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Listening Comprehension Challenges Among University English Majors: Barriers and Pedagogical Solutions

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Abstract

Listening comprehension is a fundamental receptive skill that supports the development of overall English language proficiency among university students. However, many English majors continue to experience significant difficulties in understanding spoken English due to the interaction of linguistic, cognitive, psychological, and pedagogical factors. Although previous studies have examined these issues independently, a comprehensive synthesis that integrates the various challenges and pedagogical solutions remains limited. Therefore, this study aims to review and synthesize the existing literature on listening comprehension challenges among university English majors and to identify effective pedagogical strategies for improving listening instruction in higher education. This study employed a narrative literature review approach by analyzing scholarly publications from reputable national and international journals, books, and related academic sources published between 2015 and 2025, complemented by seminal theoretical references. The collected literature was analyzed using thematic analysis to identify recurring issues, compare research findings, and develop a comprehensive conceptual understanding of listening instruction. The findings reveal that listening comprehension difficulties are influenced by three major dimensions: linguistic barriers, including vocabulary limitations, grammar, pronunciation, and accent variation; cognitive and psychological barriers, including limited working memory, listening anxiety, motivation, self-confidence, and background knowledge; and pedagogical barriers related to instructional strategies, learning media, authentic materials, assessment, and classroom environments. The review further highlights that integrating metacognitive listening strategies, bottom-up and top-down processing, extensive and intensive listening, task-based learning, collaborative learning, scaffolding, and technology-enhanced instruction can significantly improve students' listening comprehension. This review contributes by proposing an integrated conceptual framework that may guide future research and support more effective listening instruction in higher education.

Keywords Listening Comprehension; English Major Students; Pedagogical Strategies; Higher Education; Narrative Literature Review; Listening Challenges

INTRODUCTION

English has become one of the most important international languages in education, science, technology, business, and global communication. In higher education, English proficiency is no longer viewed merely as an additional competency but as an essential academic skill that enables students to access scientific information, participate in international collaboration, and compete in an increasingly globalized workforce. Consequently, English language instruction in universities emphasizes the development of four integrated language skills, namely listening, speaking, reading, and writing. Among these skills, listening comprehension serves as the primary source of language input that supports the development of the other three language skills. Students who are unable to comprehend spoken English effectively often experience difficulties in responding appropriately during communication, understanding academic lectures, and developing oral proficiency.

Listening comprehension is a complex receptive skill involving the simultaneous processes of recognizing sounds, interpreting linguistic information, constructing meaning, and integrating new information with prior knowledge. Unlike reading activities, listening occurs in real time, requiring learners to process incoming information immediately without sufficient opportunities to review or revisit the spoken input. According to Gebhard (2000), listening is an active and complex process involving receiving, attending to, storing, and processing spoken language(Gebhard, 2006). Similarly, Rost (2011) argues that successful listening comprehension requires the interaction of linguistic knowledge, cognitive processing, contextual understanding, and metacognitive regulation(Rost & Wilson, 2013). Therefore, listening should not be viewed as a passive activity but rather as an active meaning-construction process that demands substantial cognitive effort.

Despite its importance, listening comprehension remains one of the most challenging language skills for English as a Foreign Language (EFL) learners, particularly among university students. Numerous studies have reported that students frequently experience difficulties in understanding spoken English because of limited vocabulary, unfamiliar grammatical structures, pronunciation differences, varying accents, and the rapid delivery of spoken language. In addition to these linguistic barriers, learners often encounter cognitive and psychological obstacles such as limited working memory, insufficient concentration, listening anxiety, low motivation, and lack of confidence. These challenges collectively reduce students' ability to process spoken information efficiently and negatively affect their overall language achievement.

The challenges of listening comprehension are not solely attributable to learners' individual characteristics. Pedagogical factors also play a significant role in shaping students' listening performance. Several studies indicate that listening instruction in higher education often remains teacher-centered, emphasizing comprehension tests rather than strategy development. Learning activities frequently focus on answering comprehension questions

after listening without explicitly teaching learners how to predict content, monitor understanding, or evaluate their listening process. Furthermore, limited access to authentic listening materials, insufficient integration of digital technologies, inadequate instructional media, and assessment practices that prioritize final scores rather than learning processes further constrain the effectiveness of listening instruction. These pedagogical issues suggest that improving listening comprehension requires not only linguistic support but also instructional innovation.

