



## THE ROLE OF TEACHERS' INSTRUCTIONAL STRATEGIES ON THE TEACHING OF LISTENING COMPREHENSION IN ENGLISH AS A SECOND LANGUAGE

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### **Abstract:**

This article explored the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia. A qualitative single descriptive case study research design emanated from a constructivist worldview was employed to explore the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia. Data was collected through an interview schedule, field notes and the open-ended questionnaire. The criterion purposeful sampling technique was used to select ten teachers from ten schools. Data analysis was conducted through thematic analysis, typological analysis, and content analysis, using Atlas.ti. The findings have established the role of teachers' instructional strategies on teaching of listening comprehension, prevailing instructional strategies used and the interplay between them. Teachers need to study and learn the application of instructional strategies, apply strategies to optimise their success and enhance teaching and learning, which results in students' academic outcomes. Teachers should apply instructional strategies to enhance listening comprehension. Teachers' instructional strategies play a critical role in teaching listening comprehension, affect teacher performance, and result in positive and negative student academic performance.

**Keywords:** listening comprehension difficulties; listening comprehension strategies; teaching listening comprehension

### **1. Introduction**

Listening plays a vital role in daily life. Listening is important when studying languages; it enables us to acquire insights and information and to communicate with people. However, many students find it very difficult to learn it due to prevailing learning

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difficulties. Teachers need to understand students' learning difficulties to enable them to help students develop effective learning strategies and, in turn, to improve English listening abilities. Studies like Hoang and Yen (2024) and Sah and Shah (2020) have indicated that listening comprehension plays an important role in the learning process. Despite this fact, listening has been ignored to some extent in second language learning, in research, and in teaching (Ortega & Contreras, 2021). Several studies, such as Abad (2023) and Arfanti and Risnawaty (2021), have shown that current listening pedagogy puts emphasis on completing tasks rather than developing listening; they are focused on product rather than process, and they lack decoding.

Listening skill, as one of the four language domains, has received little attention in the classroom pedagogy, curriculum planning, studies, and/or research in applied linguistics (Latupono & Nikijuluw, 2022). Several studies, such as Fenyi *et al.* (2021) and Skripsi (2024), posit that issues like clarity of speaker, speed of delivery, and learning environments have posed challenges to the teaching and learning of listening skills.

There seems to be a lack of focus on the implementation of three teaching listening comprehension, like cognitive, metacognitive, and socio-affective strategies (Abdelgawad & Selim, 2022). Listening in a second language is one language skill that has not received a lot of attention with regard to metacognitive awareness (Ortega & Contreras, 2021). There are, however, micro- and macro-strategies which may be applied by English teachers while teaching listening comprehension.

High-stakes test has a strong influence on teaching/learning in educational contexts (Muhammad & Batubara, 2023). Listening tests have been found to have a very positive influence on teachers. While how listening instruction is delivered is affected by teachers' pedagogic knowledge and past experiences in teaching and learning, frequency of instructional practice is constrained by key stakeholders such as parents' and students' expectations (Nazarieh *et al.*, 2022). Researchers such as Stankova *et al.* (2022) highlight the importance of determining appropriate strategies to train students' listening skills. English teachers need to develop listening learning strategies to improve students' listening skills (Skripsi, 2024).

Materials have been developed with the intention of integrating four language skills at a time to ensure that enough time and attention are given to each one of them. However, listening usually receives little attention from teachers. In reality, listening is a rather demanding process that requires thorough preparation from teachers, willingness to demonstrate and share extensive knowledge about sounds, and decoding strategies that, in turn, help students to identify targets for practice (Fathi *et al.*, 2020).

Teaching and developing listening skills is challenging because the meaning reconstruction takes place in the student's mind, yet teaching and learning on how to listen effectively should be cascaded from the student domain to the classroom domain for scrutiny and comprehension. There is an urgent need to focus on the use of listening for comprehension, acquisition of language, the need to use various strategies and skills, and the role of teachers and students in a process-oriented classroom, making teaching listening a less demanding task (Eragamreddy, 2024; Nazarieh *et al.*, 2022). Recently,

more direct access to students' minds includes the use of Functional Magnetic Resonance Imaging (fMRI), Electroencephalogram (EEG) recordings and Enterprise Resource Planning (ERP).

Other effective listening strategies for English language learners include actively engaging with material, focusing on gist, and utilising various techniques to enhance comprehension (Stankova *et al.*, 2022). All these strategies are broadly categorised into pre-listening, while-listening, and post-listening activities, coupled with techniques like predicting content, and visualising, detecting signposts, listening for details, and inferring meaning from the listening text (Abdelgawad & Selim, 2022; Skripsi, 2024).

The Oshana Region statistical results for 2024 overall performance revealed that only 23.1% qualify for a tertiary institution. The results for the English second language revealed that only 65.1% were graded A-D. By comparison with other languages offered, Afrikaans' overall score is 100%; Oshindonga's overall score is 82.3%, whereas Oshikwanyama's overall score is 91.4% (Ministry of Education, Arts and Culture [MoEAC], 2024).

