



A Qualitative Study of Teachers' Strategies in Strengthening Students' Listening Ability

Dedek Silfa¹, Nuzulul Isna²

^{1,2}Pendidikan Bahasa Inggris, STKIP Muhammadiyah Aceh Barat Daya, Aceh

Article Info	Abstract
Received: 2026-06-22 Revised: 2026-06-27 Accepted: 2026-06-30 Keywords: <i>Listening Ability, Teachers' Strategies, Challenges, Supporting factors</i> DOI: 10.24256/ideas.v14i1.11946 Corresponding Author: Dedek Silfa dedeksilfa31@gmail.com Pendidikan Bahasa Inggris, STKIP Muhammadiyah Aceh Barat Daya	<i>Listening plays a crucial role in English language learning. However, many students continue to experience difficulties in understanding spoken English, requiring teachers to employ effective instructional strategies. This study aimed to explore the strategies used by English teachers to improve their students' listening skills, the challenges they faced when implementing these strategies, and the factors that support listening instruction in private junior high schools in Southwest Aceh. The study contributes to the limited research on listening instruction in private junior high schools in Southwest Aceh. A qualitative descriptive design was employed using purposive sampling to be conducted eight English teachers from six private junior high schools. Data were collected through semi-structured interviews and analysed using Braun and Clarke's (2006) six-phase thematic analysis. The findings generated three overarching themes: (1) listening teaching strategies, consisting of in-class and outside-class practices; (2) challenges encountered by teachers, including student-related, language-related, and technical challenges; and (3) supporting factors, comprising school facilities, teaching materials, and human support. These findings provide practical implications for English teachers by emphasizing the importance of integrating structured classroom instruction with independent listening practice while addressing contextual factors that influence effective listening instruction.</i>

1. Introduction

English listening is a fundamental component of communicative competence because it enables learners to comprehend spoken messages and participate effectively in communication. According to Pardede (2020), English as a Foreign Language (EFL) instruction emphasizes the integrated development of the four language skills: listening, speaking, reading, and writing, to enhance learners' communicative competence and prepare them to use English effectively in academic, social, and professional contexts.

As one of the four essential language skills, listening serves as the primary source of linguistic input through which learners acquire vocabulary, pronunciation, grammatical structures, and authentic language use. Difficulties such as unfamiliar vocabulary, varying speech rates, different English accents, and limited contextual support often hinder

students' listening comprehension and reduce their confidence during classroom activities (Gilakjani & Sabouri, 2016). Consequently, effective listening instruction is essential for helping learners develop successful listening comprehension and meaningful language acquisition.

Previous studies have consistently reported that students encounter various obstacles in listening comprehension due to linguistic, cognitive, and affective factors. Limited vocabulary knowledge, unfamiliar pronunciation, rapid speech, and insufficient exposure to authentic spoken English frequently prevent learners from understanding spoken messages effectively (Lange & Matthews, 2020; Kochkorova, 2024). In addition, students often experience low motivation and anxiety during listening activities, particularly when they perceive listening tasks as difficult. These challenges indicate that successful listening instruction depends not only on students' language proficiency but also on teachers' instructional strategies that support learners throughout the listening process.

A widely accepted approach to listening instruction is process-based listening pedagogy, which emphasizes that listening should be taught as an active cognitive process rather than merely a testing activity. According to Tanewong (2019), effective listening instruction consists of three interconnected stages: pre-listening, while-listening, and post-listening. During the pre-listening stage, teachers activate learners' background knowledge and introduce key vocabulary to prepare students for listening tasks. While-listening activities encourage learners to monitor their understanding through guided listening, repeated exposure, and scaffolding. Post-listening activities provide opportunities for reflection, discussion, comprehension checking, and vocabulary reinforcement. This process-oriented approach also reflects the principles of metacognitive listening instruction, which encourages learners to plan, monitor, and evaluate their listening comprehension throughout the learning process.

