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**OF COMPREHENSIBLE INPUT TO IMPROVE LISTENING  
COMPREHENSION IN HIGH SCHOOL EFL STUDENTS: A  
LITERATURE REVIEW**

# THE USE

## OF COMPREHENSIBLE INPUT TO IMPROVE LISTENING COMPREHENSION IN HIGH SCHOOL EFL STUDENTS: A LITERATURE REVIEW

### USO DEL INPUT COMPRENSIBLE PARA MEJORAR LA COMPRESION AUDITIVA EN ESTUDIANTES DE

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#### ABSTRACT

This literature review examines how comprehensible input benefits high school EFL students in developing their listening comprehension skills. Based on a systematic review method, 18 peer-reviewed studies from 2019 to 2024 were selected from databases, including Scopus, ERIC, Google Scholar, and the library of the Universidad Católica de Cuenca. Instead of pointing out a gap in the research, this review synthesizes existing studies on comprehensible input in different educational levels and discusses their relevance to high school settings. The analysis is structured around two primary research questions: (1) What teaching strategies based on comprehensible input have been applied to improve listening comprehension, and what are their advantages and disadvantages? (2) What type of comprehensible input are currently used in EFL classrooms to support listening skills development? Results showed that podcasting, gamification, audiovisual materials, and interactive listening activities greatly contribute to developing students' comprehension; however, some of the following challenges affect these approaches: access to technology, students' motivation, and teachers' training. This review emphasizes an importance of structure plans of teaching and multimodal materials in language learning and suggests an avenue for future studies to enhance comprehensible input strategies for EFL settings.

#### Keywords:

Input, listening comprehension, input hypothesis, listening skills.

#### RESUMEN

Esta revisión de literatura examina como el input comprensible beneficia a los estudiantes de secundaria de inglés como lengua extranjera (EFL, sus siglas en inglés) en el desarrollo de sus habilidades de comprensión auditivas. Basado en el método de revisión sistemática, se eligieron 18 estudios revisados por pares desde el año 2019 hasta el 2024 desde las bases de datos: Scopus, ERIC, Google Scholar y la biblioteca de la Universidad Católica de Cuenca. En lugar de buscar una brecha en esta investigación, esta revisión sintetiza estudios existentes sobre el input comprensible en diferentes niveles educativos y discute su relevancia en el contexto de la educación secundaria. El análisis se estructura en torno a dos preguntas de investigación principales: (1) ¿Qué estrategias de enseñanza basada en input comprensible han sido aplicadas para mejorar la comprensión auditiva y cuáles son sus ventajas y desventajas? (2) ¿Qué tipo de input comprensible se utilizan actualmente en las aulas de inglés como lengua extranjera para apoyar al desarrollo de las habilidades auditivas? Los resultados reflejaron que el podcast, gamificación, materiales audiovisuales y actividades auditivas interactivas ayudan significativamente al desarrollo en la comprensión de los estudiantes. Sin embargo, algunos desafíos afectan el desempeño de estos enfoques, entre ellos el acceso a la tecnología, la motivación de los estudiantes y la capacitación de los docentes. Esta revisión enfatiza la importancia de diseñar planes de enseñanza y utilizar materiales interactivos en el aprendizaje de idiomas y sugiere una dirección para que futuras investigaciones mejoren las estrategias de input comprensible en entornos de enseñanza del inglés como lengua extranjera.

#### Palabras clave:

Input comprensible, comprensión auditiva, hipótesis del input, habilidades de escucha.

## INTRODUCTION

The capacity to process spoken communication is a fundamental skill in any language, particularly in the context of foreign language learning. Listening in comprehension with understanding is important in the process of acquiring a foreign or second language with learners having to grasp the gist of the content transmitted. In EFL teaching, the development of listening skills has been linked to the provision of comprehensible input. The Input Hypothesis postulated by Krashen (1982), states that optimal input; in terms of language acquisition, it occurs whenever learners' exposure is slightly above their current level of proficiencies which he termed ( $i + 1$ ). Researchers have used the concept in EFL classrooms throughout the world. There is, however, relatively little literature that concentrates on applying comprehensible input within the context of an EFL setting at the secondary school level, despite the abundant research on comprehensible input as a whole. While there have been a good number of studies dealing with comprehensible input in broader contexts that involved university students and younger learners, very few have looked at how these strategies work at the secondary level.