The purpose of this study is to address gaps in existing empirical findings by exploring the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language. This study expands on the previous efforts of quantitatively estimating the effects of teachers' pedagogical strategies on students' outcomes by considering previously neglected strategies, namely, teachers' instructional strategies (Sah & Shah, 2020). Several studies have specified the listening effects on students' outcomes. Non-academic writing and/or policymaking efforts have been intensified, trying to link different types of strategies to students' achievement. Therefore, the need for teachers' instructional strategies on the teaching of listening comprehension in English as a second language is warranted (Eragamreddy, 2024).

Considering the above, this study sees an urgent need to investigate the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language, aiming to explore the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia.

The primary research questions the study explored were:

- 1) Which instructional strategies are used by teachers to teach listening comprehension in English as a second language?
- 2) What instructional strategies do teachers use in Oshana Region?
- 3) What existing listening comprehension strategies are in the Oshana Region?
- 4) Which existing instructional strategies enhance listening comprehension in the Oshana Region?
- 5) What existing listening comprehension skills are associated with instructional strategies?

## 2. Literature Review

### 2.1 Instructional Strategies and Listening Comprehension

Studies, among others, Attachoo and Imsaard (2024) have found that explicit teaching of listening strategies has played a vital role in students' listening comprehension (Eragamreddy, 2024). The use of listening strategies contributes to listening comprehension, and this led to the assumption that formal training has a vital role to play in the second language listening classroom (Chanratana *et al.*, 2024). As such, metacognitive strategy enhances students' listening comprehension in English communicative classrooms (Hoang & Yen, 2024). These strategies include listening for the main idea, listening for details, listening for specific information, listening for numerical information, listening with inference and listening for cause and effect (Fenyi *et al.*, 2021).

Various studies, such as Fathi *et al.* (2020), have found a moderate level of engagement amongst low proficiency students; a positive correlation between classroom engagement, communicative proficiency, and/or academic performance, with engagement emerging as a significant predictor among highly and moderately engaged students in comparison to less engaged students (Waluyo & Wangdi, 2024). Studies such as Xu *et al.* (2021) have also found several critical aspects which align with prevailing language acquisition theories, highlight a pivotal role of speaking exercises in enhancing fluency and self-assurance, promoting active students' involvement, fostering an enriching learning environment, and enhancing language applicability to real-world contexts (Ginting *et al.*, 2019). Studies like Attachoo and Imsaard (2024) advocate for augmented incorporation of speaking exercises in language pedagogy, emphasising interconnected dimensions of linguistic, cognitive, emotional, and/or social facets within the language learning journey.

Social diversity can be a prevalent feature in any classroom where a mix of students from various backgrounds is now the norm. Social diversity intricately determines students' success or failure (Attachoo & Imsaard, 2024). Some instructors have suggested a uniform treatment of students within classrooms, acting in different roles to navigate the complexities of inclusivity in classrooms, and an emphasis on the importance of empathy, openness, and/or flexibility in fostering inclusive learning environments. Studies, among others, Ginting *et al.* (2019) highlight crucial roles of fostering an inclusive education in classrooms by advocating for proactive communication, differentiated instruction, and ongoing support to create equitable learning environments, especially for students with special educational needs.

Several studies, among others, Arfanti and Risnawaty (2021) have found that some teachers use note-taking and summarising strategies while others use pay attention strategies when delivering listening theory and when they do the listening practice. By enhancing pronunciation, intonation, and natural speech patterns, listening strategies like dictogloss and shadowing improve students' fluency. These strategies can be modified to fit various learning environments and ability levels. Holistic language

development could be supported by combining various skills such as speaking, reading and writing with listening skills. Utilising digital technologies to provide compelling and varied content, individualised educational experiences, and frequent practice contribute to the success of listening techniques. Several studies, such as Eragamreddy (2024) and Sah and Shah (2020), have emphasised the importance of listening strategies in acquiring language proficiency. Teaching and learning listening skills assist students in improving another target skill. Students need to listen to a variety of types of English repeatedly and/or continuously if they want to communicate effectively, meaningfully, appropriately and/or naturally.

Bottom-up strategy is very useful to expand linguistic knowledge, whereas the top-down strategy is helpful to expand students' previous knowledge. Both processes play a vital role in the process of listening; without listening skills, communication cannot be reached (Latupono & Nikijuluw, 2022). Studies like Stankova *et al.* (2022) have identified four English listening instructions: process-based instruction, comprehension-based instruction, self-regulation-based instruction and strategy-based instruction. Self-efficacy mediates the relation between strategy-based instruction and listening strategy use, and self-regulation-based instruction and listening strategy use (Xu *et al.*, 2021). The recent development in broadcast and/or multimedia technology has generated a readily available and vast supply of videos for use in language teaching and/or learning contexts. However, without pedagogical direction from teachers, students are unlikely to deal with the complexities of authentic listening resources, and strategy might be one route to augmenting comprehension (Abad, 2023).

## **2.2 Listening Comprehension Strategies and Listening Comprehension Difficulties**

The existing literature acknowledges the growing interest in listening as an important language skill to develop in second language learning (Hamuda *et al.*, 2023). Despite this fact, students always believe that listening is a difficult language skill to learn, and some teachers do not pay attention to its importance in classes (Waluyo & Wangdi, 2024). Various factors which cause problems in learning listening are students' low attitudes and willingness to learn listening skills, and teachers' instructional strategies and teaching materials, which create some problems in students' abilities. Moreover, it is overlooked that the recording media used influence students' ability to capture verbal messages in listening activities (Muhammad & Batubara, 2023).

