

The Effects of Using I Tools In Teaching and Developing Listening Skills

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ABSTRACT

This cohort-based paper aimed to highlight the effect of using I tools in teaching and developing listening skills. The specific objectives of the paper include exploring the effects of using I tools in enhancing students understanding of a given learning material, to identify the key factors that foster students' proper adaptation to I tools, to find out the challenges facing the students' understanding and adaptation to I tools and to investigate how students overcome the challenges facing them in understanding and adaption to I tools. Numerous studies were reviewed to find their relevance with the current paper. Overall finding proved that I tools are effective in enhancing teaching and listening skills. This can pave the way for the subsequent researcher to provide their insights and develop their understanding as well as exploration.

Keywords: I tools, Teaching, Listening.

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I. Background

The advent of technology in the current era had transformed different aspects of life in a radical way. This is not confined to specific domain of life but to its effects on educational institutions is very remarkable, as technology is considered as a powerful tool in variety of educational application including for example Google Classroom, discord, multimedia, etc. In our situation now, I am going to consider how the introduction of I tools has a bearing in teaching and listening skills. This is definitely can explained with outlining the specific objectives of this paper that include exploring the effects of using I tools in enhancing students understanding of a given learning material, to identify the key factors that foster students' proper adaptation to I tools, to find out the challenges facing the students' understanding and adaptation to I tools and to investigate how students overcome the challenges facing them in understanding and adaption to I tools.

II. Review of literature

As it is commonly known that technology in general and I tools in particular have aided the teaching and listening skills considerably. In this context, teaching can be effective through utilizing technology as in the incorporation of social media and the internet and play video games daily, students expect information to be presented similarly at school. Furthermore, students can have the opportunity to interact with each other's and assume new roles that enable them to provide more one-on-one feedback (Maulina, 2015; Maulina, 2019; Maulina & Rusli, 2019; Zainal et al., 2022).

Another advantageous aspect of using I tools is the ability to foster students engagement in learning, researching, collaboration and solving problems which will eventually equip them to the adequate knowledge for their future careers. Moreover, via the incorporation of technology-based on I tools, students can develop skills of critical thinking which are indispensable in the current era (Putra et al., 2021; Saputra et al., 2021; Rasyiidet al., 2021).

I tools can be beneficial in facilitating learning to be more relevant and reliable. In this context, Andriyani et al (2022) reported that there are numerous ways to teach listening skills, and it can be technology based wherein educators/teachers integrate technology to deliver a specific topic. Thus, I tools can serve as the source for improving the productivity and achievement of the students. The use of I tools in teaching listening skills is advantageous as it helps to ease and lessen the teacher's time to review and execute the lesson and be prepared in a short period. Teaching listening skills using technology-based helps students connect on what they already know or have an idea with and better comprehend it.

I tools have a critical role in the process of teaching. We know that any advancement in technology directly or indirectly has been influential in teaching and learning methods. Listening is the process of interpreting and understanding what we hear. It is a conscious effort and requires focus to understand and digest the information thoroughly. Good listening skills allow us to perform better, for it is the key to effective

communication. Good listening is the makers of ideas, and it involves the processing of incoming data. Jalongo (2012) states that it is essential to enhance and develop the learning process. This ability, along with other macro skills, enables attention to sound and construct meaning. The significance of improving these skills engages better interpretation and processing of information and knowledge. Active listening enables the learners to think critically and promotes other aspects, including interpersonal relationships. Various techniques and multimedia provide great opportunities to enhance listening skills. In the classroom setting, technological tools become one of the most effective tools for teaching. The continuously increasing accessibility of technology engages the learners to expand their learning styles and develop their strategies (Jalongo, 2012).

Furthermore, the use of multimedia was effective in improving listening skills among students. Technology-based materials are more accessible for the teachers, promoting effective teaching and learning (Demir and Tavit, 2021; Maulina et al. 2019; Maulina et al. 2020; Maulina et al. 2021; Saputra et al., 2021; Rasyiid et al., 2021; Putra et al., 2021; Lar & Maulina, 2021). The effect of technology-based materials is proven to be more effective than textbook-based materials. The impact of technology-based materials promotes motivation and interest among students.

