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Enhancing English Listening Skills in Indian Engineering Students through Comprehensible Input: An Experimental Study

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ABSTRACT

Listening effectively is a critical skill in English language teaching, especially for students in Indian engineering college where English is the medium of instruction. This study focuses on the importance of teaching English listening as a distinct process and aims to enhance the comprehensive ability of Indian engineering students in listening skills. Based on Krashen's input hypothesis and affective filter hypothesis, the study recognizes the essential role of comprehensible input and compares its effects across different difficulty levels. The study involved 64 intermediate ESL students from various disciplines, divided into two groups (experimental and controlled), with 32 students in each. Before the treatment, both groups were pretested using an academic listening skill test. The experimental group received listening material beyond their current level (i+1) as a treatment. After the treatment, a modified version of the pre-test was administered to both groups as a post-test to evaluate the effectiveness of the treatment on the students' listening skills. The results obtained from the study indicate a notable disparity between the post-tests of the experimental and controlled groups. The findings suggest that the experimental group performed significantly better ($p < .05$) than the control group on the post-test. Additionally, the study's results suggest that the experimental group's motivation increased following the treatment. These findings have important implications and suggest that an interactive approach to instruction can be beneficial in enhancing students' language skills.

Keywords: Listening Comprehension, Listening Inputs, ESL, Listening skill intervention.

INTRODUCTION

Effective listening is one of the most important ways to acquire a new language. In the context of teaching English as a second language (ESL), listening is considered a primary concern, and the Basic Requirement for College English (2006) emphasizes its utility and application. English teachers in Indian engineering colleges face challenges in teaching listening skills to students. Research indicates that engineering students struggle with listening, especially in understanding lectures, which is a significant obstacle in their English skill development Noprival. (2022). To enhance the listening skills of engineering students, it is crucial to implement effective teaching strategies that focus on listening comprehension. Research by Nurlaily (2023) highlights the importance of identifying students' challenges in listening comprehension tests and promoting suitable strategies to minimize issues.

Listening is indeed a crucial skill for ESL learners, essential for enhancing their language proficiency (Lekha, Swarna, Priya, Prasantha, and Kumar 2022). It is not merely a passive activity but an active process where individuals integrate information from the spoken language with their existing knowledge to construct meaning (Costeleanu 2023). Effective listening strategies are vital for language acquisition, as they enable learners to comprehend and engage in meaningful communication (Susaie and Shah 2022).

Research on the importance of listening skills for ESL learners highlights the crucial role of listening in enhancing language ability and providing essential language input. Studies show that engaging activities, such as ESL games, significantly improve listening skills, as evidenced by Abdullah and Vadivel's findings, where students using games outperformed those with traditional instruction (Abdullah & Vadivel, 2023). Priya and Kumar emphasize the role of language and meaning-focused listening in improving vocabulary and pronunciation, highlighting the processes of top-down and bottom-up listening strategies (Priya & Kumar, 2022). Susaie and Shah focus on listening and speaking strategies, revealing that media and social interactions are preferred strategies among primary ESL learners (Susaie & Shah, 2022). Hashim identifies cognitive, metacognitive, affective, and social strategies as key to developing listening skills in ESL classrooms (Hashim, 2023). Lastly, the use of ICT resources is shown to address listening comprehension needs effectively, enhancing overall language proficiency (2023).

KRASHEN'S HYPOTHESES

The input hypothesis

The principle i + 1,

Krashen's effort to describe the process by which a second language is acquired by a student. It is simply "acquisition," not "learning," that the input hypothesis addresses. This theory states that when a student gets second language "input" that is one level above his or her present level of linguistic proficiency, they improve and move along the "natural order" of language acquisition. When a student is exposed to "Comprehensible Input" that is at level i + 1, for instance, acquisition occurs if the learner is at stage "i." To ensure that each learner receives some 'i + 1' input appropriate for his or her current stage of linguistic competence, Krashen argued that natural communicative input is the key to designing a syllabus. This is because not all learners can be at the same level of linguistic competence at the same time.

According to prior studies and the author's personal teaching experience in English listening training, the following issues regarding the teaching of listening in Indian engineering colleges have been identified:

The perspective of teachers:

1) Traditional viewpoint

- Inadequate focus on listening in comparison to reading, speaking, and writing. According to research by River and Temperly (1999), listening training should account for 45% of the overall language communication training time.