In the teaching and learning process, listening is not just a difficult skill to learn but also has its own challenges to be taught. The biggest problem came from students who think that listening is not attractive. English teachers have to be creative in using media for listening, and persuade students to do listening practice (Ginting *et al.*, 2019). They should assist all students in developing knowledge, skills and strategies to overcome listening comprehension difficulties (Stankova *et al.*, 2022).

Existing literature acknowledges growing interest in listening as one of the critical skills in language learning, in which students face a lot of listening difficulties because universities and schools pay more attention to writing, reading, and/or vocabulary. When

teachers become aware of students' learning difficulties, they can help them to develop effective listening strategies, solve difficulties in listening and/or improve listening comprehension abilities (Hamuda *et al.*, 2023).

Most teachers believe that a lack of vocabulary among students is the biggest challenge in learning listening comprehension. Most teachers often practice direct instruction and drilling in teaching listening comprehension (Sah & Shah, 2020). However, most students seem to have problems with listening, including the time they spend on studying, which is too little to improve skills, inappropriate strategies used by students, and listening material itself. Students should have more exposure to a variety of listening in order to learn tips and strategies via a variety of learning activities. There is no ideal method which fits all types of English classes. However, teachers should play a very important role in selecting suitable listening strategies and/or applying them in listening classes. Listening activities should be arranged from basic to more complex ones to help students gain competencies in the English language (Chanratana *et al.*, 2024). Listening strategies should improve students' listening comprehension ability and reduce students' listening anxiety (Nazarieh *et al.*, 2022).

Listening strategy intervention has failed, to some extent, to improve the students' listening self-efficacy (Fathi *et al.*, 2020). The use of conventional instructional strategies has failed to address the negative attitude toward listening comprehension. Those exposed to listening instructional strategies have a better attitude to listening and/or a better listening comprehension than those exposed to conventional instructional strategies. Students benefit from the instructional strategies in listening skills. Attitude to listening has a negative or positive impact on listening comprehension. The point is that attitude should be the entry point to instruction in listening comprehension. Teachers should devote time and effort to remediate observed negative attitudes, which might discourage effective listening (Muhammad & Batubara, 2023).

### **2.3 Existing Support Mechanisms Used in Listening Comprehension**

There are difficulties English language learners face in understanding a talk or a conversation in a second language, sometimes even in their first language. Speaker, situation and the listener can all be causes of difficulties. Contributing factors include the speaker talking quickly, background noise, lack of visual clues, such as on the telephone; the listener's limited vocabulary, lack of knowledge of the topic, and inability to distinguish individual sounds (Fathi *et al.*, 2020; Hoang & Yen, 2024).

While challenges posed by the speaker or situation may be out of the listener's hands, there are a few strategies that English language learners use to help them along. Depending on context, learners predict the kind of words and style of language the speaker will use. When learners predict the topic of a talk or a conversation, all the related vocabulary stored in their brains is activated to help them better understand what they are listening to (Fenyi *et al.*, 2021; Hamuda *et al.*, 2023). If learners are taking a listening test, they skim through the questions first and try to predict what kind of information

they need to listen to. A question that begins with how many, for example, will probably require them to listen for a specific number or quantity of something.

When learners listen, it is possible to get the whole picture, but with the one crucial difference that information comes in a sequence where in that sequence there are content words like nouns, adjectives, verbs that can help them form that picture, often called listening for gist. For example, the words food, friends, fun, park and sunny day have their own meanings. When they hear words in sequence, they help form the context of a picnic. Learners learn new words by grouping them together with the other words used in a similar context using mind maps (Latupono & Nikijuluw, 2022; Nazarieh *et al.*, 2022).

There are signposts in language that help them follow what they are listening to. These words, which link ideas, help them to understand what the speaker is talking about and where they are taking them. If a language teacher says: I am going to talk about three factors affecting global warming then later on they might hear phrases, first of all, moving on to, in summary, to indicate the next part of the talk. Other words and phrases can function in a similar way. For instance, to clarify: in other words, to put it another way; to give examples: to illustrate this, for example, and so on. In their notebook, learners group signpost phrases according to their functions, and continue to add new expressions as they come across them (Ortega & Contreras, 2021; Stankova *et al.*, 2022). Most course books for learners of English come with a CD and an audio script.

When listening for details, they are interested in a specific kind of information, perhaps a number, name or object. They can ignore anything that does not sound relevant to narrow down the search and get the details they need. In a listening test, if they are asked to write down the age of a person, they listen for the words related to age, like old, young, years, date of birth, etc. or a number that could represent that person's age. If it is a conversation, they might wait to hear someone begin a question with how old? If they are taking a test, as soon as they get the question paper, they skim through questions, underline important words, and decide what kind of detail they need to identify in the listening text (Attachoo & Imsaard, 2024; Chanratana *et al.*, 2024).

Similarly, they infer a relationship between people from the words they use, without having to find out directly. For instance, they infer from the use of the words homework and exams that this is a conversation between a student and his/her teacher. By using contextual clues and their knowledge of the world, they can work out what's being said, who is speaking and what's taking place. The next time they hear a word that they don't understand, they try to guess its meaning using context or situation to help them. The more they practise, the better they will get at it. These strategies are not standalone, while prediction is mostly pre-listening; others need to be used simultaneously to get the best result when listening (Eragamreddy, 2024; Hoang & Yen, 2024).

