speed, rhythm, and subtle glitches of natural talk. By comparison, podcasts, social-media clips, and YouTube channels present spontaneous dialogue, colloquial idioms, and a mix of regional accents, exposing students to the kind of speech they are likely to meet beyond the classroom.

Podcasts expose language learners to native speakers discussing everything from history and cooking to true crime. By listening to various episodes, students meet diverse speech styles, regional accents, and new vocabulary that textbooks often overlook. YouTube expands on that, pairing sound with video so learners can also watch body language, facial expressions, and everyday settings where words are used. Because the lesson involves both what is said and what is shown, comprehension tends to improve; students combine the audio and visual hints to understand the language more fully.

Multimedia integration exposes learners to a variety of accents, speech rates, and conversational styles, thereby increasing their adaptability in listening situations. Many EFL students falter when confronted with the rapid, idiomatic speech of native interlocutors or with regional pronunciation they have not practiced. Frequent interaction with podcasts, videos, and interactive exercises gradually acclimates them to those variable tempo and phonetic features, boosting their confidence and competence in authentic communication.

Practical Applications of Multimedia in the Classroom

Multimedia resources may be woven smoothly into everyday classroom activity. In one instance, learners could view a brief YouTube report on a recent event or stream a podcast that explores a specific theme. Once the audiovisual element concludes, they join a guided conversation or fulfill a written exercise in which they extract main ideas, note supporting evidence and state a concise summary. Such a sequence of tasks sharpens listening skills and nudges students to question, interpret and respond to content, rather than passively absorb it.

Multimedia resources grant learners greater latitude over how, when, and at what speed they study course material. Streaming platforms such as YouTube or audio apps enable users to slow down narration, pause between points, rewind difficult passages, and return to a lesson later at will. Such control promotes self-directed learning, giving individuals time to absorb concepts fully and thereby strengthen retention and comprehension.

Table 2. The Effectiveness of Technology in Listening Learning

Technology Tools	Study	Key Findings
Audio/Video Resources	Roldán Mora (2024), Yang (2019)	Enhanced understanding through playback control and multimedia resources.
Virtual Reality (VR)	Kao et al. (2017)	Increased engagement and comprehension scores in listening simulations.
Podcasts	Dylman (2025)	Improving listening comprehension among learners using strategies with podcasts.
Mobile Applications	Mekheimer (2025), Y.T. Sung et al. (2016)	Mobile tools help students in listening and improve learning outcomes.
Interactive Listening Exercises	Yaemtui (2025)	Improve comprehension through interactive listening exercises covering a variety of accents.
Multimodal Input	Oraif (2025)	Integration of visual and audio input showed significant improvements in comprehension.

Role of Technological Tools in Enhancing Listening Comprehension

Technology now sits at the centre of classrooms, shaping how students listen and understand spoken English. Podcasts, YouTube clips, language apps, and even virtual reality experiences bring learners

face-to-face with genuine speech-from different accents to everyday conversations-that textbooks rarely supply. By practising with these resources, students build confidence and skill, preparing for the listening challenges they will meet in the world beyond formal lessons.

A key advantage of technology in listening instruction is its capacity to present language in a dynamic, interactive format that goes beyond paper-based exercises. Whereas traditional practice typically features scripted dialogues read at a reduced tempo, multimedia materials introduce authentic, unscripted exchanges. Regular contact with this kind of speech familiarizes learners with the rhythm, speed, and unpredictability they will encounter outside the classroom.

In addition, contemporary technology offers learners instantaneous feedback, a key element in the gradual refinement of listening competence. Artificial-intelligence-powered platforms, including speech-recognition applications and adaptive listening drills, enable individuals to rehearse both auditory and verbal tasks while simultaneously gauging their pronunciation accuracy and overall understanding. By supplying this real-time appraisal, such tools empower students to pinpoint specific weaknesses and make targeted adjustments.

Task-Based Learning: Bridging Theory and Practice

Team-based learning (TBL) receives strong praise as a teaching method mainly because it pushes students to join in, and it sharpens the communication skills they will use long after the semester ends. Evidence from Kao et al. (2017) and Xu & Qiu (2023), shows that tying course work to students' everyday lives boosts comprehension in a noticeable way. When listening tasks are grounded in real-world situations, what might have been little more than listening in silence transforms into a lively back-and-forth, forcing students to work through meaning in the moment as they move with the language.

By using this approach, students can develop their comprehension even when their language ability fluctuates or external distractions arise, simply because the task resembles actual spoken exchanges. Research on task-based learning indicates that the strategy often alters the familiar hierarchy found in listening lessons, empowering learners who usually remain silent.