III. Methods

This paper identified what has been researched on the subject topic to determine the extent to which the use of I tools in teaching and listening skills reveals any interpretable trends of the issue to aggregate findings of reviews of related works of literature. It is a cohort-based paper seeking to explore new trends on the subject of the research.

IV. Results and discussion

The effect of using I tools in enhancing students' understanding of a given learning material.

I tools can be effective in enhancing students' understanding of a given learning material. Different studies have documented that there are positive effects of the adoption of technology-based application in aiding educational process in general and the students' understanding. Using I tools can enhance the students' overall performance and level of comprehension significantly improved as a result of the use of I tools technologies, which customized the content to meet their particular requirements, provided them with personalized feedback, and adapted to their individual learning requirements.

According to Maulina (2022), integration of I tools in the classroom engage learners to be more motivated and interested in their learning. Teachers can produce, create and enhance their lessons using different digital tools. Lots of media are present to help develop and enhance macro skills. Listening skills are essential parts of macro skills that need to improve, thus good communication skills go beyond listening.

There are variety of literature that highlighted the benefits of integrating technology into classroom. In recent years, there has been an increase in literature documenting the benefits of integrating technology into classrooms (Colvin, & Bullock, 2014; Young, 2014). Many of these studies have also reported how electronic technologies boost student engagement, focus and feedback for use in field practice. It has been shown that the use of technology in and outside the classroom has increased the involvement of all students. Via technology integration, all students engage and feel that learning is more enjoyable and participating in immersive, experiential experiences (ChiChien et al., 2020).

Technology brings about new opportunities for re-imagining, reconsidering and re-inventing the learning environment in preparation for a more innovative and effective learning experience for students (Kumar, 2018). The potential gains of innovative technologies go beyond changing pedagogical processes to also transform the entire learning environment (Kumar, 2018). Technology promises revolutionary results if leveraged with a precise and premediated strategic vision and compact change management plan (Groff, 2013). Various digital technologies can be utilized to facilitate better learning that removes some of the limitations and challenges of traditional teaching and learning (Fatimah & Santiana, 2017).

In my own opinion, I think that I tools effects are not confined to specific domain of language teaching and learning. In fact, I tools are considered as effective tools in enhancing students' understanding of a given learning material provided that there should be controlled selection of the tool according to the individual needs of each student. In deed the use of I tools can have direct effects on the students' ability to understand a given learning material.

The key factors that foster students' proper adaptation to I tools.

There are different factors that can be responsible for the students' adaptation of I tools. In this context, special attention will be focused on those personal, situational and environmental factors. One of these factors is intelligence. Also, there are another different factors such as motivation, interest, self-concept and learning style and learning environment (Safaya and Shaida, 2022).

Pham (2022) stated that it is necessary to make students interested in learning so that they can learn more autonomously and effectively. It means that if students want to study well, they must love learning first.

They will be willing to join learning activities in every class because interest gives rise to the aspiration that makes them study and work effectively. Therefore, the desire to understand, the positivity in cognitive activities, self-study, and self-forging skills are the factors that need to be educated for students when they learn English. Students' interest in participating in learning activities always brings success to the lesson. When students are interested in what they are learning, they pay more attention to the lessons, they process the information more efficiently, and they apply more effective learning strategies (Sharples, 2022).

There are many ways to engage students in learning English. It depends on the student's level, the teacher's method, the facilities of schools, etc., so that the teachers can apply their suitable ways. However, after applying some ways to students in my school, I realize that one of the most effective ways that can engage students in learning English is to apply technology to the lessons. Kaur and Nadarajan (2020) said that teachers could enhance students' engagement and active participation in the classrooms in an effective manner by using technological hardware and software such as computers, tablets, online teaching, and learning applications. While the traditional methods of teaching English by simply providing knowledge to students through classroom teaching activities supported by cassette players, blackboards, white chalk, etc., have become obsolete. Instead, there are many modern devices such as TVs, projectors, interactive whiteboards, etc., that we can apply in teaching English.