- The English subject: Due to practicality concerns, the opinions of English language teachers were not considered in the limited research group that was used for extensive LSRW competency assessments (Parvathavarthini & Santhanabalusamy, 2022).

- Examination requirements: Teachers devote significant time and effort to teaching reading and writing skills, but relatively little time is spent on teaching effective listening skills. Many teachers believe that reading and writing exercises do not align with English language tests in terms of difficulty, speed, or content, and they do not meet the exam requirements. Consequently, they tend to skip the listening portion and focus solely on text-based learning.

- Neglect of listening training: The lack of emphasis on teaching listening in engineering colleges is unfortunate. While some English teachers use resources, students are only required to listen to the recording and verify their answers. This approach ignores cultural literacy and listening skills development and instead asks students to read or explain unfamiliar words and complex phrases after listening to the audio script from the teacher if they do not understand.

2) Outdated Teaching Strategies and Simplistic Approaches.

- **Lack of Importance:** Teachers in engineering colleges still follow traditional methods where students simply listen to the audio script and correct their answers. They overlook the nuances of the listening course.
- **Unbalanced Roles:** Due to the lack of supplementary materials and repetitive content, it becomes challenging for teachers to strike a balance between leading and supporting roles during the listening training.
- **Managing Affective Filters:** In the real world, there are limited ways for students to improve their listening and communication skills in English. Despite knowing that affective factors, knowledge, and listening strategies play a crucial role in the students' listening proficiency, some teachers fail to provide specific guidance on how to manage their emotional state and practice listening beyond class hours.

The facet of Students'

1) The foundation of English

- **Assumption about English Language:** The medium of instruction for most students in Indian engineering colleges is English from their nursery level. The importance of English as a language was higher in their earlier years, but later, the focus shifted to English as a subject and became exam-centric. Students did not concentrate much on English during high school, as writing and reading skills are major requirements for exams. When they enter college, they assume that their level of English is already good enough.
- **Differences in English Skill Order:** Indian engineering students often believe that English is unnecessary in college. However, when they undergo English proficiency tests, 85% to 95% of the students still want to excel in English as a language more than English as a subject. When it comes to skills in the English language, the order of preference among Indian engineering students is reading, writing, speaking, and listening.
- **Importance of 'L' in Skills:** The foundation of English in students is relatively good in secondary skills than primary skills. Therefore, students' knowledge of pronunciation rules, basic grammar, and English phonetics could help them acquire effective listening skills. However, their training in listening is poor, which can have an impact on how well they comprehend listening materials and produce output.
- **i + 1:** The language used in the listening exercises is also one level higher than their current ability to understand, making it difficult for them to interpret it correctly. These drawbacks cause students to lose interest in their English listening training. Moreover, they disapprove of the listening exercises and take a less active part in them, usually straining to keep up while professors are monitoring.

2) The Cultural and Social Knowledge:

- **Background Knowledge**: In Indian engineering colleges, students have a higher level of cultural and social knowledge about English-speaking countries since English is the official language of India, and students are educated in English from the beginning.

- **Influence of Second Language:** Learners find it challenging to follow the natural speech patterns of native speakers, and their prior knowledge may affect their listening skills, often resulting in different interpretations of words, incorrect word usage, and misspellings.

- **Discourse Speech**: For second-language listeners, conversational language can be more complex. Concordance in listening material is often a phonetic characteristic of related speech, which second language learners may be unaware of.

3) Listeners' Autonomy:

- **Strategies and Methods**: Students must have autonomy in their educational growth, including when they engage in listening exercises. They should focus on listening strategies and methods to improve their acquisition skills. However, it is observed that students do not plan their listening exercises, fail to research topics for predicting questions and answers, and do not take notes while listening or revise them later.

- **Effects of Assumption:** During listening training, students may assume that comprehending words and sentences is sufficient for improvement, leading to mental blocks and a tendency to forget the content of the training process. This assumption can hinder their ability to acquire new content from listening materials and also affect their ability to remember previously acquired content. Consequently, it can affect their overall listening improvement.