Consistent with this framework, previous empirical studies have demonstrated that effective listening instruction combines explicit teacher support with meaningful exposure to authentic spoken English. Teachers frequently employ strategies such as vocabulary pre-teaching, repeated listening, authentic audio-visual materials, questioning techniques, note-taking activities, and interactive classroom tasks to facilitate listening comprehension (Argisila et al., 2019; Emerick, 2019). Outside the classroom, authentic materials such as songs, videos, podcasts, and online resources also provide valuable opportunities for increasing students' exposure to spoken English and promoting independent learning (Alamri, 2025). These findings suggest that listening instruction becomes more effective when classroom activities are complemented by continuous listening practice beyond formal lessons.

Private schools in Indonesia are often recognized for their significant efforts to improve students' English proficiency, as evidenced by their numerous achievements. For example, an evaluation of bilingual learning programs in private junior high schools in Yogyakarta found that students in bilingual classes achieved higher learning outcomes than those in regular national classes, indicating the positive contribution of bilingual instruction to students' academic achievement (Mentari et al., 2024). Strong achievements in English listening can also be observed at the junior high school level in bilingual private schools in Aceh, such as Teuku Nyak Arif Fatih Bilingual School. This school implements bilingual instruction and uses English as the primary language of communication within the school environment. These results suggest that English teachers in private schools may use more innovative strategies than those in public schools, leading to outstanding student achievement.

However, there have been limited studies investigating the strategies used by English teachers in private junior high schools in Aceh, notably in Southwest Aceh, to strengthen students' English listening skills. Therefore, this study aims to investigate how teachers in private junior high schools in Southwest Aceh implement strategies to strengthen students' listening skills. This study qualitatively examines teachers in private junior high schools in Southwest Aceh through interviews to reveal practical methods for improving students' listening abilities.

The purpose of this study is to describe and analyze the strategies used by teachers to strengthen students' listening ability in English learning, as well as to identify the supporting and inhibiting factors affecting the implementation of these strategies in the classroom. This study also aims to understand how teachers design listening activities to make students more active, motivated, and capable of comprehending spoken information more effectively. Specifically, this study is conducted to answer the following research questions: 1) How do teachers implement strategies to strengthen students' listening ability in English classrooms? 2) What are the challenges encountered by teachers in implementing the strategies? 3) What supports are needed to help teachers implement the strategies in English classes?

2. Method

This study employed a qualitative descriptive multiple-site design with semi-structured interviews. According to Tomaszewski et al. (2020), qualitative research is grounded in interpretivist and constructivist paradigms that seek to develop a rich understanding of a phenomenon by exploring individuals' perspectives, lived experiences, and the meanings they construct within their social contexts, rather than predicting outcomes or relying on numerical generalization. Similarly, Aspers and Corte (2019) defined qualitative research as an iterative process in which a better understanding for the scientific community is achieved by making new significant distinctions resulting from their increasing familiarity with the phenomenon being studied.

Data were collected through face-to-face semi-structured interviews conducted individually with each participant. The interviews were guided by an interview protocol consisting of open-ended questions addressing teachers' listening teaching strategies, challenges encountered during implementation, and supporting factors. Follow-up questions were asked whenever clarification or additional information was required. Each interview lasted approximately 5–15 minutes and was audio-recorded with participants' permission before being transcribed verbatim for analysis. The interviews were conducted in Indonesian language to enable participants to express their experiences comfortably and in greater depth. Relevant quotations presented in this article were translated into English by the researchers.

Interviews were conducted at several private junior high schools in three sub-districts in Southwest Aceh, namely Susoh, Blangpidie, and Lembah Sabil sub-districts with a total of eight English teachers as research participants. The participants were selected using purposive sampling based on several inclusion criteria: (1) certified English teachers who have been teaching English for at least 2 years, (2) teachers who focus their English instruction on developing students' listening ability as a primary skill, (3) teachers who have experience implementing various listening teaching strategies in their classroom, and (4) teachers who were willing to participate voluntarily in the interview process. To maintain confidentiality, all participants were assigned pseudonyms (P1–P8). Table 1 presents a summary of the participants' demographic and professional characteristics.