The high school learners present perceptual-cognitive and motivational problems which can affect the nature and efficacy of the technique employed in that year. In light of this, it would thus be prudent to conduct a literature review and explore how different approaches and types of comprehensible input can enhance listening comprehension amongst secondary school EFL learners. Enough research has been done to enumerate ways through which teaching aids, videos, guided listening exercises, and active learning sessions, can provide comprehensible input. Nevertheless, their effectiveness depends on the presence or absence of effective pedagogical practices, motivation by learners, and technology. Recent research suggests that using multiple types of input, such as podcasts, videos, and other authentic texts, can improve comprehension while enhancing the overall immersive learning experience (Wah, 2019; Panggua et al., 2023). This literature review aims analyze the role of comprehensible input in improving the listening comprehension skills of EFL learners at secondary school levels.

The current review, analyzing such contemporary studies, does not seek to point out what appears to be a gap in the literature but to integrate studies conducted at various levels of educational achievement and assess their applicability to high school students. It explores some recurrent suggestions pertinent to further research and practice and the advantages or disadvantages presented by the respective inputs. The findings from this review provide powerfully articulated recommendations for improved pedagogical frameworks and efficient listening instruction in EFL contexts by teachers, educational planners, and policymakers.

The input hypothesis has been widely acknowledged in the second language acquisition field. Praised for its popularity, this hypothesis explains that, as per (Krashen, 1982), learners acquire a language when the quality of input is one level above their various proficiencies colloquially termed as " $i + 1$ ." Because it is strongly believed that with meaningful, and comprehensible language exposure, learners can simply but effectively acquire second languages, it became very popular in second language acquisition research.

Vygotsky's Sociocultural Theory, elaborated in 1978, recognized the importance of social interactions in learning but also delved deeper into Comprehensible Input since students better understand learning materials when engaged in communicative activities with peers. Anderson (1983), a cognitive information theory, posited that meaningful integration of information adds to prior existing frameworks of knowledge in advancing listening comprehension skills.

More recently, evidence has burgeoned in support of Krashen's hypothesis, suggesting that comprehensible input enhances listening comprehension, as well as general language gain. Panggua et al. (2023), revealed that over 90% of students reported feeling their listening comprehension improved after structured input supported by audiovisual materials. In the same breadth, Panggua et al. (2023), reported that students' pronunciation, fluency, and comprehension all improved when exposed to videos featuring native speakers.

Furthermore, research has shown that different modalities of input impact comprehension differently. Hsieh (2019), indicated that videos with captions, produced positive effects on vocabulary and listening skills, thereby strengthening the case for input variation in language instruction. There is also evidence that simplified language coupled with illustrations, physical motions, and situational context helps to integrate learners' internal linguistic structure with the target language (Salam, 2020; Jamal et al., 2020; Abdulrahman et al., 2023).

In order to maximize the benefits of input that can be understood by learners, certain strategies in English as a foreign language instruction are to be followed by integration with the instruction mechanisms. Several researchers have focused on both the traditional and innovative templates of input presentation that structure its delivery (Jamal et al., 2020; Dinh & Phung, 2023; Hocoğlu & Ocak, 2024). Among the many strategies that teachers can employ to adjust their talk is to speak more simply and slowly with repetitions to support understanding of spoken language (Latupono & Nikijuluw, 2022; Dinh & Phung, 2023).

Used together with listening transcriptions to improve the retention of students, it is a resource that would enhance the awareness of patterns that exist in language (Jamal et al., 2020). Studies have shown that videos, podcasts,

and digital storytelling enhance levels of engagement and classification listening comprehension (Wah, 2019; Namaziandost et al., 2019; Yi et al., 2024).

Digital tools, such as interactive quizzes and video-based tasks, have been found to considerably improve students' listening and reading comprehension (Kolcubasi & Karakus Taysi, 2024). In teaching this, if metacognitive listening strategies are integrated, then planning, monitoring, and reviewing of listening impact the students on how to decode the messages heard (Indrianty & Kemala, 2017; Al-Shammari, 2020; Milliner & Dimoski, 2021). Besides, the interdisciplinary approach combining text, visuals, and audio has been facilitated as a thoroughly efficient mode to plunge students into language immersion activity (Deregözü, 2021; Rohi & Nurhayati, 2024).