### 3. Material and Methods

#### 3.1 Research Design

Emanates from qualitative design, this study explores the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language (Dey, 2003). The theoretical underpinning of constructivism as applied to learning theory is an interpretivist notion; it represents truth about ways individuals learn (Creswell & Creswell 2017; Ling & Ling, 2017). This study employed a qualitative single descriptive case study to explore the role of teachers' instructional strategies on teaching of listening comprehension in English as a second language in Oshana Region in Namibia.

In this study, it is taken that the research paradigm takes prime position, meaning researchers should be certain about the research paradigm in which the research is carried out. This is very important to make sure that all aspects of the research endeavour are congruent (Ling & Ling, 2017), the research exercise is coherent and/or outcomes are appropriate and defensible. Considering the above, the interpretivist paradigm was used to provide evidence, coherent and subjective insight into and understanding of the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia.

Following the interpretivist paradigm, the study employed a qualitative, exploratory, single descriptive case study (Creswell & Creswell, 2017) to explore and to describe the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia. Case studies focus on contemporary issues within real-life contexts. The issues in this case refer to the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia. A case study was chosen for this study because the study's aim was to explore the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia.

The emerging nature of this study is best suited to a constructivist research design that can yield a rich understanding of key issues by minimising distance between researcher and participants to develop practical and theoretical understanding, generate new and alternative understanding of concepts and issues under the study (Leedy & Ormrod, 2023). The dominant positivist research design has adversely affected the relevance of resulting research because the researcher needs not only to consider the technical aspects but also the social aspects and their continuous interaction concerning the study (Dey, 2003), an approach to which the constructivist worldview is suited.

When a researcher is interested in immediate responses to a particular situation, such as this study, it may require that the researcher use subjective data since it is unlikely that objective data would have been collected at precisely right times or instances. This is not to devalue positivist research design but to suggest that alternative approaches can supplement and strengthen this study since the quantitative approach cannot reveal this study's completely story.



The investigation of the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia cannot be studied outside of its natural setting, with its focus on this contemporary issue. The issue is that control or manipulation of subjects, in this instance, the investigation of the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language, is not possible. Theoretical knowledge on the issue under investigation is limited and not yet mature. The case study method was thus a suitable method for this study (Dey, 2003).

### **3.2 Participants**

Using Oshana Directorate of Education's latest statistics of 2025, the researcher selected ten teachers from ten schools in junior and senior primary and junior and senior secondary schools in Oshana Region. Teachers were chosen because they were involved in teaching listening comprehension in English as a second language. Teachers' instructional strategies play an integral and pivotal role in influencing the teaching of listening comprehension in English as a second language.

Criterion purposeful sampling was used, based on the researcher's exposure to and engagement with ten teachers from ten schools in Oshana Region. The researcher utilised a criterion purposeful sampling technique and only teachers with seven years of experience and/or above in teaching English as a second language were selected. According to Oshana Directorate of Education's latest statistics of 2025, there are five Circuits in Oshana Region; they are Eheke, Oluno, Ompundja, Onamutai and Oshakati circuits. The researcher selected two teachers for each circuit.

Data was collected through an interview schedule, field notes and an open-ended questionnaire to find out participants' views on the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region. Data were collected using an interview schedule in which the same interview schedule was used to find participants' views on the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia. The study used the interview schedule with a written list of questions, which were covered during the interview sessions and/or administered to participants. The same interview schedule was used for participants; however, indications showed whether answers were given by participants in junior and senior primary, and junior and senior secondary, to give another dimension to research, possible findings and recommendations. For this purpose, an open-ended questionnaire was utilised. The researcher used an open-ended questionnaire that was developed from questions and discussions from the interview session. The more open-ended the question, the better, as the researcher listened carefully to what participants said or did in their own context and settings (Creswell & Creswell, 2017). Data were only collected in response to the open-ended questionnaire and were used to support qualitative data in the study. Field notes were taken during the interview sessions. Participants were interviewed individually because they came from different schools, and every participant

was different. All instruments were pilot tested and re-adjusted. This pilot was to determine their reliability and appropriateness. Only slight changes were made in a few parts of the instruments.

In this study, data were analysed using typological analysis, content analysis using Atlas.ti (Leedy & Ormrod, 2023). Categories pertaining to the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region were used to create patterned and thematic meaning from qualitative data. Major themes were derived from the questions of the study, a description of each theme was done, analysed, interpreted critically and/or objectively.

Following advice of Creswell and Creswell (2017), Dey (2003), Leedy and Ormrod (2023) and Ling and Ling (2017), among others, qualitative interview data were analysed using five levels of analysis (Levels 1 through 5) with additional level that considers data collection and recording process itself as first level of analysis (Level 0) as discussed explicitly below. From the onset, it is imperative to note that data collection/analysis is an iterative process, and the researcher iterated between different levels of analysis throughout data collection processes, even though they were discussed consecutively.

Firstly, the researcher reviewed his notes immediately after each interview and added additional notes for clarity and detail. He then transcribed interviews in the same order that they were conducted as soon as they returned from fieldwork using a de-naturalistic transcription style where idiosyncratic elements of speech, such as stutters, pauses, nonverbal, and involuntary vocalisations were removed.