The interview guide was developed based on the research objectives and relevant literature on listening instruction. Previous studies have provided valuable insights into teacher strategies for strengthening students' listening skills, supports that facilitate implementation, and challenges encountered during the process. Argisila et al. (2019) demonstrated that effective strategies include note-taking, summarizing, and focusing techniques, and the use of creative media can make listening lessons more engaging. Tanewong (2019) demonstrated that effective listening instruction is supported by carefully designed lessons that integrate pre-listening, while-listening, and post-listening activities, together with the use of audio and video materials that encourage learners' active engagement and facilitate listening comprehension.

Regarding challenges, Gilakjani and Sabouri (2016) explained that unfamiliar vocabulary, different accents, rapid speech, and limited background knowledge are common barriers to listening comprehension. In terms of teacher support, Bolandifar and Salehi (2024) highlighted the importance of instructional support and teacher guidance in helping students overcome listening difficulties and participate more actively in listening activities. Furthermore, Emerick (2019) emphasized that authentic listening instruction should incorporate authentic materials to expose learners to real-life language use, while Tanewong (2019) proposed that effective listening instruction should be implemented through pre-listening, while-listening, and post-listening activities to facilitate learners' comprehension. These theoretical perspectives served as the basis for developing relevant and in-depth interview questions.

The data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis framework. First, all transcripts were read repeatedly to achieve familiarity with the data. Second, initial codes were generated using NVivo 12 software. Third, related codes were grouped into preliminary categories. Fourth, broader themes and subthemes were identified by examining conceptual relationships among the categories. Fifth, the themes were reviewed and refined to ensure internal consistency and clear distinctions between themes. Finally, the themes were defined, named, and reported with supporting participant quotations.

3. Result

The qualitative analysis yielded three main themes and eight sub-themes that describe and analyze the strategies used by teachers in six private junior high schools in Southwest Aceh to strengthen students' listening ability in English learning, as well as to identify the inhibiting and supporting factors affecting the implementation of these strategies in the classroom (Table 2).

Table 1. The interview process

Name of Participant	School	Duration (in Minutes)	Amount of Words
P1	School A	14:48	1657
P2	School B	14:57	1698
P3	School C	06:49	877
P4	School D	07:48	1056
P5	School D	09:43	1407
P6	School E	09:17	1081
P7	School E	05:19	726
P8	School F	06:13	867
Total		01:09:57	9669

Eight English teachers in private junior high schools in Southwest Aceh, anonymized as P1 through P8, participated in semi-structured interviews. In order to ensure the protection of the personal information of participants, the identities of the participants are kept anonymous. The collection of anonymous data is ensured by this ethical measure, with the prevention of identification of the subjects being collected.

To gain a better understanding of the the strategies used by teachers as well as to identify the supporting and challenges affecting the implementation of these strategies in the classroom, teachers' responses as participants were systematically analyzed and grouped into major themes and sub-themes. This thematic categorization highlights the various strategies by teachers, the supporting factors, and the challenges. The following table summarizes the three major themes that emerged from the qualitative analysis of interviews with 8 English teachers at several private junior high schools in Southwest Aceh: (1) Listening Teaching Strategies, (2) Challenges, and (3) Supporting Factors.

Table 2. Presentation of the themes, subthemes and codes

Themes	Subthemes	Codes (n = references)
Listening Teaching Strategies	In-class strategies	Pre-listening support (15), While-listening scaffolding (13), Post-listening comprehension check (10), Games before learning (4)
	Outside-class practice	Habit-building activities (4), Independent listening tasks (8)
Challenges	Student-related challenges	Low focus (4), low motivation and interest (8), Uneven participation (1)
	Language-related challenges	Limited vocabulary (9), Difficulty understanding accent pronunciation (9)
	Technical and instructional challenges	Media limitations (1), Technical problems (1), Limited time (1)
Supporting Factors	School facilities support	Speaker availability (13), Projector availability (6), Laptop use (6)
	Teaching material support	Teaching module support (9), Other learning resources (3)
	Human support	Active student participation (6)