LITERATURE REVIEW

Krashen's input theory, as presented in his seminal work from 1982, serves as a foundational concept in this context. It advocates for exposing language learners to comprehensible input slightly above their current proficiency level (i + 1). The central tenet of Krashen's theory is that language acquisition, including listening skills, is facilitated when learners understand messages in the target language. Several studies conducted by researchers such as Shuan (2014), Min (2015), and Xu (2016) offer empirical support for the Input Hypothesis. Their findings collectively suggest that applying the Input Hypothesis positively influences students' acoustic comprehension skills, endorsing the idea that comprehensible input can indeed enhance listening skills in an ESL context.

In a study conducted by Sun Yan (2018), the author delves into five hypotheses that revolve around network-based translation teaching. The research highlights how incorporating these theories can address the limitations of traditional translation classrooms in terms of teaching material and duration, foster personalized learning experiences for students, and enhance their motivation and interest in learning, ultimately leading to an improvement in English-Chinese and Chinese-English translation skills. According to Li Ning's (2018)

research, the implementation of Krashen's Input Hypothesis in Business English Teaching can provide valuable insights into teaching methods and create a conducive learning environment. The study offers recommendations regarding the appropriate level of difficulty for instructional materials and an ideal learning setting for students.

Chen Fenglan, (2017) the use of Krashen's Input Hypothesis in English listening and speaking instruction was examined. The findings suggest that using engaging and comprehensive materials is crucial for effective language acquisition. Duan Lili (2015) explores the application of Krashen's input hypothesis in an English newspaper reading course to enhance students' comprehensive skills, particularly emphasizing the principle of "+1" in language acquisition. According to Zhang Fenghua(2014), the motivation and interest of students can be enhanced by choosing appropriate material that is comprehensible and reducing any barriers in their affective filter. This approach has the potential to improve the effectiveness of teaching business English writing.

Jiang Shuqin (2010) examines the outcomes of listening assessments and asserts that theories in second language acquisition, particularly the Input Hypothesis and Affective Filter Hypothesis, are crucial in facilitating English listening instruction when using multimedia aids.

The impact of audio-visual materials on ESL students' listening comprehension. Harsa's research in 2020 is a notable example, where students exposed to audio-visual content, like animation videos, exhibited improved listening achievement compared to those using audio alone. This aligns with the concept that combining audio with visuals enhances cognitive schema, leading to improved listening comprehension. Other studies by Mohamadkhani (2013), Liang (2013), and Silalahi (2022) also substantiate the positive impact of combining sound and visuals on ESL students' listening skills. This body of research collectively reinforces the conclusion that the integration of audio, especially when paired with visuals, can significantly enhance ESL students' listening comprehension.

The affective dimension of ESL learning and its consequences for listening skills. Studies conducted by researchers such as Liu (2022), Yu-ping (2006), Xiaoning (2013), and Xue-qing (2002) explore the intricate relationship between affective factors and language learning in ESL students. These studies acknowledge the influential role of variables like stress, confidence, and motivation on listening capability. Importantly, they go beyond providing descriptive accounts by offering practical solutions for mitigating the effects of the affective filter, which includes improving motivation and listening skills. This collective body of research underscores the significance of considering and responding to learners' emotional aspects in the ESL context, highlighting that targeted discussions and interventions can effectively lower the affective filter and enhance students' motivation and listening skills in ESL settings.

However, to the best of the researchers' knowledge, rare studies, if any, have been carried out on the impacts of Krashen's Input Hypothesis (i.e., 'i + 1') on ESL learners' listening comprehension. To reach the purposes of the study, this study attempted to respond to the following research questions:

RQ1. Does the use of the input hypothesis increase students' listening skills in an ESL context?
RQ2. Are there any significant differences between and within the 'i + 1' the experimental group and the Control groups' Listening comprehension after implementing the treatment? If so, which group has higher Listening comprehension in English?

METHODOLOGY

Research Design: This study employed an experimental research design to investigate the impact of teaching English listening skills using Krashen's input hypothesis. The research focused on enhancing the listening skills of Indian engineering students in an English-medium instruction environment. To assess the effectiveness of comprehensible input, the study compared two groups with different difficulty levels. To this end, the listening skills of the participants were quantitatively measured before the intervention of Listening skills through the Listening Comprehension test and academic listening test.