Secondly, the case study narrative was both thematic and chronological because the narrative explains the use of data, systems and information in relation to the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia. The following are primary themes that were established as the key focal points for case narratives based on the interview schedule, notes which were taken and an open-ended questionnaire:

- Instructional strategies teachers use to teach listening comprehension;
- Instructional strategies teachers use;
- Existing listening comprehension strategies;
- Existing instructional strategies which enhance listening comprehension;
- Existing listening comprehension, which is associated with instructional strategies.

The researcher shared case narratives with participants and asked that if there were any inaccuracies, misunderstandings or content that they were unhappy with for any reason, they kindly let him know within two weeks; after that, he would assume that they agreed with the write-up of the interview.

Thirdly, a priori approach used with themes established before analysis based upon descriptors in the role of teachers' instructional strategies on teaching of listening comprehension in English as a second language in Oshana Region in Namibia.

Fourthly, the researcher compared findings from the previous level to what has been reported in empirical literature.

Lastly, the researcher used identified themes and connections to explain his findings by considering what it all meant and what was necessary. The researcher developed a list of key points and important findings while thinking about what he had learnt, what the major lessons were, what things he learnt and what the possible application to another setting. Furthermore, researchers studied what those who use the findings of the study would be most interested in knowing. In other words, the researcher interpreted data by attaching meaning and significance to analysis through developing a list of critical points or essential findings that he discovered as a result of categorising and sorting data. The researcher then used direct quotations and/or descriptive examples to illustrate his points, bringing data to life.

Finally, the researcher opted to present case narratives from Level 1 of analysis as stories, compare cases in as much detail as possible in Level 2 of analysis and/or formalise his cross-case analysis findings in Level 3 of analysis. Furthermore, the researcher compared findings to extant literature in Level 4 of analysis, included his description, commented and protected participants' anonymity by assigning numbers to cases, changed names and omitted them to identify details to the fullest extent possible without sacrificing rich description. He opted to present the implications of findings on the role of teachers' instructional strategies on teaching of listening comprehension in English as a second language in Oshana Region in Namibia.

The researcher used member checking to determine the accuracy of qualitative findings by taking the themes back to participants and determining whether participants felt that they were accurate. This study was interpretive; the researcher was self-efficacious about his role in the research, how he interpreted findings and how his background has shaped the interpretation of data (Creswell & Creswell, 2017). The researcher triangulated different data sources of information from the interview schedule, open-ended questionnaire and field notes to strengthen the depth of its findings, as data from one source supported by data from another source. The researcher examined each information source and found evidence to support themes, ensuring that the study was accurate. The researcher checked transcripts to ensure they did not contain apparent mistakes made during transcriptions, compared data with codes, and wrote memos about codes and their definitions.

After all the required permissions were sought and granted, the researcher sent a letter to participants informing them about information concerning the study. This process was done to avoid the reality and appearance of coercion. Confidentiality was maintained and/or participants were informed of the rationale, recording, transcriptions and safekeeping of audio-taped interviews. Ethical measures were done through making sure that the participants signed informed consent, ensuring privacy in subsequent interviews, guarding against manipulating participants during data collection, and reporting processes. Anonymity and confidentiality were observed when reporting on the utterances and narratives of participants. Participants' names replaced by pseudonyms to protect participants' identity. Participation was voluntary.

## 4. Findings

This section presents findings on the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia. The section comprises views of ten teachers who participated in this study. Some participant responses were summarised and were presented in descriptive forms, while others were reported verbatim and were presented in italics.

### 4.1 Instructional Strategies and Listening Comprehension

The theme presented in this section is derived from thematically analysed data obtained from the interview schedule, open-ended questionnaires and field notes, with selected ten teachers from ten schools in Oshana Region in Namibia. The theme presented here is on the role of teachers' instructional strategies in the teaching of listening comprehension in the English second language in the Oshana Region in Namibia. It is worth noting that the theme relates to the manner in which the relation between the teachers' instructional strategies and measures of listening comprehension could be constructed and developed to find the interplay between the two. In this study, the researcher has to determine whether the teachers understand the role of their instructional strategies in the teaching of listening comprehension in the English second language. This was done to respond to the question: Which instructional strategies are used by teachers to teach listening comprehension in English as a second language? Participant responses showed that the teacher uses various teaching instructional strategies to encourage them to focus on the teaching and learning process. The phrase *"strategies, techniques facilitate teaching and learning"* highlights the role teaching strategies play in the teaching of listening comprehension in English as a second language. The participant's mentioning of understanding the meaning of *"learning strategies the teacher employs"* suggests that instructional strategies facilitate the teaching of the listening comprehension process. One teacher at the junior secondary phase expressed this view as follows:

*"The question is always what teaching strategies, techniques, activities, enable students to effectively learn to listen for understanding?" (Teacher#1)*

### 4.2 Instructional Strategies Used by Teachers in Oshana Region

In order to determine instructional strategies used by teachers, the researcher asked the question: What instructional strategies do teachers use in Oshana Region? The responses of the teacher indicated that the majority of teachers use various instructional strategies. The use of *"use direct instruction"* is noted as a key strategy in capturing attention, suggesting that this approach makes a lesson more dynamic and appealing. The phrase *"first gives instructions"* indicates a heightened level of intrinsic motivation, as the teacher feels actively drawn into the learning process. This aligns with theories of engagement, which emphasise the role of aesthetically stimulating materials in sustaining attention. One teacher at senior secondary phase said:

*"Teacher uses cooperative learning whereby learners work in small groups. Teacher uses note-taking and summarising strategies. Teacher uses bottom-up and top-down strategies."* (Teacher#2)

The teacher appreciates clear and integrated presentation of strategies that include a combination of *"pre-listening, during listening, and after listening activities."* This consolidated approach aligns with the preference for streamlining the learning experience, particularly for test preparation. The use of *"makes it easier for me to listen, answer questions, summarise, take notes"* suggests that visual clarity reduces cognitive effort, catering to learning style. This reflects principles of information design, where visual hierarchy enhances accessibility. One teacher at senior primary phase said:

*"Teacher establishes the learners' schemata by asking probing questions. Teacher asks learners questions to establish if they know the subject matter."* (Teacher#3)

Similar to Teacher 3, responses underscore how teachers' pedagogic strategies mitigate the overwhelming nature of traditional teachers' pedagogies. The term *"more relaxing"* suggests that teachers' pedagogical strategies create a less stressful learning environment, likely due to concise, visually appealing presentation. The mention of *"do project"* indicates that the visual design aids in breaking down complex information, making it easier to process and understand. This aligns with the principle that visuals can reduce cognitive load by externalising information processing.

One teacher at the junior primary phase shared,

*"After listening comprehension, learners do a project to write an essay related to the subject matter."* (Teacher#4)

#### **4.3 Existing Listening Comprehension Strategies in Oshana Region**

In order to determine existing listening comprehension strategies, the researcher asked the question: What existing listening comprehension strategies are in the Oshana Region? The teacher gave concrete observations about current practices in Oshana Region. The teacher explicitly connects *"listening and/or prediction"* to increase the motivation and enjoyment. The metaphor of *"predict what will happen next"* suggests that the teacher uses process-based instruction and comprehension-based instruction to create a creative and engaging experience. One teacher at junior secondary phase said:

*"Teacher uses vocabulary building strategies, self-regulation-based instruction, and/or strategy-based instruction."* (Teacher#5)

The teacher highlights how the teacher identifies and explains difficult words from the listening passage, such as *"find the meanings of these words,"* during the lessons. The

improved focus on teachers' explanations makes the learning process more interactive and engaging, and supports sustained attention during listening lessons.

One teacher at senior secondary phase said:

*"Learners use them in sentences. Learners listen, answer questions, listening and summarising, listen and take notes."* (Teacher#6)

The teacher describes the listening-learning process as sparking curiosity and a desire to explore the listening activity further. The use of the term *"extract"* and the sense of *"listen and retell"* suggest that the learning process creates an emotionally engaging learning experience that motivates active participation. The teacher contrasts instructional strategies with *"extract essay from listening activity, listening and model acting,"* indicating a preference for concise, visual summaries that prevent confusion. The phrase *"listening and retelling"* highlights the efficiency of teachers' instructional strategies in delivering key information quickly, aligning with the visual learners' preference for immediate, intuitive understanding. The use of the phrase *"listen and paraphrasing"* suggests that teachers' instructional strategies cater to learning styles by simplifying complex information. This aligns with the cognitive load theory, where visuals reduce extraneous processing demands.

One teacher at junior primary phase expressed this aspect, thus said:

*"Learners extract essay from listening activity, listen and model act, listen and retell, listening and paraphrasing."* (Teacher#7)

#### **4.4 Instructional Strategies Which Enhance Listening Comprehension**

In order to determine existing instructional strategies which enhance listening comprehension, the researcher asked the question: Which existing instructional strategies enhance listening comprehension in Oshana Region? The teacher consistently indicated that they use teaching and learning instructional strategies to monitor the teaching and learning process and to ensure that learners' academic performance is taking place. The teacher emphasises the low-stress nature of learning with an instructional strategy, linking it to increased confidence and motivation. The phrase *"ensure many listening assessment tasks/activities"* suggests that a clear, visual presentation of information reduces cognitive and/or emotional strain, creating a positive learning experience. The desire to *"learn more and explore"* indicates that this stress-free environment fosters intrinsic motivation, encouraging deeper engagement with listening content. This aligns with theories of motivation, highlighting the role of positive affect and self-efficacy in learning.

One teacher at senior secondary phase was sceptical about the process, said:

*"Teacher ensures learners are drilled on how to answer examination questions. Teacher ensures listening comprehension is given enough practice."* (Teacher#8)

The teacher contrasts “*promote*” strategies of instructional strategies with “*black-and-white text*,” highlighting the role of visual aesthetics in learning preference. The phrase “*produces*” suggests that the appealing strategies foster a positive emotional connection to the content, while “*ensure teaching, learning*” indicates that visual appeal sustains attention. This reflects the importance of aesthetic strategies in catering to visual learners, which enhances engagement with the listening comprehension material. One teacher at junior primary phase said:

*“Teacher ensures that teaching, learning instruction and assessments promote and/or produce good listeners.” (Teacher#9)*

The creative and clear visual appeal enhances concentration, confidence, and a desire to explore, fostering intrinsic motivation. These responses also highlight the role of visual appeal in driving engagement and/or the practical utility of instructional strategies in making listening comprehension learning more accessible and enjoyable. Another teacher at senior primary phase said:

*“Teacher ensures teaching, learning, and upscale good listeners. Teacher ensures assessments enable learners to perform in listening activities.” (Teacher#10)*