The frequencies presented in Table 2 represent the number of coding references (n) generated during thematic analysis. These frequencies indicate the relative occurrence of codes within the interview data. Subsequently, the concept map illustrates the analytical relationships among codes, subthemes, and themes that emerged during the thematic

analysis. Furthermore, these visualizations complement the textual findings by presenting both the frequency of key concepts and the hierarchical organization of the themes derived from the interview data and analysed using NVivo 12 software.

Figure 1. Concept map of themes

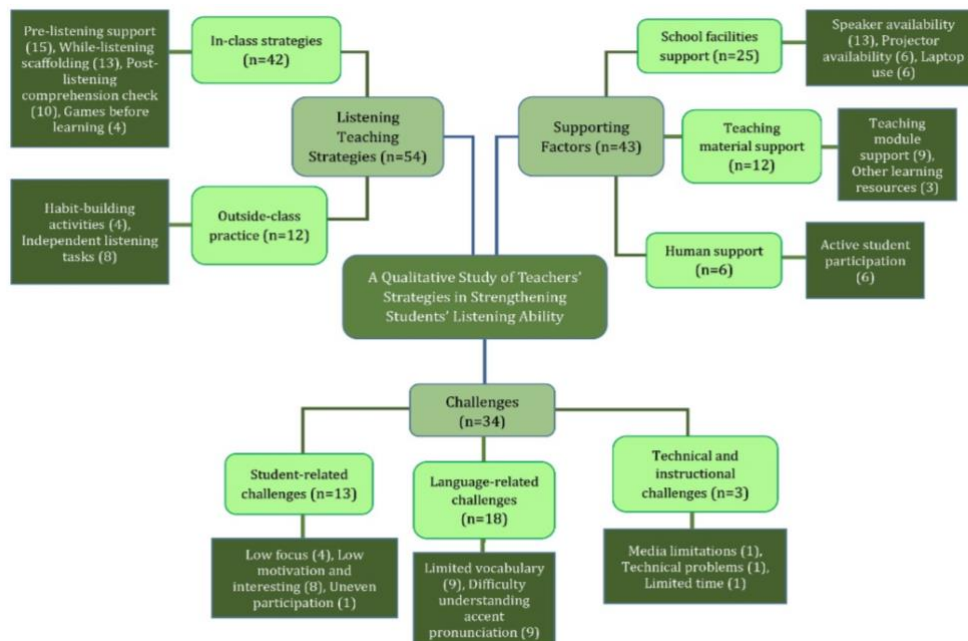


Figure 1 was generated using NVivo 12 to visualize the relationships among codes, subthemes, and overarching themes identified during thematic analysis. Based on Figure 1, it can be seen that teachers' listening instruction was supported by three main components, namely listening teaching strategies, challenges encountered by teachers in implementing the strategies, and supporting factors in implementing the strategies. Listening Teaching Strategies generated the highest number of coding references within the interview data, particularly for in-class strategies (42) and outside-class practice (12). It showed that teachers combined classroom-based support with independent learning activities to strengthen students' listening ability.

The second major theme, challenges encountered by teachers in implementing the strategies indicates that teachers still faced obstacles related to students (13), language with limited vocabulary and difficulty understanding accent pronunciation appearing as the most prominent problems (18), and technical or instructional constraints (3).

In addition, supporting factors in implementing the strategies, shows that the implementation of listening instruction was facilitated by school facilities (25), teaching materials (12), and human support (6), particularly the availability of speakers, projectors, teaching modules, and active student participation. Overall, the figure illustrates that effective listening instruction was shaped by the interaction between teaching strategies, instructional challenges, and available support.

4. Discussion

The findings of this study provide a comprehensive understanding of how English teachers in private junior high schools in Southwest Aceh to strengthen students' listening ability in English learning, the challenges encountered during classroom practice, and the factors that support the teaching process.