Participants

This study comprised 64 intermediate ESL students, aged between 16 and 18, pursuing diverse academic disciplines in an Indian engineering college. English was the primary language of instruction in their academic environment. Participants' proficiency levels were assessed using academic skill tests, establishing their proficiency within the intermediate range, with scores ranging from 60 to 67. These students were then divided into two distinct groups: the experimental group (i+1), consisting of 32 participants who were exposed to intervention materials beyond their current proficiency level, and the control group (i=i), which received no additional intervention, continuing with their regular classroom curriculum. An essential element of the

intervention involved participants in the experimental group dedicating 25 minutes of their weekly class time to discussing the audio materials they had engaged with during the intervention period.

Research Material: The research material used in this study was adapted from "BBC Learning English (Huiying Xie 2018, Norbrook (2008): BBC News Review." The listening material was specifically designed for this experiment, exceeding the current proficiency level of the students to adhere to Krashen's input hypothesis (i+1). Before the experiment, the research material was reviewed and approved by ELT (English Language Teaching) experts from a reputable private institution.

Academic Skill Test

The Academic Skill Test's listening comprehension component, designed by the institution to assess students' language proficiency, utilizes the Academic Listening test to evaluate and quantify participants' listening comprehension capabilities. This test was chosen because the participants were required to complete it before commencing their academic English courses. This initial assessment allowed us to gain insights into their language proficiency levels. It served as a valuable tool in determining the probable 'i' of the participants, aiding in tailoring instruction to their specific needs. The Academic Skill Test itself consisted of 100 multiple-choice items, spanning four sections, with 50 items devoted to testing grammar and another 50 items assessing listening comprehension. This comprehensive evaluation allowed us to gauge their language skills effectively. (Fig 1)

Table 1 Independent Samples t-test on Academic Skill test Between Control and Experimental Group

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total Results	Equal variances assumed	1.718	.195	-2.437	62	.018	-1.62500	.66689
	Equal variances not assumed			-2.437	49.990	.018	-1.62500	.66689

Table 1 indicates the independent samples t-test was conducted to compare the scores of two groups. Levene's Test for Equality of Variances showed that the variances of the two groups are not significantly different ($F = 1.718$, $p = 0.195$), meaning we can assume equal variances for the t-test. The results of the t-test indicated a statistically significant difference between the group means ($t(62) = -2.437$, $p = 0.018$). Specifically, the mean score of one group is 1.625 points lower than the other group's mean score, with a standard error of the difference being 0.66689. This significant difference in mean scores, despite the equal variances, suggests that the levels within the groups are homogeneous. In other words, the two groups have distinct performance levels, indicating variability in their scores. The academic skill test also helps to identify that the students are all at the intermediate level. Later, the academic skill test and the listening skill test were compared to show the high impact of the comprehensible input (i+1) invention.