According to my own estimation, I think that these factors can either limit or facilitate the effective teaching and listening. The teacher in this situation can have the upper hand in controlling the needed inputs for effective teaching and incorporation of listening skills. What can be argued in this context is that I tools are developed according to particular needs of each learner and the teacher's role is to seek the best outcome for each student.

The challenges facing the students in understanding and adaptation to I tools.

When introducing technology, it is vital to know and understand the adaptation behaviors and challenges students are likely to experience. This awareness will help in driving the migration of processes and implementation of proper change management techniques needed to ensure maximal use of educational technology tools (Tularam & Machisella, 2018). People do not instantly change and adapt to new procedures, situations or environments, and this should be taken into consideration when dealing with technological changes (Oztemel & Ayhan, 2008).

One of the key challenges is centered on the teacher as traditional teaching is teacher controlled, teacher dominated and teacher directed. The teacher, who is deemed the expert, pours out absolute knowledge to passive students who simply wait to be filled up with knowledge. The learner is the recipient, and the teacher is the source of knowledge. The use of technology tools in teaching and learning, on the other hand, encourages blended and student-centred learning (Alenezi, 2020).

Another challenge is that some students are versatile in the use of the devices for social media and other recreational purposes but are not as dexterous when it comes to technical know-how in accessing study materials and engaging in online activities provided by Blackboard, such as blogs or discussion forums to aid their studies (Olaitan and Mavuso, 2022).

Dwivedi et al. (2019) and Sun and Medaglia (2019) classify these challenges according to seven categories: 1) social challenges, 2) economic challenges, 3) technological challenges, 4) data challenges, 5) organizational and managerial challenges, 6) ethical challenges, and 7) political, legal, and policy challenges. Social challenges include issues related to existing societal norms and attitudes towards the adoption of I tools. They may include unrealistic expectations towards AI technology, a societal misunderstanding of the capabilities of I tools technologies, potential job losses, and increasing inequality (Sun & Medaglia, 2019; Dwivedi et al., 2019; Risse, 2019; Korinek & Stiglitz, 2017). Economic challenges include obstacles concerning profitability and economic sustainability and, therefore, have to do with the costs and investments associated with the adoption of AI by public organizations. Wirtz et al. (2019) state that financial feasibility is actually one of the biggest challenges organizations face when initiating I tools programs and particularly refer to two main cost drivers that make financial feasibility a major challenge in the context of implementation: the necessary investment in technology and the high demand for a limited number of I tools experts, which is associated with increasing costs of education and salaries.

Ways that the students use to overcome the challenges facing them in understanding and adaptation of I tools.

To help students overcome the challenges of understanding and adoption of I tools in teaching and listening skills, the following strategies can be effective. First of all, grade listening materials according to the students' level, and provide authentic materials rather than idealized, filtered samples. It is true that natural speech is hard to grade and it is difficult for students to identify the different voices and cope with frequent overlaps. Second, design task-oriented exercises to engage the students' interest and help them learn listening skills subconsciously. Listening exercises are most effective if they are constructed around tasks expressing

agreement or disagreement, taking notes, marking a picture or diagram according to instructions, and answering questions. Third, provide students with different kinds of input, such as lectures, radio news, films, announcements, everyday conversation, English songs, and so on. Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners. Provide background knowledge and linguistic knowledge, such as complex sentence structures and colloquial words and expressions, as needed.

In addition, teachers should avoid using activities that tend to focus on memory rather than on the process of listening or that simply give practice rather than help learners develop listening ability. The teacher can facilitate the development of listening ability by creating listening lessons that guide the learner through three stages: pre-listening, the listening task, and post-listening (Nune,2016).

V. Conclusion

The current cohort paper explores the effect of using I tools in teaching and listening skills. The overall findings of the paper revealed that the introduction of I tools can enhance students' understanding of a given learning material. Also, there are key factors that foster students' proper adaptation to I tools. On the other hand, there are some challenges that face students' understanding and adoption of I tools. Finally, there are some strategies that can be implemented to help students overcome the challenges of adopting I tools.

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