The Power of Metacognitive Strategies

This review emphasises that metacognitive awareness enables learners to tailor their own educational journeys. Duan (2023) and Mathumathi et al. (2024) show that when teachers deliberately instruct in metacognitive skills, students feel more comfortable steering their own work. By providing consistent opportunities for reflection on successes, obstacles, and strategy adjustments, instructors actively promote this sense of ownership.

Research shows that when instructors deliberately highlight self-regulation and reflection, students perform markedly better on listening comprehension tasks. By integrating metacognitive exercises into lectures, discussions, and assignments, teachers prompt learners to routinely pause, assess, and adjust their understanding of course material. Over time, this practice is believed to produce enduring improvements not only in listening but also throughout the broader spectrum of language skills.

Technological Influence and Adaptability of Teaching Methods

Recent advances in digital technology underscore the need to ground these tools in sound pedagogy. Podcasts, interactive platforms, and similar resources can offer richer listening and viewing experiences, but they should reinforce, not supplant, proven instructional strategies.

Recent studies indicate that blending technology with established pedagogical practices promotes both deeper understanding and quicker skill acquisition. At the same time, techniques such as gamification and mobile-assisted learning highlight the need for instructors to be adaptable in increasingly diverse classrooms. This integrated approach helps ensure that no learner is overlooked.

Below is a summary of the general findings from the reviewed strategies and their impact on listening comprehension:

Table 3. General Findings

Teaching Method	Key Findings	Impact on Listening Comprehension
Task-Based Learning (TBL)	Engages learners with real-life tasks, encourages problem-solving, and involves practical application.	Improves engagement and understanding, enhancing the ability to negotiate meaning in real-life contexts.
Metacognitive Strategies	Involves planning, monitoring, and evaluating listening behaviors to increase self-awareness.	Significantly improves listening comprehension and metacognitive awareness.
Multimedia Integration	Incorporates visual aids with audio, such as podcasts, videos, and interactive exercises.	Enhances comprehension by providing authentic input and improving adaptability to different speech rates and accents.
Pre-Listening Activities	Engages learners in discussions or vocabulary preview activities before listening tasks.	Stabilizes focus and improves immediate comprehension by preparing learners thematically.
Collaborative Learning	Involves peer interactions, group discussions, and joint problem-solving tasks.	Strengthens comprehension through cooperative efforts, sharing ideas, and clarifying misunderstandings.
Technology Tools	Includes podcasts, AI-driven feedback, and speech recognition tools that adapt to the learner's needs.	Provides real-time feedback, exposing learners to a variety of accents and improving listening fluency.

CONCLUSION

In summary, boosting listening comprehension in English-as-a-Foreign-Language classrooms rests on a blend of familiar techniques and fresh ideas. As this review shows, listening is no mere test of how well learners hear words; it is a demanding mental activity that connects sounds to context, tone, body language, and background knowledge. Because of this complexity, many students struggle, yet teachers can ease the burden by using Task-Based Learning, training learners to think about their own listening, adding audio-visual materials, and harnessing smartphones, apps, and online platforms.

Task-Based Learning places students in real-world communication scenarios and, by deliberate planning, turns language lessons into enjoyable and genuinely useful experiences. As learners work together to make sense of the situation, they do not just understand better; they also develop the critical thinking and problem-solving skills that matter long after class ends. Parallel to this, metacognitive strategies push students to step out of the passive listener role, prompting them to monitor their grasp and modify study tactics when understanding falters. When teachers integrate multimedia, the listening experience deepens even further; video clips, podcasts, and interactive tasks deliver authentic input that closely mirrors everyday speech, preparing students to follow the natural rhythm of fluent conversation.

Moreover, modern technology has become essential for improving listening comprehension. Podcasts, artificial-intelligence-language-apps and voice-recognition programs let students practice on their own, receiving instant feedback that speeds up skill growth. These tools also give learners repeated contact with real-world speech in varied settings, easing the struggle with new accents, fast tempos, and unknown words.

Collectively, these pedagogical tactics form a sturdy blueprint that equips students to navigate everyday conversation with increased assurance and skill. As teachers fine-tune their methods and adopt emerging digital tools, the horizon for boosting listening comprehension in EFL rooms stays wide. When the emphasis shifts to student-led, interactive, and genuine listening activities, we provision learners not just with sharper ears but with the wider communicative toolkit that modern, interconnected life demands.

This review highlights the central role of evidence-based practices in planning listening instruction and provides practical suggestions for teachers who want to boost their students' listening

skills. When these strategies are woven into everyday lessons, they enrich the classroom, guiding learners to communicate more confidently in both formal and casual situations.

FUNDING STATEMENT

The authors received no financial support for the research and/or authorship of this article.

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