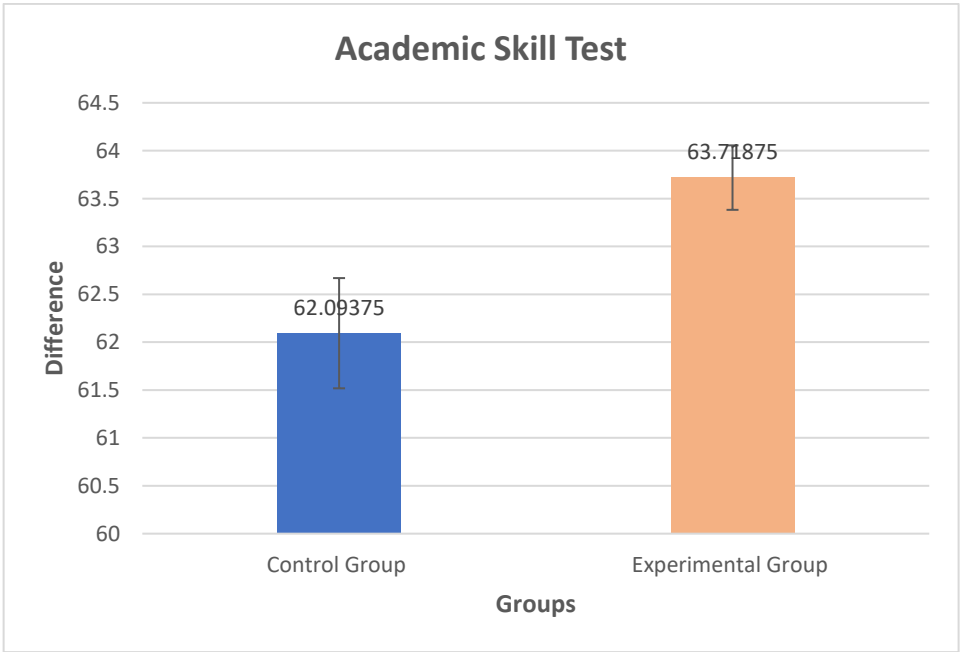

Fig 1. Comparison of Mean Scores of Control and Experimental Groups in Academic Skill Test

However, following the intervention, the i+1 group exhibited a notably higher significant difference compared to the control group. Additionally, paired sample t-tests were conducted as the main test to investigate the impact of the intervention.

Listening Comprehension Test:

The listening comprehension test part was customized from the "BBC Learning English: BBC News Review" (Huiying Xie, 2018; Norbrook, 2008). These listening materials were thoughtfully tailored for the experiment, intentionally surpassing the current proficiency level of the students to align with Krashen's input hypothesis (i+1).

Part One (Listening Comprehension - Vocabulary Focus)

In this section, students engage in a listening exercise that evaluates their ability to comprehend spoken language. Comprising eight challenging items, this segment assesses their vocabulary skills within a listening context. The primary objective here is to evaluate their competence in understanding idioms, collocations, fixed phrases, complementation, phrasal verbs, and the nuances of semantic precision as they encounter these elements in spoken discourse.

Part Two (Listening for Coherence and Structure)

This segment emphasizes the pivotal role of listening as candidates listen to a text and respond to questions based on their auditory comprehension. Featuring seven probing questions, it systematically assesses participants' listening skills, delving into their capacity to discern the coherence, cohesion, and overall structural organization present in spoken language.

Part Three (Listening and Word Formation)

Students' listening abilities are stretched to the limit, focusing on word formation and vocabulary. With eight intricate questions, this part necessitates attentive listening as participants discern word stems and adeptly construct words to seamlessly fill the gaps within a listening context.

Part Four (Listening for Specific Information)

This section revolves around the art of precise listening, compelling students to extract specific information from an extended spoken discourse. Comprising seven thought-provoking items, it serves as a litmus test for participants' prowess in pinpointing intricate details, interpreting opinions, uncovering specific content, and deciphering implied meanings through active listening.

In general, the Listening section of the Academic Listening Skill Test, used in this study, includes 40 items that must be answered within a 45-minute time frame. Two forms of the test are available: one was utilized as the pretest, and the other as the post-test. It's worth noting that the test is designed to be challenging for students, encompassing content both within and slightly beyond their current level.

Data Collection Procedure

Sixty-four intermediate ESL learners participated in this study, first undergoing a pre-test to evaluate their listening skills. The experimental group then received listening material designed to challenge them slightly above their current proficiency level, aligning with Krashen's input hypothesis, which they used for four weeks of training. Following the intervention, a modified version of the pre-test was administered to both groups as a post-test to measure the impact of the treatment on their listening skills. The 'i + 1' group, chosen based on the academic listening skill test outcomes, received intervention in the language laboratory and seminar hall rooms. Each week, the number of audio materials needed was specified, and self-log sessions allowed participants to reflect and prepare. After the four-week intervention, the study compared the results from these approaches, and in the final week, an immediate post-test assessed academic listening skills similar to the pre-test procedure.

DATA ANALYSIS

The data collected following the mentioned procedures were calculated Statistically. The improvement of Listening skills of first-year Engineering students from pre- to post-stages of the Academic Skill Test in the control group and experimental group is studied using an independent samples t-test. A paired sample t-test is applied to study the significant difference between Experimental and Control groups before and after giving intervention for Listening Skills Comprehensible input. Also, a one-way ANOVA has been conducted to show the effect of Invention by comparing the Academic skill test, pretest, and post-test of the experimental group.