#### **4.5 Listening Comprehension, Which Is Associated with Instructional Strategies**

In order to establish the existing listening comprehension that associates with instructional strategies, the researcher asked the following question: What existing listening comprehension associates with instructional strategies? Teacher highlights efficiency of *direct instructions and cooperative learning*” in facilitation of “*listening, prediction*”. The ability to “*use process-based instruction, uses images as memory triggers*” suggests that instructional strategies leverage visual memory to enhance retention. The phrase of “*comprehension-based instruction*” indicates that instructional strategies provide a condensed, high-impact way to review, reducing cognitive effort required for retrieval, reflects power of visual mnemonics in listening comprehension learning. One teacher at junior primary phase said:

*“Many listening comprehension strategies are associated with instructional strategies depending on the expected learning outcomes that a teacher has set for himself/herself.” (Teacher#10)*

### **5. Discussion**

This section discusses findings on the role of teachers’ instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region. The discussion is based on the views of ten teachers who participated in this study.

### **5.1 Instructional Strategies and Listening Comprehension**

This study explored the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language in Oshana Region in Namibia. The main question answered by the study was: Which instructional strategies are used by teachers to teach listening comprehension in English as a second language? The prominent issues that emanated from the findings were that there is a direct link between teachers' instructional strategies and the teaching of listening comprehension, which has a direct influence on teaching, learning and assessment of listening comprehension practice in schools. Researchers such as Skripsi (2024) have found that teachers' instructional strategies allow the learning-focused process, which fosters improvement in learning. One such finding is that instructional strategies and listening comprehension interact to contribute to the development and enhancement of listening comprehension in English as a second language. Studies like Ortega and Contreras (2021) have found that instructional strategy is very critical in advancing student academic achievement in English as a second language.

Another issue that emanated from the findings was that teachers' instructional strategies promote and enhance teaching and learning. However, studies, among others, Abad (2023) has found that while some teachers have enjoyed the teaching and learning process, others are frustrated because of insufficient preparation and training workshops, unclear procedures, coupled with poor academic literacy skills and lack of commitment shown by some students. Nevertheless, findings of this study confirm that all four instructional practices are associated with listening comprehension: process-based instruction, comprehension-based instruction, self-regulation-based instruction, and strategy-based instruction. Studies like Xu *et al.* (2021) indicate that instructional strategy is essential for students' listening comprehension (Fenyi *et al.*, 2021), whereas Eragamreddy (2024) highlights that instructional strategy, which contains explicit instruction of listening strategy, is very beneficial for students' listening comprehension (Shapaka, 2025b).

### **5.2 Instructional Strategies Used by Teachers in Oshana Region**

In this study, the principal issue encompassing these findings is that this link is attributed to the manner teachers' instructional strategies are used to monitor teaching and learning, thus confirm similar study by Hamuda *et al.* (2023), evidence to Abdelgawad and Selim, 2022 argument that explicit instruction of listening strategies helps students to acquire effective listening habits while enhance their comprehension abilities. However, effective listening habits might not be naturally acquired via implicit learning. Students need to be taught how to use these listening strategies in their own listening process, which was congruent with Arfanti and Risnawaty (2021). Students' listening comprehension is enhanced if they are exposed to various listening strategies. Students should be explicitly taught a combination of listening strategies to enable them to actively perform in listening comprehension, which corresponds with Waluyo and Wangdi (2024). The main reason why some students are struggling with listening comprehension is that they lack the



prerequisite knowledge for listening comprehension (Shapaka, 2024a). Listening comprehension difficulties are associated with a lack of background knowledge, poor word recognition, limited vocabulary and a lack of understanding of word meanings (Attachoo & Imsaard, 2024; Nhani & Quang, 2025).

The sample of this study revealed that teachers use direct instruction to give instructions to the learners to accomplish the listening tasks. Learners, too, are drilled on how to answer examination questions. That said, it should be noted that the concern in this study was on the role of teachers' instructional strategies on the listening comprehension, not vice versa (cf. Methodology Section). However, a possible interpretation for this finding could be that there are arrangements for the implementation of the ministerial mission and vision statement within the educational setting (MoEAC, 2024). As a result of the top-down cascades of ministerial mission, vision, and policies (Shapaka, 2025a), some teachers might have difficulties adapting or changing the status quo. However, anomalies like these should be addressed by involving various stakeholders in the planning, implementation, evaluation, and reflection process (Shapaka, 2024b).

### **5.3 Existing Listening Comprehension Strategies in Oshana Region**

Another principal issue noteworthy from the study is that teachers use instructional strategies to monitor teaching and learning and to ensure that learner academic performance is taking place. This finding is consistent with previous studies by Attachoo and Imsaard (2024) that assessed the usefulness of direct instruction, which empowers students, promotes academic well-being, provides learning opportunities and improves the quality of students' learning. Finding points where teachers' instructional strategies foster collaborative learning and continuous improvement. This finding correlates with a study by Chanratana *et al.* (2024) on the importance of communication, cooperation and trust within a group. A similar study by Skripsi (2024) explored the role of listening methods: silent and subvocalisation, on comprehension performance of English Foreign Language (EFL) learners, considering cognitive styles of impulsivity and reflectivity. By comparison, effective ways of acquiring a second language require teaching/learning through e-learning, self-regulated learning, and constructivist methods of learning, which may be practical and useful for EFL learners (Xu *et al.*, 2021). These findings corroborate recent studies (Arochman *et al.*, 2023; Chung, 2023; Nhan, 2023), which have demonstrated the benefit of listening comprehension and/or engagement in students, which in turn enhances their cross-context transfer in EFL instruction in the Namibian context.