Recent developments in educational technology have created new opportunities for enhancing listening instruction. Authentic resources such as podcasts, online videos, digital storytelling, TED Talks, streaming platforms, and artificial intelligence (AI)-assisted language learning applications provide learners with broader exposure to naturally spoken English. These technological innovations enable students to practice listening independently, receive immediate feedback, and experience various English accents and communication contexts. However, the successful implementation of these technologies depends largely on appropriate pedagogical strategies and instructional design rather than on technology itself.

Although numerous studies have investigated listening comprehension from different perspectives, the existing literature generally examines listening difficulties in isolation. Some studies primarily focus on linguistic aspects such as vocabulary, pronunciation, or grammar, whereas others emphasize psychological variables including anxiety and motivation. A number of studies also discuss instructional strategies such as metacognitive listening, task-based learning, or collaborative learning independently. As a result, there remains limited conceptual integration explaining how linguistic, cognitive-psychological, and pedagogical factors interact in influencing listening comprehension among university English major students. Furthermore, several review studies have synthesized these multidimensional factors into a comprehensive pedagogical framework capable of guiding instructional practice in higher education.

This conceptual fragmentation constitutes an important research gap. An integrated understanding of listening comprehension challenges is essential because learning difficulties rarely originate from a single factor. Instead, successful listening comprehension emerges from the interaction between learners' linguistic competence, cognitive readiness, psychological conditions, instructional practices, learning resources, and educational environments. Therefore, a comprehensive conceptual review is necessary to synthesize existing theoretical and empirical evidence while identifying practical implications for English language teaching. Based on this rationale, this article aims to critically review and synthesize previous studies concerning listening comprehension challenges among university English major students. Specifically, this review seeks to identify the major linguistic, cognitive-psychological, and pedagogical barriers affecting listening comprehension, examine pedagogical strategies proposed in previous research, and develop an integrated conceptual model for improving listening instruction in higher education. By synthesizing diverse perspectives into a unified framework, this article contributes to the

existing body of knowledge by providing a comprehensive conceptual foundation for future empirical research and instructional innovation in English language education.

The findings of this review are expected to provide valuable implications for English lecturers, curriculum developers, educational researchers, and higher education institutions. For lecturers, the review offers evidence-based pedagogical strategies that can be adapted to improve listening instruction. For curriculum developers, it provides conceptual insights into designing learner-centered listening programs that integrate linguistic, cognitive, and technological dimensions. For researchers, the proposed conceptual model offers a theoretical framework that may be empirically validated through qualitative, quantitative, or mixed-methods studies in future investigations.

METHODS

This study employed a narrative literature review design to synthesize and critically analyze previous studies related to listening comprehension challenges and pedagogical strategies among university students majoring in English (Aveyard, 2023). Unlike a systematic literature review, a narrative review emphasizes conceptual interpretation, theoretical integration, and critical discussion of existing knowledge to provide a comprehensive understanding of a research topic. This approach enables researchers to identify key issues, compare findings across studies, and formulate conceptual implications for future teaching practices and research.

The literature was collected from several reputable academic databases, including Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online, and Google Scholar. These databases were selected because they provide extensive coverage of peer-reviewed publications in applied linguistics, English language teaching, educational psychology, and language education. The literature search was conducted using combinations of the following keywords: listening comprehension, listening difficulties, listening challenges, English language learning, English major students, listening strategy, pedagogical strategy, English as a Foreign Language (EFL), and higher education. Boolean operators such as AND and OR were employed to refine the search process and improve the relevance of retrieved publications. The inclusion criteria consisted of: (1) peer-reviewed journal articles published between 2015 and 2025, with several seminal publications published before 2015 included to strengthen the theoretical foundation; (2) studies focusing on listening comprehension in English language learning; (3) publications discussing listening challenges, influencing factors, instructional strategies, or pedagogical interventions; and (4) articles written in English or Indonesian. Meanwhile, conference proceedings, undergraduate theses, unpublished manuscripts, opinion articles, and studies unrelated to English listening instruction were excluded from the review.

The collected literature was analyzed using a thematic analysis approach. Initially, the selected publications were carefully read to identify recurring concepts and research findings. Subsequently, similar issues were grouped into broader thematic categories,

including: (1) the nature of listening comprehension, (2) linguistic challenges, (3) cognitive and psychological challenges, (4) pedagogical challenges, and (5) pedagogical strategies for improving listening comprehension. The synthesis process focuses not only on summarizing previous findings but also on comparing different perspectives, identifying research gaps, and integrating theoretical arguments to develop a comprehensive conceptual understanding of listening instruction in higher education. To enhance the credibility of the review, priority was given to highly cited publications, internationally recognized theoretical works, and recent empirical studies published in reputable journals. The combination of foundational theories and contemporary research findings allowed this study to present an up-to-date conceptual synthesis while maintaining a strong theoretical basis. The final outcome of this review is an integrated conceptual model illustrating the relationship between listening comprehension challenges and pedagogical strategies that may serve as a theoretical reference for future empirical research and instructional practice in English language education.