Results and discussion

The previous section described the approach used in answering the central research questions of the study. It sought to examine whether the input hypothesis could be applied to enhance the listening ability among ESL

learners. Secondly, it sought to determine whether there were noteworthy differences in listening comprehension between two distinct groups: the 'i + 1' treatment group and the control group were evaluated following the treatment. The purpose was to determine which of the two groups had a better-listening understanding of English. This was a methodological framework that helped to investigate these important issues and understand how the output hypothesis affected the listening skills of ESL students.

Table 2 Paired samples t-tests of both groups (Listening Skill test pretest and post-test)

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Control Group	Pretest - Posttest	-.21875	3.16976	.56034	-1.36157	.92407	-.390	31	.699
i+1	Pretest - Posttest Experimental Group	-15.75000	4.97088	.87874	-17.54219	-13.95781	-17.923	31	<.001

Table 2 presents the results of a paired samples t-test comparing the pretest and post-test scores for both the control group and the experimental group (i+1). For the control group, the mean difference between pretest and post-test scores was -0.21875, with a standard deviation of 3.16976. The 95% confidence interval for the mean difference ranged from -1.36157 to 0.92407. The t-value was -0.390 with 32 degrees of freedom, and the p-value was 0.699, indicating no significant difference between the pretest and post-test scores for the control group.

In contrast, the experimental group showed a substantial mean difference of -15.75000 between pretest and post-test scores, with a standard deviation of 4.97088. The 95% confidence interval for this difference was between -17.54219 and -13.95781. The t-value for the experimental group was -17.923 with 31 degrees of freedom, and the p-value was less than 0.001, indicating a highly significant difference between the pretest and post-test scores. These results suggest that the experimental intervention had a significant positive effect on the outcomes measured, while the control group did not show any significant change.

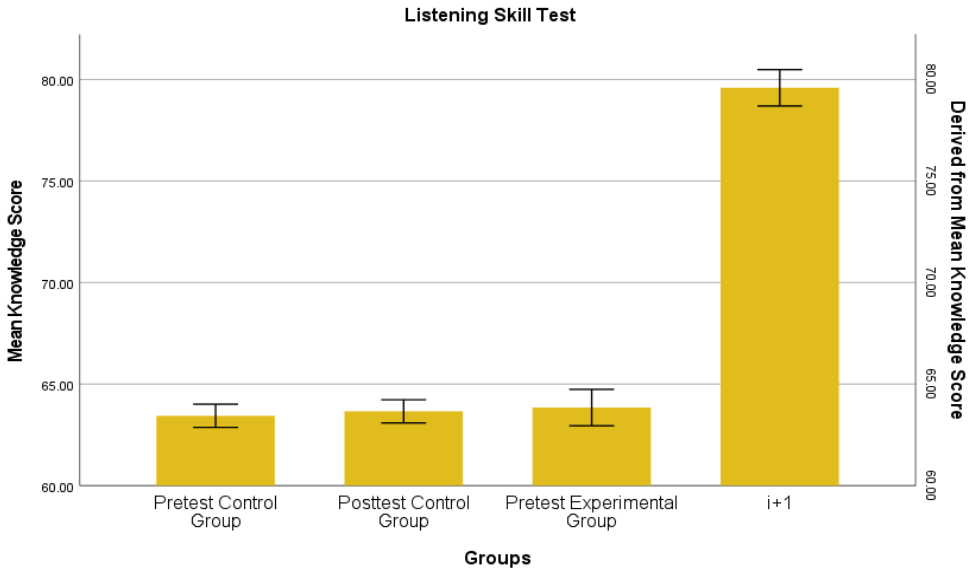

Fig 2. Comparison of Mean Scores of Control and Experimental Groups in Listening Skill Test (Both Pretest and Posttest)

The bar graph illustrates the mean knowledge scores from a listening skill test for four groups: Pretest Control Group, Post-test Control Group, Pretest Experimental Group, and Post-test Experimental Group (i+1). The Pretest Control Group had a mean score of 63.4375, while the Post-test Control Group had a slightly higher mean score of 63.6563. The minimal difference between these scores, with overlapping error bars, indicates no significant change in performance over time for the control group.
In contrast, the Pretest Experimental Group had a mean score of 63.8438, similar to the control groups' pretest scores. However, the Post-test Experimental Group (i+1) demonstrated a substantial improvement, with the mean score rising to 79.5938. The error bars for the Post-test Experimental Group do not overlap with those of the other groups, suggesting a statistically significant increase in listening skill scores following the intervention. This significant gain in the experimental group highlights the effectiveness of the intervention in enhancing listening skills compared to the control group, which did not show significant progress.