Several studies demonstrate the relationship between comprehensible input and improved listening comprehension. Teaching listening strategies raised comprehension scores in Iranian EFL students as shown by Fathi & Hamidzadeh (2019).

Another research indicates that lowering the affective filter, which includes anxiety and lack of motivation, is equally important for comprehension. Bailey & Fahad (2021), emphasize the fact that students with strong motivation and positive self-regard towards the target language, gain more from input-based approaches to language learning. Deregözü (2021), focuses on distance education and concludes that online listening is as effective as face-to-face instruction, as long as certain interactive components are incorporated.

Additional work strengthens the relationship between authentic video materials and their use in improving listening comprehension (Irgin & Erten, 2020; Salam, 2020). Furthermore, research indicates that learners exposed to multimodal experiences are more able to formulate functional listening strategies (Yi et al., 2024; Rohi & Nurhayati, 2024).

## MATERIALS AND METHODS

This literature review follows the PRISMA guidelines (Moher et al., 2009) to ensure a clear and systematic approach. This literature review used a systematic search strategy across several academic databases to guarantee access to all relevant and trustworthy studies. The chosen databases were:

**Scopus:** One of the largest databases that indexes educational and applied linguistics research.

**ERIC (Education Resources Information Center):** A database of research that focuses mainly on educational studies while in certain contexts language learning.

**Google Scholar:** Used more as an extra alternative to find studies of interest.

Library of the Universidad Católica de Cuenca: Free access to high-quality articles and educational journals.

To narrow down the inquiry, Boolean operators and advanced filters were applied; and the keywords used for searching included:

- Comprehensible input AND listening comprehension.
- High school EFL OR secondary education EFL
- Input hypothesis AND teaching strategies
- Second language acquisition AND listening skills

To ensure that only relevant and high-quality studies were included, predefined criteria were applied as shown in the table 1 below:

**Table 1. Inclusion and Exclusion Criteria.**

Criteria	Inclusion	Exclusion
Population	High school or secondary school students	Primary school, university, or adult learners
Publication Type	Peer-reviewed scientific articles	Conference papers, theses, book chapters, non-peer-reviewed publications
Publication Date	Articles published between 2019 and 2024	Articles published before 2019
Language	English and Spanish	Studies in languages other than English or Spanish
Geographic Focus	Research conducted in countries within the Americas	Research conducted outside the Americas
Research Method	Empirical studies with quantitative, qualitative, or mixed-methods approaches	Opinion articles, editorials, or studies without empirical data

The initial search identified **12,567 articles** from the selected databases: **Scopus, ERIC, Google Scholar, and the Library of the Universidad Católica de Cuenca**. The selection stage was made in a systematic way that contained 3 main stages in order to refine the selection process and ensure the association of the most relevant and methodological high study. The selection was made following predefined inclusion and exclusion criteria, ensuring methodological rigor and relevance to the objectives of the research.

**Screening of titles:** A total of 8734 articles were excluded based on their titles.

**Inclusion criteria:** Studies that mentioned explicitly comprehensible input, listening comprehension, or EFL students in secondary education.

**Exclusion criteria:** Studies that mentioned primary education, university students, or adult learners, and articles not related to language learning or pedagogy (such

as medical studies, business studies, and engineering studies).

**Screening of abstracts:** After screening the titles, 3833 articles remained. The abstracts were examined to assess their relevance to the objectives of the research.

**Inclusion criteria:** Empirical studies into comprehensible input strategies and the influences on listening comprehension, research into secondary school students learning English as a foreign language using quantitative, qualitative, or mixed methods.

**Exclusion criteria:** Research on primary education, university students, or adult learners, articles discussing language acquisition without reference to listening comprehension, opinion articles, theoretical discussions, or non-peer-reviewed publications. After this phase, 868 articles were selected for full-text review.

**Full-Text Review:** The 868 remaining articles were analyzed in detail to confirm their methodological rigor and relevance.

**Inclusion criteria** include peer-reviewed empirical studies addressing comprehensible input and listening comprehension, and studies published in English or Spanish from 2019 to 2024.

**Research** on higher education, adult learners, or primary school students (studies conducted outside the Americas are excluded from consideration) whereby lack of empirical data or inconsistency in methodology with the study's intention is not included in the review.

After applying the above criteria, a total of 18 studies remained for final inclusion in the literature interpretation (Figure 1).