Listening Teaching Strategies

In-class strategies

The findings show that teachers used a range of listening teaching strategies both inside and outside the classroom to support students' listening development. In classroom instruction, the most common practice was pre-listening support, where teachers introduced the topic and explained key vocabulary before the audio activity began. As one participant stated, "So, we usually start by introducing the topic, then review the key vocabulary words to be learned that day, and then give a brief overview of the material they'll be listening to in the audio" (P1). Another participant added, "Usually, the strategy is to first explain the context of the audio that's going to be played. That way, they'll have an idea of what topic will be discussed" (P5).

This was followed by while-listening scaffolding, in which teachers replayed audio materials, paused when necessary, and gave students time to process the information. One participant explained, "Because students' ability levels are generally different, I usually play the audio repeatedly" (P1), while another said, "I also often replay the audio several times so that I can fully grasp the information being conveyed" (P6).

After listening, teachers conducted post-listening comprehension checks through discussion, explanation of difficult vocabulary, and simple questions. As one participant noted, "So, after we finish listening, we usually discuss the story and what key information related to the questions makes it easier to understand" (P1), and another stated, "After the audio was played, I usually discussed the content with the students. I explained difficult vocabulary and helped them understand the meaning of the information they had heard. I also asked simple questions related to the content of the audio" (P6).

These classroom practices indicate that listening instruction was structured as a process before, during, and after listening, which aligns with Tanewong (2019) who argued that effective listening instruction should follow a metacognitive pedagogical sequence consisting of pre-listening, while-listening, and post-listening stages to enhance learners' comprehension. The use of scaffolding, repetition, discussion, and games also suggests that teachers tried to reduce comprehension difficulties while maintaining student engagement. This is consistent with Emerick (2019), who highlighted the importance of explicit instructional support and authentic learning experiences in developing listening competence.

The implementation of pre-listening, while-listening, and post-listening activities demonstrates that participating teachers viewed listening as a structured learning process rather than merely an assessment activity. Pre-listening activities, such as activating background knowledge and introducing key vocabulary, may reduce learners' cognitive load by preparing them for incoming spoken input. During while-listening, repeated listening and teacher guidance enabled students to monitor and verify their understanding progressively. Post-listening activities further reinforced comprehension through discussion, reflection, and feedback. These findings support the process-based listening instruction, which emphasize that listening comprehension develops through systematic scaffolding rather than through repeated testing alone.

Outside-class practice

Outside the classroom, teachers also encouraged independent listening tasks and habit-building activities to strengthen students' listening skills beyond formal lessons. Students were assigned activities such as listening to English songs, watching videos, or completing short summaries of listening materials. One participant explained, "I assign a weekly listening activity: students are required to watch a short video from the Power Learning English YouTube channel or listen to a song, and then write 2-3 sentence summary

of what they've learned" (P3). Another participant said, "Sometimes I give them small assignments, like listening to an English song and then writing down the words they catch. I also suggest they watch a short video at home and then retell the content of the video at our next meeting" (P8).

Teachers also used English songs to help students become more familiar with vocabulary and pronunciation, as one participant noted, "Sometimes, when they're outside the classroom, for example, they'll ask me to play a song. But I only play songs if the lyrics are in English. That way, they can get more familiar with English vocabulary and get used to the foreign pronunciation, as well" (P5).

Overall, these findings show that teachers combined structured classroom instruction with independent out-of-class practice to create a more continuous listening learning experience. This supported by Gilakjani & Sabouri (2016), who identified insufficient exposure to spoken English as one of the major barriers to listening comprehension among EFL learners. Similarly, Lange and Matthews (2020) argued that frequent exposure to spoken English strengthens vocabulary recognition and listening comprehension, while Alamri (2025) emphasized that authentic listening materials become more effective when learners regularly interact with them in meaningful contexts. Therefore, the combination of structured classroom instruction and independent listening practice reflects teachers' efforts to create sustainable listening learning experiences that support students' long-term language development.