FINDINGSAND DISCUSSION

The Nature of Listening Comprehension in English Learning

Listening comprehension is a receptive skill that plays a fundamental role in the acquisition of a second or foreign language. Compared to other language skills, listening is fundamental to the development of speaking, reading, and writing skills because it is through listening that a person obtains language input, which becomes the foundation of the communication process. In general, listening cannot be understood as a passive activity that only involves the process of hearing sounds. According to Wakhidah et al. (2019), listening is a basic skill in the learning process that requires the learner's active involvement in receiving sound waves, understanding meaning, and evaluating the information obtained. The authors state that the listening process includes three main stages: hearing, understanding, and evaluating (Wakhidah et al., 2019). This view shows that listening is a mental activity that requires attention, interpretation, and reasoning, so it is not just about capturing the sounds heard.

In line with this, Andika and Sari (2021) emphasized that listening is one of the English language skills that must be mastered by every learner because it is the gateway to acquiring communication competencies (Andika & Sari, 2021). In the context of higher education, listening skills are essential for students to understand lecturers' explanations, participate in academic discussions, listen to presentations, and access various digital learning resources, most of which are in English.

More comprehensively, Gebhard (2006) explains that listening is an active and complex process because it involves a series of cognitive activities, starting from receiving information, focusing attention, storing information in memory, to processing the meaning of the speech heard (Gebhard, 2006). This definition shows that successful listening is greatly influenced by the learner's ability to coordinate various mental processes simultaneously.

Therefore, listening is not only related to the ability to hear the sounds of language, but also involves the ability to connect new information with prior knowledge so that the message can be fully understood. This view is reinforced by Rost (2013), who states that listening is an active process in constructing meaning through the interaction between received linguistic information and prior knowledge (background knowledge), the communication context, and the purpose of listening (Rost & Wilson, 2013). Meanwhile, Brown (2004) explains that listening comprehension is the process of understanding spoken language through recognizing sounds, vocabulary, language structure, meaning, and interpreting the speaker's intentions (Brown et al., 2004).

From a language learning perspective, the listening process occurs through several interrelated stages. These stages include hearing, attending, understanding, interpreting, responding, and remembering. In the hearing stage, learners receive stimuli in the form of linguistic sounds. The attending stage relates to the ability to focus attention on information deemed important. Next, in the understanding stage, learners begin to grasp the literal meaning of the utterances heard. The interpreting stage requires the ability to connect information to the communication context so that implicit meanings can be accurately understood. Afterward, learners respond to the information received (responding), while remembering relates to the ability to store information in long-term memory so it can be reused in subsequent communication situations. These stages demonstrate that listening is a continuous process and involves collaboration between linguistic, cognitive, and affective aspects.

In learning practice, Mandarani (2016) explains that listening comprehension activities are generally carried out through three learning stages, namely pre-listening, while-listening, and post-listening (Mandarani, 2016). The pre-listening stage aims to build prior knowledge and prepare students for the material to be studied. The while-listening stage focuses on understanding the recording's content, identifying key and detailed information, and performing various tasks according to learning objectives. The post-listening stage focuses on reflection, discussion, evaluation, and strengthening understanding of the material listened to. These three stages form a unified whole that helps students gain a systematic listening learning experience.

However, various studies show that listening remains one of the most difficult skills for students to master. Susilowati (2019) suggests that the relatively long listening process often increases anxiety in English language learners (Sari et al., 2019). This condition causes a decrease in concentration, motivation, and interest in learning, resulting in a low level of comprehension of the material being listened to. Similarly, Bingol et al. (2014) explain that variations in speaker accents, speaking speed, and the use of unfamiliar vocabulary are the main factors causing listening difficulties (Tanjung, 2021), as quoted by Arini and Rofi'ah (2023). These findings indicate that listening difficulties are not only influenced by students' linguistic abilities, but also by the characteristics of the audio materials used in learning (Arini & Rofi'ah, 2023). In addition to linguistic factors, Ummah et al. (2012) identified

various other obstacles often experienced by students, including limited English vocabulary, difficulty maintaining concentration when listening to material, inability to understand verbal instructions, low motivation to learn, and the speed of material delivery that causes information to be easily forgotten (Ummah et al., 2012). These various factors interact with each other, creating complex problems in listening comprehension learning in higher education.