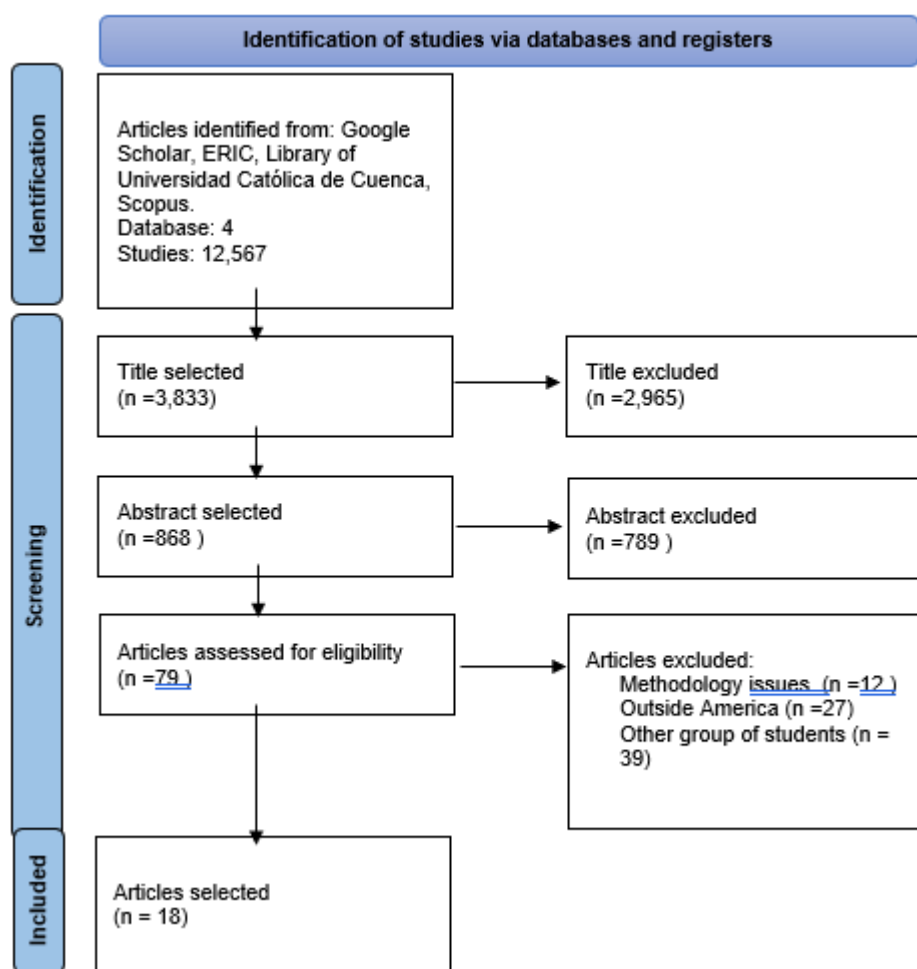


Figure 1. PRISMA: selection process.

Source: Adapted from Preferred Reporting Items for Systematic Reviews and Meta-Analyses by Moher et al. (2009).

A systematic analysis of the selected studies involved organizing the data into the following key categories: author(s), year, title of the study, kind of study, pedagogical way of comprehensible input, type of comprehensible input used, positive and negative traits, and results. The determinants were composed into descriptive tables for clarity and easy

comparison. A systematic analysis of the selected studies was performed and presented in descriptive tables, i.e., the data were organized into the following categories:

A table was used to classify studies by country. Latin America created the majority of research on comprehensible input strategies in EFL classrooms, with Ecuador producing the highest number of studies, followed by Colombia and Nicaragua (Table 2).

Table 3 describes the pedagogical strategies encountered in the studies. It was organized into the type of strategy, authors, advantages, and disadvantages. For example: podcasts (Ruiz López et al., 2019; Culqui et al., 2022) help students enhance listening comprehension and autonomous learning simultaneously; although they sometimes require technological equipment; gamification (Torres Rodríguez et al., 2023; Reyes Afanador et al., 2023) somehow increases motivation and engagement but may encounter some resistance from teachers or learners; didactic strategies (Cordero & Armijos, 2024), which improve oral production and vocabulary sometimes need additional teaching materials.