Challenges encountered by teachers in implementing the strategies

Student-related challenges

The findings show that teachers faced several student-related challenges in implementing listening instruction, especially low motivation, low focus, and uneven participation. Some students saw listening as difficult and less enjoyable than other language skills, which reduced their enthusiasm during lessons. One participant said, "The challenge I face most often is students' lack of interest in learning, specifically in English lessons" (P7), while another explained, "There are also those who give up easily if they don't understand something after hearing it just once" (P8).

Teachers also noted that many students struggled to maintain concentration during listening activities, particularly when the audio was long or difficult. As one participant stated, "Many students immediately panicked as soon as they heard the audio, fearing they wouldn't understand it. Consequently, they found it difficult to concentrate" (P3), and another added, "Not all students are able to focus well" (P6). In addition, participation was uneven because some students were active while others remained passive. One teacher noted, "The challenge lies in encouraging them to actively engage with the learning process and listen to our instruction" (P2).

These findings are consistent with Rasyid et al. (2023), who reported that low learner engagement and limited classroom participation reduce the effectiveness of listening instruction and assessment. Soma and Bansa (2024) also reported that EFL teachers experienced similar challenges, including students' low motivation, limited classroom participation, and low responsiveness during listening activities. Similarly, another study by Bolandifar and Salehi (2024) found that students' motivation and willingness to communicate play a significant role in determining their participation during listening activities.

The findings suggest that successful listening instruction depends not only on the strategies employed by teachers but also on students' readiness and willingness to engage actively in classroom learning. Therefore, creating a supportive learning environment that encourages confidence and participation is essential for effective listening instruction.

Language-related challenges

The findings also indicate that language-related challenges were a major barrier to listening comprehension, especially limited vocabulary and difficulty understanding different accents or pronunciations. Teachers explained that students with limited vocabulary struggled to understand audio and respond confidently. One participant said, "The more vocabulary children know, the faster they will grasp the material during audio listening exercises. If they don't know a particular word, even if they hear it, they won't know what to write down" (P5), while another stated, "If their vocabulary is still low, they usually find it difficult to understand audio content even if it is slow" (P8).

Teachers also reported that students had difficulty understanding unfamiliar pronunciation, fast speech, and accents such as British English. One participant explained, "Some students still struggle with understanding pronunciation, especially when the audio is played at a fast pace or contains unfamiliar pronunciations, which poses a challenge for them" (P4), and another added, "They often find it quite difficult to understand if the audio is too fast or features a British accent" (P5). These findings supported by Lange and Matthews (2020), who showed that vocabulary knowledge is strongly linked to listening comprehension, and Kochkorova (2024), who emphasized that students require sufficient vocabulary support and gradual exposure to authentic listening materials to improve comprehension without becoming overwhelmed by unfamiliar language features.

Technical and instructional challenges

Teachers also experienced technical and instructional challenges to learner and language difficulties, including limited media, technical problems, and insufficient time. Some participants felt that available facilities were not enough to support engaging listening lessons, as one said, "Perhaps in terms of better facilities, such as a language laboratory" (P1). Teachers also mentioned technical problems such as WiFi disruptions, with one participant noting, "Admittedly, there are sometimes minor technical issues, such as with the WiFi" (P8).

Another important constraint was limited instructional time, especially because listening activities often required repetition and follow-up explanation. One participant explained, "There are limitations regarding listening time, as the material needs to be played back multiple times. However, class time is limited to just two hours a week, split into two sessions, meaning a total of four hours per week" (P3). These constraints reduced opportunities for repeated listening practice, detailed guidance, and feedback.

