

# Chapter 14

## The Instructional Design of Basic Listening

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### 1. INTRODUCTION

Listening, the most neglected language skill, may seem to be a passive receptive activity, but it is actually a highly active and complex cognitive process that plays an indispensable role in effective communication (Rost, 2016). The English for Academic Purposes (EAP) course at the university level is no exception, as the students should learn to understand both social situations and academic discourse genres such as lectures, presentations, and seminar discussions. In this regard, a Basic Listening Course usually provided in the first semester of study might turn out to be challenging for many, as it introduces an avalanche of problems at once: difficulty with the speed of connected speech (CS), processing information from unfamiliar accents and in the absence of visual cues (Vandergrift & Goh, 2012), and poor recognition of individual words (Rost, 2011; Ekayati, 2020) that affect the whole process of comprehension and are

often further exacerbated by limited vocabulary, inattention, and unfamiliarity with CS (Yeni, 2017; Yavuz et al., 2015).

In order to help overcome these difficulties, a well-designed Basic Listening Course should do more than offer a set of decontextualized exercises: instead, it should lay out a scaffolded learning experience with systematic instruction in all listening micro-skills (phoneme discrimination, perception of word boundaries, etc.) and macro-skills (using linguistic and situational context to make predictions, etc.) (Solak, 2016). The new EAP paradigm prioritizes metacognitive strategies with planning, monitoring, and evaluation of one's own listening (a goal-oriented process) and views the learner as an autonomous agent. In addition, the proper use of technology and certain emerging techniques (assessment via an AI platform (Fakhrurriana & Herdina, 2024) or phonological training with shadowing (Ekayati, 2020) may come in handy when addressing students' problems. In this chapter, we will introduce a practical instructional design model for a one-semester Basic Listening Course to help first-semester students develop skills required to understand academic conversations and short monologues.

## **2. INSTRUCTIONAL DESIGN**

### **2.1 Course Content and Topics**

The objective of the course, in terms of student learning, is for them to be able to understand the main idea, specific information, and pragmatic functions of short conversations and simple monologues in both academic and real life settings (3-5 minute talks). These objectives are designed to facilitate students' comprehension of authentic spoken interactions and academic context to which they will be exposed to throughout their years of study such as lectures and students talking. In addition, the course aims to provide students a foundational listening skill set that they may take in the future

(specifically, the short conversation and talk sections of the TOEFL test). The topics and contents will be scaffolded from micro-skills to more macro-skills across the 16 meetings in the semester. The detailed topics and course contents are presented in the table below:

No.	Meeting	Topics	Content
1	1-2	Course Orientation & Diagnostic Assessment	Introduction to active listening and a diagnostic test to measure students' baseline abilities in understanding detail and main idea.
2	3-4	Understanding Detail Information (Numbers, Names, Dates)	Focus on listening for specific, factual information from slow, clear dialogues, a fundamental skill for both academic notes and test-taking
3	5-6	Identifying Main Ideas and Topics	Students learn to distinguish the central topic from supporting details in slightly faster conversations and short academic announcements
4	7-8	Inferring Speaker's Purpose, Attitude, and Implied Meaning	Practice in understanding <i>why</i> something is said (to suggest, complain, agree) and interpreting tone, a critical skill for both nuanced academic discourse and TOEFL inference questions.
5	9-11	Decoding Speech Features: Rhythm, Intonation, and	A dedicated block to overcome phonological barriers. Students practice recognizing stress, intonation patterns, and reduced forms (e.g., "gonna," "wanna") to

		Connected Speech	improve speech stream comprehension.
6	12-13	Strategies for Difficult Vocabulary and Idioms in Context	Training in using contextual clues, word families, and knowledge of common academic idioms to guess meaning without interrupting the listening flow
7	14-15	Integrated & Test-Taking Practice	Application of all skills to full-length, authentic academic listening tasks and structured practice with TOEFL-style short conversations and talks, focusing on question analysis and time management
8	16	Final Summative Assessment & Course Review	A comprehensive final exam and a reflective session on strategy use and progress

## 2.2 Teaching Method

A combination of communicative, strategy-based, and technology-integrated methods is suggested. The primary approach would be Task-Based Listening (TBL), in which students complete tangible activities that are dependent on the audio (Richards, 2006). This would be reinforced with Metacognitive Strategy Training, which instructs students in planning, monitoring, and evaluating their listening processes (Vandergrift, & Goh, 2012). Furthermore, to accommodate the different needs of learners, Differentiated Instruction will be provided through varied audio content.

Crucially, Technology-Integrated Learning must be harnessed. Research has indicated that digital platforms, such as podcasts, provide authentic, portable, and engaging materials, which can also be employed within flipped classroom models to maximize in-class time

for interactive activities (Hibatulloh & Aini, 2024; Teshaboyeva & Erkaboyeva, 2024). Additionally, particular techniques, such as the Shadowing Technique, in which students mimic the speech as it is spoken, have been found to be particularly beneficial in helping to develop word recognition, phonological memory, and concentration. This in turn transforms the listening process from a passive to an active one (Ekayati, 2020; Hamada, 2018; Hasbi & 'Adhimah, 2020). Subsequently, the strategic utilization of digital tools, such as curated podcasts and vodcasts, can supply authentic and engaging materials for both intensive practice and passive listening during daily routines (Mukhtorova & Iqboljon o'g'li, 2024). Lastly, Integrated Skills Practice can be used to combine listening with speaking and note-taking to simulate real academic situations.