Table 4 classifies the types of comprehensible input used in the studies. The table includes the input type, the key authors, and the impact on listening comprehension. Examples include audiovisual resources (Cordero & Armijos, 2024), which are intended to increase motivation and listening sub-skills; authentic materials (Silva, 2021), aim to obtain students capable of applying learning to real-life settings; music-based learning (Cadena Villegas et al., 2023) engage and enhance listening comprehension; and progressive subtitle reduction (Cárdenas-Claros & Ramírez-Orellana, 2024) helps students develop vocabulary and pronunciation skills. The usefulness of descriptive tables offered a clear comparison of the different strategies and input types needed for listening comprehension on the job by high school EFL students.

The role of comprehensible input in second language acquisition has been widely examined in various educational contexts, generally focusing on university students and, to a slightly lesser degree, on young children (Krashen, 1982; Lichtman & VanPatten, 2021; Jegerski, 2021). However, studies on secondary school students in EFL settings are still limited. The review complements and expands the previous findings by synthesizing the results from various studies that have looked into the utilization of comprehensible input in improving listening comprehension.

Earlier studies have suggested the relevance of varying input modes during therapies aimed at adolescents. Studies by Wah (2019); and Panggua et al. (2023), specified that audiovisual tools and interactive listening activities massively improved listening comprehension. Such findings agree much with the present review that considered podcasts, gamified instruction, and digital storytelling as vastly influential techniques for the development of

listening skills. Hsieh (2019); and Salam (2020), have also proved that subtitled videos and visual input promote vocabulary learning and listening comprehension, thereby confirming that comprehensible input must integrate different modalities to allow maximal learning gains.

Moreover, a sociocultural perspective rooted in Vygotsky (1978), that views interaction and situational learning as salient to second-language acquisition is mirrored by the studies reviewed. These perspectives, supported by Jamal et al. (2020); and Abdulrahman et al. (2023), reveal how comprehensible input-L2 gains through scaffolding approaches such as teacher discourse adjustments and the use of metacognitive listening strategies to enhance understanding. Thus, the current findings further support the premise that such skills have to be structured along pedagogical lines, including in optimizing comprehensible input in secondary school EFL classes.

While existing literature indicates that an optimal gain in listening comprehension may be enabled by minimizing the affective filter; Bailey & Fahad (2021), have discernibly revealed that students exhibiting high motivational drive and low anxiety levels gain maximum benefits from input-oriented approaches. Similar studies reviewed in this work claim that having an interplay of gamification and interactive learning activities improves not only comprehension abilities but also the environment to facilitate positive student engagement and retention.

In this context, Ghafar et al. (2023), study offers complementary perspective by investigating basic strategies employed by learners to enhance their listening comprehension. The authors' review pointed out the significant aspects of metacognitive and cognitive strategies such as the use of planning, self-evaluation, and inference, that can contribute towards effective input comprehension. In this regard, the present review that serves as an appendage to it would endorse and set forth that among effective input from learners be eternally active strategies by which learning is tried to make sense out of it. More so, the study emphasizes the problems faced by students in listening to materials in a foreign language in which features like the speech rate and accent variations should come in handy, like the barriers discussed in prior studies.

This review extends previous research by turning the spotlight on secondary school students in EFL settings, paying attention to a group that has received significantly less attention compared to university students or young children in respect of research done in comprehensible inputs. It shall thus bring a bridge between the existing research on comprehensible input and its implications for EFL teaching in secondary education.

The findings of this review reinforce conclusions drawn from previous research; further, it highlights the unique challenges faced by secondary school children. These include motivational factors, access to technology, and

teacher preparation. However, comparative research between different kinds of educational systems could grant wider perspectives concerning the contact methodologies oriented toward listening comprehension development among EFL students.

## RESULTS AND DISCUSSION

This systematic literature review evaluates how comprehensible input facilitates listening comprehension improvement among high school EFL students. The findings are categorized based on the instructional methods applied along with the types of comprehensible input applied within EFL classes. In total, 18 articles from American countries published between 2019 and 2024 were selected.

The geographical distribution pattern shows that most research about comprehensible input strategies in the EFL classroom has been conducted in Latin American countries. Ecuador usually represents the greatest number of studies focusing on the use of podcasts, gamification, and audiovisual resources to improve listening comprehension (Pinargote Sánchez et al., 2023; Cordero & Armijos, 2023). Torres-Rodríguez et al. (2023), detail the use of gamification techniques in listening activities in the case of Colombia. Filipe studies cover listening activities with the use of podcasts and self-directed learning in Nicaragua, illustrating the betterment of students' motivation and comprehension skills (Dávila Cruz et al., 2022; Bellorin & Rivera, 2023).