This finding is in line with Emerick (2019), who emphasized that effective listening instruction requires adequate instructional resources and sufficient time for explicit teaching and authentic listening practice. Furthermore, Rasyid et al. (2023) found that time constraints frequently prevent teachers from implementing comprehensive listening instruction and providing adequate feedback. Therefore, technical and instructional constraints further affected listening instruction. Limited instructional time, inadequate technological facilities, and the absence of language laboratories restricted teachers' opportunities to implement more varied listening activities. These findings indicate that challenges in listening instruction are influenced not only by students' linguistic abilities but also by institutional conditions that shape classroom practice.

Supporting Factors in implementing the strategies

School facilities support

The findings show that effective listening instruction was supported by adequate school facilities, especially speakers, projectors, and laptops. Speakers helped ensure that audio materials could be heard clearly by all students, while projectors made it possible to combine audio with visual support such as videos, subtitles, and presentation slides. Laptops were also useful for playing recordings and managing digital learning materials.

One participant stated, "Thankfully, the speaker is helpful. It is truly beneficial for them to listen" (P2), while another mentioned, "There's also a projector here in case you want to show a video" (P5), and another added, "Zyrex laptops are also provided so that children can listen to the audio themselves" (P5). These facilities made listening lessons clearer, more interactive, and easier for students to follow.

These findings supported by Argisila et al. (2019), who reported that instructional media and creative teaching resources contribute to more engaging listening lessons. In this study, the availability of technological tools appears to have helped teachers deliver listening materials more effectively and create a better learning experience for students. Nevertheless, the findings also indicate that facilities may function as both supporting and constraining factors depending on their availability and quality. Schools with adequate technological resources provided greater opportunities for effective listening instruction than schools with limited facilities.

Teaching material support

The results also indicate that teaching materials played an important role in supporting listening instruction. Teaching modules helped teachers plan lessons, determine learning objectives, select activities, and organize assessment in a more structured way. One participant explained, "Yes, teaching module play a significant role as they serve as a guide for planning and implementing instruction. Through these module, I can determine appropriate learning objectives, materials, activities, and forms of assessment. In listening instruction, the module helps me structure more focused activities, ensuring the learning process aligns with the expected outcomes" (P6). Another participant added, "Teaching module help me to deliver more focused instruction, providing clear steps from start to finish. It also enables me to adapt listening activities to specific learning objectives" (P8).

In addition, teachers used other learning resources such as the internet, YouTube videos, podcasts, English songs, and textbooks to provide more relevant and up-to-date listening materials. One participant stated, "I also utilize the internet as a learning resource to find listening materials suited to the students' proficiency levels" (P8). These resources allowed teachers to adjust the content to students' proficiency levels and interests. This supports Teng and Wang (2021), who found that additional learning resources increase student engagement and participation during English learning. Beyond serving as curriculum documents, these materials functioned as practical pedagogical guides that facilitated the organization and implementation of listening lessons. Therefore, well-designed teaching materials contribute to more systematic and effective listening instruction.

Human support

Another important supporting factor was students' active participation in listening activities. Teachers observed that when students responded to questions, joined discussions, and took part actively in class, the listening process became more dynamic and easier to manage. One participant said, "For instance, when it comes to listening activities,

they are usually very interested, so their participation is active and good" (P1), while another explained, "If they are willing to participate actively, the listening process becomes more dynamic" (P8). Active participation also helped teachers monitor comprehension and provide immediate feedback when needed. This shows that student involvement was not only helpful but also essential for successful listening instruction.

These findings align with Yeldham (2022), who argued that learner engagement is fundamental to successful process-based listening instruction because it encourages students to apply listening strategies and regulate their own comprehension. Active classroom engagement enabled teachers to monitor students' comprehension, identify learning difficulties, and provide immediate feedback throughout listening activities. These interactions created a more supportive learning environment that encouraged meaningful participation during listening lessons.

5. Conclusion

This study explored the listening teaching strategies implemented by English teachers, the challenges they encountered, and the supporting factors influencing listening instruction in private junior high schools in Southwest Aceh. The findings revealed that teachers employed various classroom and outside-class listening strategies while facing student-related, language-related, and technical challenges. The implementation of these strategies was supported by school facilities, teaching materials, and active student participation. Overall, the study provides practical insights into teachers' instructional practices and highlights the importance of combining effective teaching strategies with adequate institutional support to improve listening instruction. Future research is recommended to include classroom observations and students' perspectives to obtain a more comprehensive understanding of listening instruction.