Students' vocabulary acquisition and text comprehension are associated with the promotion of students' listening interest. Knowledge of the different teaching strategies on students' listening outcomes and interest in listening promotes the students' listening comprehension (Chanratana *et al.*, 2024). To expand vocabulary, learners should make it a habit to learn new words regularly, identifying unfamiliar words while listening and looking them up in a dictionary to understand their meanings. Additionally, the learners

should create flashcards or use online tools to memorise the new words (Nhani & Quang, 2025). In the age of internet and mobile phone utilisation, the same approach should be done to enhance listening comprehension in a more interesting and entertaining manner for students (Muhammad & Batubara, 2023). Summarisation is an excellent skill which enhances both listening comprehension and critical thinking abilities (Arfanti & Risnawaty, 2021).

#### **5.4 Instructional Strategies Which Enhance Listening Comprehension**

In this study, the principal issue encompassing findings is that teachers use teaching, learning and instructional strategies to ensure learners' academic performance is taken care of. They also ensure assessments enable learners to perform in listening activities. Various studies, such as Waluyo and Wangdi (2024), have identified a positive correlation between classroom engagement, communicative proficiency, and academic performance, with engagement emerging as a significant predictor among highly and moderately engaged students in comparison to less engaged peers.

#### **5.5 Listening Comprehension, Which Is Associated with Instructional Strategies**

Finally, the most obvious findings that emerge from the study is that this direct link between teachers' instructional strategies and listening comprehension is attributed to factors that determine the choice of instructional strategies. Studies such as Latupono and Nikijuluw (2022) indicate that teachers' strategic role plays an important part in teaching and learning of listening comprehension. Teachers' instructional strategies positively correlate with students' academic performance and a culture of continuous student improvement in the schools. Studies such as Abad (2023), Abdelgawad and Selim (2022) have found a positive correlation between instructional strategies, teaching and learning practice. Many researchers, such as Hoang and Yen (2024) posit that learners should be provided with explicit instruction in listening comprehension to help them understand the text they are asked to listen to.

### **6. Conclusion**

Based on the design used and findings of the study, teachers' instructional strategies have a role to play in teaching listening comprehension, and teachers' performance results in positive or negative student listening performance. Teachers' instructional strategies play a critical role in teaching listening comprehension, which affects schools, teacher performance and results in positive and/or negative students' academic performance. Teachers should apply instructional strategies to enhance listening comprehension. It was evident from this study that teachers should take instructional strategies seriously.

In view of the findings of the study, the following recommendations are made for practice: Firstly, teachers should use instructional strategies to optimise their performance, and students' listening performance. Secondly, teachers should use instructional strategies to enhance listening comprehension. Lastly, teachers should

study and learn the application of instructional strategies; apply them to optimise their success and enhance teaching and learning, which results in student listening comprehension outcomes.

This study has several limitations which should be taken into consideration. Only ten teachers were selected for interview sessions and an open-ended questionnaire in which the role of teachers' instructional strategies and/or the teaching of listening comprehension were of interest. The researcher utilised a criterion purposeful sampling technique and only teachers with seven years of experience and above in teaching English as a second language were selected. This selection may have influenced responses. Researcher attempts to explore the role of teachers' instructional strategies on the teaching of listening comprehension in English as a second language, in which teachers are influential individuals in schools. Responses might be affected by this. The sample size includes public school teachers who volunteered to participate in the study, with the exclusion of private school teachers. Therefore, a question of generalisability to private school teachers is a limitation. Its scope is confined to the Oshana Region in Namibia, which narrows the generalisability of its findings and limits the broader applicability of its findings. The researcher acknowledges the reliance on self-reported data, which could introduce bias, as teachers' perspectives may be influenced by their experiences and perceptions of their own effectiveness. While the study is thorough in exploring teachers' strategies, it does not directly measure student listening outcomes through standardised testing or observational metrics that could strengthen the linkage between instructional strategies and learning results. However, the study has applied a multi-method approach in which more than one data collection technique and/or corresponding data analysis procedures were used to strengthen analysis and possibly to enhance the robustness of findings. Based on the findings of the study, the following recommendation is made for future research: Future research should conduct longitudinal comparative studies across different regions, explore the role of teachers' instructional strategies and teaching of listening comprehension, since this was beyond the scope of this study.

### **Conflict of Interest Statement**

The author declares no conflicts of interest.

### **About the Author**

Born at Okanya Village, Ongandjera, Namibia, in 1967, this author became an ordinary teacher in the Ministry of Education, Arts and Culture in 1990, Head of Department in 2005, and school principal in 2007. Author's educational background include Doctor of Philosophy in Education in education management from University of South Africa, Pretoria, 2021, Master of Education in education management, leadership and policy studies from the University of Namibia, Windhoek, 2017, Postgraduate Diploma in Education in education management from University of South Africa, Pretoria, 2007, Bachelor of Education in education management from the Rand Afrikaans University, Johannesburg, 2004, Further Diploma in Education in English language teaching from

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