Table 2. Articles by geographic location.

Country	Number of articles
Ecuador	9
Colombia	3
Nicaragua	2
Mexico	1
Chile	1
Perú	1
Total	18

Related pedagogical strategies (table 3) guide principles that ground how comprehensible input is being used in EFL classrooms. Torres Rodríguez et al. (2023), have put forward various gamification strategies and how they can enhance student motivation and engagement. Cordero & Armijos (2024), describe how audiovisual resources aid the development of listening comprehension sub-skills. Alongside these studies, Ruiz López et al. (2019); and Culqui et al. (2022), respectively report on the role of podcasts as tools for self-directed learning with real language exposure. Following them, Cárdenas-Claros & Ramírez-Orellana (2024), revealed how gradually reducing subtitles contributed to the development of vocabulary at the same time into pronunciation capabilities. Last, Bellorin Torrez & Rivera Diaz (2023), present structured listening tasks and their usefulness in vocabulary development as well as input into comprehension skills. The table 3 describes the literature by which this review has identified the major pedagogical strategies used in listening comprehension, alongside their respective advantages and disadvantages.

Table 3. Pedagogical Strategies Based on Comprehensible Input.

Pedagogical Strategy	Authors/ year	Advantages	Disadvantages
Use of Podcasts	Ruiz López et al. (2019); Dávila Cruz et al. (2022); Culqui et al. (2022); Zambrano Pincay et al. (2024)	Improves listening comprehension, promotes autonomous learning, easy access, encourages active listening.	Dependence on technology, need for teacher training in podcast use, initial difficulty for students in adapting to audio-based learning.
Gamification	Torres Rodríguez et al. (2023); Reyes Afanador et al. (2023)	Improves listening comprehension (from 50% to 80%), increases motivation, enhances concept retention	Resistance from students/teachers to new methods.
Didactic Strategies	Torres & Gamboa (2019); Silva & Ramirez (2021); Campoverde Villavicencio & Argudo Serrano (2023); Cadena Villegas et al. (2023); Pinargote Sánchez et al. (2023); Cordero & Armijos (2024)	Improves listening comprehension, oral production, vocabulary, and language use; fosters student participation and engagement.	May require access to technology and additional resources.
Shadowing Technique		Positively perceived (fun, useful, and easy to apply)	Difficulties depending on prior knowledge and individual learning pace
Listening Activities in English	Bellorin Torrez & Rivera Diaz (2023)	Improves vocabulary and listening comprehension	Stress/frustration when encountering unfamiliar content
Progressive Reduction of Subtitles	Cárdenas-Claros & Ramírez-Orellana (2024)	Helps with vocabulary, pronunciation, and listening comprehension.	Some students find it difficult to work with partial subtitles

Use of Audiobooks	La Rosa-Ponce et al. (2023)	Promotes autonomy in auditory learning.	May fail to capture attention if not engaging enough.
Learning with Music	Vicuña Venegas (2020)	Improves listening comprehension and motivation.	Not widely recognized as an innovative resource.
Culinary Experiences	Cevallos & Villafuerte (2022)	Increases motivation and vocabulary retention.	Requires additional resources (video equipment, ingredients).
EFL Students' Perspectives on Listening	Machado Miranda et al. (2023)	Enhances comprehension through repeated practice and teacher-student interaction	Difficulties with fast speech, accents, and complex vocabulary

A different set of comprehensible input types was introduced in EFL classrooms, meant to foster listening comprehension development mainly in high school students while the reviewed studies describe the implementation of listening activities, audiovisual resources, instructional strategies, gamification, authentic materials, music, podcasts, and progressive subtitle reduction, each associated with different contributions towards listening skills in language acquisition.

The research conducted by Machado Miranda et al. (2023); and Bellorin & Rivera (2023), reviewed the specific contributions that structured listening activities have on student's engagement and listening confidence. Some are explained as effective listening and motivation augmented in the learning of listening by audiovisual (Campoverde Villavicencio et al., 2023; Cordero & Armijos, 2024).