6. References

- Alamri, W. (2025). Evaluating the benefits and challenges of using authentic materials in EFL context for listening purposes. *Frontiers in Education*, 10, Article 1611308. <https://doi.org/10.3389/feduc.2025.1611308>
- Argisila, S., Situmorang, N. L., & Boangmanalu, M. B. (2019). Teacher's strategies in teaching listening. *English Education: English Journal for Teaching and Learning*, 7(2), 152–163. <https://doi.org/10.24952/ee.v7i2.2231>
- Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Bolandifar, S., & Salehi, N. (2024). Effects of flipped listening classroom on undergraduate students' foreign language listening anxiety and willingness to communicate. *E-Learning and Digital Media*. Advance online publication. <https://doi.org/10.1177/20427530241254538>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Emerick, M. R. (2019). Explicit teaching and authenticity in L2 listening instruction: University language teachers' beliefs. *System*, 80, 107–119. <https://doi.org/10.1016/j.system.2018.11.004>
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching*, 9(6), 123–133. <https://doi.org/10.5539/elt.v9n6p123>
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>

- Kochkorova, Z. (2024). Developing EFL students' listening comprehension through the use of authentic materials. *Pubmedia Social Sciences and Humanities*, 2(4), Article 381. <https://doi.org/10.47134/pssh.v2i4.381>
- Lange, K., & Matthews, J. (2020). Exploring the relationships between L2 vocabulary knowledge, lexical segmentation, and L2 listening comprehension. *Studies in Second Language Learning and Teaching*, 10(4), 723–749. <https://doi.org/10.14746/ssllt.2020.10.4.4>
- Mentari, R. P., Jaedun, A., Widyastuti, P., & Safitri, R. (2024). Bilingual learning program in math and science subject for junior high school: An evaluation using CIPP model. *Jurnal Pendidikan Progresif*, 14(1). <https://doi.org/10.23960/jpp.v14.i1.202410>
- Pardede, P. (2020). Integrating the 4Cs into EFL integrated skills learning. *Journal of English Teaching*, 6(1), 71–85. <https://doi.org/10.33541/jet.v6i1.190>
- Rasyid, M. N. A., Rauf, M., Junaid, S., Nur, S., & Syukur, H. (2023). Assessing listening comprehension skills in Indonesian Islamic higher education EFL classrooms: Current practices, challenges and solutions. *Indonesian TESOL Journal*, 5(2), 321–338. <https://doi.org/10.24256/itj.v5i2.4187>
- Soma, R., & Bansa, Y. A. (2024). The EFL teachers' challenges in teaching listening skills at one Islamic senior high school in Muaro Jambi. *Journal of Language Education and Development (JLed)*, 6(2), 1–10. <https://doi.org/10.52060/jled.v6i2.2194>
- Tanewong, S. (2019). Metacognitive pedagogical sequence for less-proficient Thai EFL listeners: A comparative investigation. *RELC Journal*, 50(1), 86–103. <https://doi.org/10.1177/0033688218754942>
- Teng, Y., & Wang, X. (2021). The effect of two educational technology tools on student engagement in Chinese EFL courses. *International Journal of Educational Technology in Higher Education*, 18, Article 27. <https://doi.org/10.1186/s41239-021-00263-0>
- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning qualitative research: Design and decision making for new researchers. *International Journal of Qualitative Methods*, 19, Article 1609406920967174. <https://doi.org/10.1177/1609406920967174>
- Yeldham, M. (2022). Examining the interaction between two process-based L2 listening instruction methods and listener proficiency level: Which form of instruction most benefits which learners? *TESOL Quarterly*, 56(2), 688–712. <https://doi.org/10.1002/tesq.3089>