### **2.3 Teacher and Student Roles**

#### *Teacher Roles*

The teacher is a controller and provider of models in the first sessions (directly and explicitly teaching strategies and supplying models and examples of the strategies in a very clear manner). The teacher then becomes more of a facilitator and resource manager in the later sessions. The teacher is at his most dominant during the strategy teaching and feedback sessions. The teacher plays a very important role of searching and adjusting authentic listening materials to a comprehensible level.

#### *Student Roles*

Students are at first mainly strategy users and then eventually become independent listeners. Students in the first sessions practice and follow the structured exercises very closely. As the course advances, students are expected to take more responsibility for their learning by choosing and utilizing strategies themselves, by actively engaging in peer feedback, and by self-monitoring and self-evaluating

their learning. Their role becomes more dominant during discussions and peer-review activities.

## **2.4 Activity Types**

A range of different types of activities (sequenced around the three phases of the framework) are used to keep students engaged (Brown, 2007). Activities in the Pre-Listening stage (schemata activation) include brainstorming and vocabulary previewing. In the While-Listening phase, tasks should be tiered: a first listen for general comprehension; a second listen for selective information (example: gap-fill task); and a focused listen for more intensive form-focused practice (e.g., a transcription exercise or shadowing task to practice specific phonological features Ekayati, 2020). Post-Listening activities should move beyond meaning-focused and linguistic-focused tasks to include production (speaking) and reflection activities, such as discussion questions, role-plays related to the dialogue, and strategy reflection journals. For example, "Rhythm and Intonation" meetings would use extensive practice with shadowing (Hamada, 2018), while the "Inferring Purpose" meeting would be based on structured debates.

## **2.5 Materials and Media**

Examples of supporting materials and media for the objectives above include:

- a. **Authentic Audio/Video Materials & Multimedia:** Short academic lecture clips (TED-Ed), podcasts (e.g., BBC English learning), and film scenes, are crucial for building confidence and real-world listening adaptability (Mukhtorova & Iqboljon o'g'li, 2024). Multimedia resources that combine audio, video, and text support various learning styles and increase engagement (Teshaboyeva & Erkaboyeva, 2024). In addition to facilitating students' competence in TOEFL short conversation, the materials may be

adapted from TOEFL listening section where they can be taken from widely used TOEFL preparation resources.

- b. Digital Platforms & AI Tools: Learning Management Systems (LMS) host such materials. Speech recognition software, interactive video platforms (Edpuzzle), and dedicated AI language learning platforms can provide adaptive exercises, instant feedback, and automate elements of formative assessment (Fakhrurriana & Herdina, 2024; Hasbi et al., 2025; Hibatulloh & Aini, 2024). The use of such tools is in line with the current trend of employing technology-based media, which Maulina et al. (2022) reviewed and found to provide practical solutions to listening difficulties by offering diverse, engaging, and flexible learning resources.
- c. Visual Aids: Transcripts, graphic organizers, and mind maps can aid comprehension and information transfer.

## **2.6 Assessment and Evaluation**

The system should be balanced and include both formative and summative assessment. Formative assessment should be given weekly and can be integrated into the activities, in the form of a short quiz, peer review of their transcriptions, and activities that can be automated with technology, such as micro-tests on phonological recognition, paraphrase recognition, and so on that can be delivered on AI platforms or learning apps that give instant and automated feedback (Fakhrurriana & Herdina, 2024; Trinovita et al., 2025). Summative assessment should be in the form of 3 major assessments, which are Mid Term Test (Meeting 8) which tests students' discrete skills, Micro Project (Meeting 12) where students work in groups to transcribe, analyze, and present a monologue, and the Final Exam (Meeting 16) that is comprehensive. Grading should be based on the accuracy of comprehension and identifying key information, the effectiveness of

strategy use (students' reflective journals), and group work participation.

### **3. RECOMMENDATION**

The proposed design strongly advocated for a strategic, scaffolded approach towards developing listening competence. Explicit, distributed metacognitive strategy instruction was found to be essential and should be integrated consistently throughout the semester. Given the noted perception and motivational issues with longer monologues, a focus on selecting level-appropriate and engaging materials, as well as employing interactive techniques like shadowing and flipped classroom, to increase interest and active involvement was recommended (Yeni, 2017; Hibatulloh & Aini, 2024).

The use of the flipped classroom model could be further investigated in future iterations, with podcasts and tutorial videos as home-learning resources, freeing up class time for interactive, problem-solving activities and individualized feedback (Hibatulloh & Aini, 2024). Technological advancements in speech recognition software and Virtual Reality (VR) environments simulating authentic listening situations could also be explored for immersive, motivation-enhancing experiences (Teshaboyeva & Erkaboyeva, 2024; Blake, 2016). Challenges to anticipate in integrating technology include issues of equitable access, time investment for material curation, and teacher training needs (Fakhrurriana & Herdina, 2024; Hasbi et al., 2024). The bottom line: from anxious, passive listeners to engaged, strategic, autonomous academic discourse participants.

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