These studies establish the role of didactic strategies devised by Torres & Gamboa (2019), to consolidate comprehension and production skills. Concerning gamification, Torres Rodríguez et al. (2023); and Reyes Afanador et al. (2023), deal with how students remain engaged and motivated. Silva & Ramirez (2021), elaborates on the importance of authentic material as a reference point due to its applicability in real life in concept learning. Vicuña Venegas (2020); and Cadena Villegas (2023), explore the role that music can assume as an entertainment learning tool. The works of Culqui et al. (2022); and Pinargote Sánchez et al. (2023), focus on the effectiveness of podcasts in developing listening comprehension and providing chances for autonomous second and foreign language learning. Further, Cárdenas-Claros & Ramírez-Orellana (2024), describe, in an elaborative way, the gradual reduction of subtitles, clarifying their contributions to vocabulary learning and pronunciation improvement. The table 4 presents an overview of these kinds of input, summarizing their impact on high-school students concerning listening comprehension.

**Table 4. Types of Comprehensible Input Used in EFL Classrooms.**

Type of Input	Author(s) and Year	Impact on Listening comprehension
Listening Activities	Machado Miranda et al. (2023); Bellorin & Rivera (2023)	Increases student engagement and listening confidence.
Audiovisuals	Cevallos & Villafuerte (2022); Campoverde & Argudo (2023); La Rosa Ponce et al. (2023); Cordero & Armijos (2024)	Improves motivation and listening sub-skills.
Didactic Strategies	Torres & Gamboa (2019)	Increase in language comprehension and production skills
Gamification	Silva & Ramirez (2021); Torres Rodríguez et al. (2023); Reyes Afanador et al. (2023)	Increases student engagement and listening confidence.
Authentic Materials		Facilitates real-life application and comprehension.
Music	Vicuña Venegas (2020); Cadena Villegas et al. (2023)	Greater engagement and language development.
Podcasts	Ruiz López et al. (2019); Dávila Cruz et al. (2022); Culqui et al. (2022); Pinargote Sánchez et al. (2023); Zambrano Pincay et al. (2024)	Efficiency in the development of listening comprehension. Significant improvement in listening skills
Progressive reduction of subtitles	Cárdenas-Claros & Ramírez-Orellana (2024)	Enhances vocabulary learning and focus on pronunciation.

Based on the analyzed articles, the method of using comprehensible input is still a relevant pedagogical approach in the teaching of English as a Foreign Language (EFL) in Latin America. It has been demonstrated by the increasing number of studies published on it, especially in Ecuador. The selection of a literature frequently considers the use of

audiovisual resources, podcasting, and gamelike strategies as instructional modalities used to improve listening skill among highschool students. Further, through an authentic material with progressive reduction of subtitles and controlled listening tasks, this promotes independent learning as well as student engagement. This study hints on the role of comprehensible input in EFL teaching within Latin America while highlighting contemporary research trends.

The purpose of this systematic literature review is to examine the impact of comprehensible input has on improving listening comprehension among adolescents and high school students in light of existing literature. To facilitate a clearer discussion, this subsection addresses the research questions in a sequential manner.

The results demonstrated that the most effective strategies combining in comprehensible input include scaffolding, interactive activities, and structured listening exercises. Active engagement and enhancement of pronunciation and vocabulary, as well as listening comprehension, are achieved through authentic materials and task-based learning cited as useful. Wah (2019); and Panggua et al. (2023), showed in their studies that motivation and engagement, which are essential for active participation, as well as comprehension, are greatly improved through the use of multimodal tools, especially audiovisual resources.

Although podcasts, gamification, and other audiovisual tools were cited in the studies, it must be emphasized that such resources are neither strategies nor objectives. Their effectiveness hinges on how they are employed within teaching practices. This concurs with Krashen's (1985), Input Hypothesis which states that language acquisition occurs when learners are exposed to meaningful and relevant language input below their current proficiency levels. The studies examined here confirm that provided input enhances learners' capacity to understand spoken language, vocabulary knowledge, and confidence regarding listening comprehension.