Table 3 Descriptive Statistics Mean scores of Control Group Post-test, Academic Skill Test, and Listening Skill test.

Descriptives

Scores

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control Group Posttest	32	63.6563	2.19397	.38784	62.8652	64.4473	58.00	67.00
Academic Skill Test Experimental	32	63.7188	1.90474	.33671	63.0320	64.4055	60.00	67.00
i+1 Experimental	32	79.5938	4.47112	.79039	77.9817	81.2058	75.00	90.00
Total	96	68.9896	8.12986	.82975	67.3423	70.6368	58.00	90.00

Table 3, the descriptive statistics table provides a comprehensive summary of the listening skill test scores for three groups: the Post-test Control Group, the Academic Skill Test Experimental Group (pre-intervention), and the i+1 Experimental Group (post-intervention). The Post-test Control Group had a mean score of 63.6563 with a standard deviation of 2.19397, indicating relatively low variability in scores, with a 95% confidence interval ranging from 62.8652 to 64.4473. The Academic Skill Test Experimental Group had a similar mean score of 63.7188 and a lower standard deviation of 1.90474, with a confidence interval from 63.0320 to 64.4055.
In contrast, the i+1 Experimental Group, which underwent the intervention, exhibited a significantly higher mean score of 79.5938 and a higher standard deviation of 4.47112, reflecting more variability in scores. The confidence interval for this group ranged from 77.9817 to 81.2058. The minimum and maximum scores for the i+1 Experimental Group were 75.00 and 90.00, respectively, compared to the control group scores, which ranged from 58.00 to 67.00.
Overall, these results highlight the significant improvement in listening skill scores for the i+1 Experimental Group following the intervention, as evidenced by the higher mean score and non-overlapping confidence intervals with the other groups. This suggests the intervention was effective in enhancing listening skills compared to the control conditions.

Table 4 ANOVA of both groups (Listening Skill test pretest and post-test)

ANOVA

Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5397.583	2	2698.792	284.758	.000
Within Groups	881.406	93	9.477		
Total	6278.990	95			

The ANOVA results provide a detailed analysis of the differences in listening skill test scores among the different groups. The "Between Groups" sum of squares is 5397.583, with 2 degrees of freedom, resulting in a mean square of 2698.792. The "Within Groups" sum of squares is 881.406 with 93 degrees of freedom, yielding a mean square of 9.477. The F-value, which is the ratio of the mean square between groups to the mean square within groups, is 284.758. This high F-value, combined with a p-value (Sig.) of .000, indicates that the differences in scores between the groups are highly significant.
This significant ANOVA result confirms that the intervention had a statistically significant effect on listening skill test scores. The substantial between-group variability relative to the within-group variability suggests that

the intervention was effective in improving listening skills, as evidenced by the significant increase in scores for the Post-test Experimental Group compared to the other groups.

Conclusion

The findings of this study underscore the effectiveness of applying Krashen's Input Hypothesis (i+1) to improve the listening skills of ESL learners. The intervention, which provided challenging yet comprehensible listening materials, significantly enhanced the listening comprehension of the experimental group compared to the control group. This was evident in the substantial improvement in post-test scores for the i+1 Experimental Group, as reflected in the descriptive statistics and corroborated by the ANOVA results, which confirmed the statistical significance of these gains.

The results highlight the importance of exposing learners to slightly advanced input to foster language acquisition and comprehension. While the control group showed no notable improvement, the experimental group demonstrated measurable growth, indicating the potential of well-structured listening interventions in addressing specific learning needs.

In conclusion, this study validates the role of tailored, challenging listening activities in language learning, offering a practical framework for educators to enhance listening comprehension in ESL contexts. Further research could explore extending this approach to other language skills or diverse learner profiles to maximize its application and effectiveness.

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