The motivation and engagement of learners are significantly influenced by the use of varied inputs like podcasts, audio-visual materials, and gamified learning activities (Culqui et al., 2022; Torres Rodríguez et al., 2023). For example, Culqui et al. found that high school students improved their listening comprehension through weekly exposure to podcasts featuring real-life conversations, which promoted autonomous learning and increase interest in English. Similarly, Cordero & Armijos (2024), reported that the use of audiovisual resources such as short films and educational videos not only improved students' listening sub-skills but also maintained their motivation due to the visual context provided. Additionally, Torres Rodríguez et al. (2023), demonstrated theht gamified activities like point-based listening tasks and leaderboard systems significantly increased student participation and comprehension scores, rising from 50% to 80% in some

cases. Although some participants reported encountering specific challenges such as students struggling to adjust to audio materials and the need for more direct instruction, these issues were noted. Some instructors are worried about using gamification because they do not clearly understand the strategies or teaching methods related to game-based learning. Reyes Afanador et al. (2023), mentioned that many teachers do not feel comfortable using digital platform for gamification, which diminishes their feelings of efficacy regarding using these strategies. Torres Rodríguez et al. (2023), also point out the importance of professional development and knowledge in utilizing approaches that provide comprehensible input.

Differences from prior studies regarding multimodal learning and scaffolding approaches are as strapping as Hsieh's research in 2019 finding that captioned videos not only aid in vocabulary acquisition but also listening skill enhancement, supporting the notion that multimodal input aids language learning. Salam (2020); and Abdulrahman et al. (2023), also note that language scaffolding through visuals, gestures, and contextual information helps bridge the gap between the learner's knowledge of the language and the target language. These comparisons strengthen the argument that comprehensible input has a significant impact on the development of listening comprehension skills.

One unexpected finding in this review was the report that some students lost interest in gamification techniques. It is well known that gamification serves as a useful motivational tool, but even its most strong advocates. Torres Rodríguez et al. (2023), noted that students unfamiliar with game-based learning methods struggled with either engagement or were disengaged by the approach. Moreover, while podcasts as multimedia resources helped effective listening comprehension, many learners found them difficult at first due to lack of nonverbal support (Culqui et al., 2022). These findings indicate that although there are advantages to multimodal input, how it is introduced and organized is of great importance to its effectiveness.

## CONCLUSIONS

This study has multiple limitations. Firstly, most of the studies considered are from Latin America, particularly Ecuador. Such regional focus raises questions about generalizability and implications beyond that context. The effectiveness of comprehensible input strategies may be influenced by differences in regional curricula, teacher training, and access to technology. Second, the studies incorporated in this review demonstrated a wide variety of research methods, from qualitative case studies to experimental research, which complicates making direct comparisons. In addition, many studies were centered around short-term outcomes, which meant that the enduring consequences of using comprehensible input for listening comprehension remain largely unaddressed.

Following the current study, future research can be conducted on the effect of comprehensible input strategies on listening comprehension different from Latin America. The study of other cultures and regions with different learning and teaching systems may explain how and why comprehensible input techniques could be more or less effective based on the learning environment and teaching styles. Also, research needs to investigate the after-treatment listening skills levels with the method of comprehensible input. There is a need for further research to evaluate whether students can still apply these concepts in other situations after the lessons have ended. Further research is required to establish how the training that the teachers receive affects the use of comprehensible input and whether other teaching tools are required for a better use of the approach.

The literature review confirms that listening comprehension improvement in high school EFL students, is subjected to the influence of comprehensible input. The results especially emphasize the role of instructional design in the effectiveness of input through podcasts, gamification, audiobooks, and video materials. Other factors such as student unwillingness toward new approaches, the need for some degree of scaffolding, and without a doubt, supporting new methodologies, and intelligible input, highlight its significance in the language learning process.

Several limitations apply to these findings. First, the geographical locations of the studies, especially Ecuador, do not provide other regions considerations. These strategies applying intelligible input should adapt to other cultures and languages. Second, the heterogeneity of the research design framework procedures created conflicting execution analysis. A considerable amount of the featured research used quantifiable data while others used narrative analysis. Also, other gaps stem from the focus of research attention given to the short-term results of intelligible input.

Future studies need to focus on the impacts of comprehensible input on different learner profiles, such as their level of proficiency and cognitive style, and construct their profiles accordingly. Learning and analyzing teacher feedback and other instructional impacts also helps understand how these elements relate to the integration of comprehensible input. The combination of visual, auditory, and movement-based elements or multimodal input is another unexplored area that needs further research to determine the best ways to enhance language learning. These gaps can be explored through international comparative studies to evaluate how different education systems incorporate the use of comprehensible input and discover the impact the systems have on the effectiveness of comprehensible input.

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