To overcome these various obstacles, listening learning needs to be designed innovatively and contextually. Faiza et al. (2021) showed that listening training is not only effective in the classroom but can also be developed through activities outside the classroom using engaging media, such as English songs (Faiza et al., 2021). The use of songs has been shown to improve vocabulary mastery, create a fun learning environment, and increase students' motivation to practice listening independently. These findings suggest that integrating authentic media and a student-centered learning approach is a crucial strategy for improving listening comprehension.

Based on these various perspectives, it can be concluded that listening comprehension is an active process involving the ability to receive, focus attention, understand, interpret, evaluate, and respond to spoken information through the interaction of linguistic, cognitive, and affective aspects. The success of listening learning is not only determined by vocabulary and grammar mastery, but is also influenced by learning strategies, material characteristics, media use, learning motivation, and a supportive learning environment. Therefore, the development of listening learning in higher education needs to integrate innovative pedagogical approaches so that students are able to develop optimal English communication competencies.

Pedagogical Strategies to Improve Listening Comprehension

The various linguistic, cognitive, psychological, and pedagogical barriers faced by students indicate that improving listening comprehension skills cannot be achieved simply through repeated listening practice. Listening instruction requires pedagogical strategies that develop students' abilities to process information, construct meaning, and apply various learning strategies independently. One widely recommended approach to listening instruction is metacognitive listening strategies. This strategy emphasizes students' ability to plan, monitor, and evaluate their listening process (Maftoon & Fakhri Alamdari, 2020)Vandergrift and Goh (2012) explain that learners who have metacognitive abilities will find it easier to recognize the difficulties they face and choose appropriate strategies to overcome them (Vandergrift & Goh, 2012). Metacognitive-based learning encourages students to become more independent learners because they strive not only to find the correct answer but also to understand how the process of comprehending the information occurs. This way, listening skills develop more sustainably than learning that focuses solely on test results.

The next strategy is the balanced application of bottom-up and top-down processing. Bottom-up processing is the process of understanding information through recognizing

language elements, such as sounds, vocabulary, phrases, and sentence structure. Conversely, top-down processing utilizes prior knowledge, context, experience, and predictions to understand the meaning of speech (Kinchla & Wolfe, 1979). According to Richards (2008), these two approaches cannot be separated because listening success depends heavily on the learner's ability to integrate linguistic information with the conceptual knowledge they already possess (Richards, 2008).

The extensive listening approach is also an effective strategy for improving students' listening skills. Unlike classroom listening exercises, which are generally limited in scope, extensive listening provides students with the opportunity to listen to a wider and more diverse range of authentic materials independently. According to Renandya and Farrell (2011), continuous exposure to various types of listening materials can improve vocabulary mastery, fluency in spoken language, and student self-confidence (Renandya & Farrell, 2011). Through extensive listening, students can choose material according to their interests and ability level, making the learning process more flexible and enjoyable.

In addition to extensive listening, intensive listening still plays a crucial role in learning. Intensive listening involves in-depth analysis of relatively brief material with the goal of training students to recognize detailed information, language structure, pronunciation, and specific meanings. Brown (2007) explains that intensive listening helps students develop accuracy in understanding spoken language because they are trained to pay attention to linguistic aspects in greater detail (Schmidt, 2016).

The Task-Based Language Teaching (TBLT) strategy is also widely recommended in modern listening instruction. This approach places students at the center of learning by completing communicative tasks that mimic real-life situations. Ellis (2003) explains that authentic tasks can increase student engagement because they learn to use language to achieve specific goals, not simply answer practice questions (Ellis, 2017). In listening lessons, students can be asked to complete tasks such as finding important information, solving problems, summarizing conversations, or giving presentations based on the material they've heard. This approach not only improves spoken language comprehension but also develops critical thinking and communication skills.

Collaborative learning also contributes significantly to improving listening skills. Through group discussions, pair work, and project-based activities, students have the opportunity to share their understanding of the material they have listened to. Johnson and Johnson (2009) explain that collaborative learning can increase active participation, strengthen learning motivation, and help students build understanding together (Johnson & Johnson, 2018). In the context of listening, discussion activities after listening to the material allow students to clarify information that has not been understood while developing reflective thinking skills.

Another equally important strategy is the application of scaffolding in listening lessons. Based on Vygotsky's theory (1978), scaffolding involves providing gradual assistance to students according to their ability level until they are finally able to learn

independently (Xi & Lantolf, 2021). In listening lessons, scaffolding can be implemented through providing key vocabulary before listening, clearly communicating learning objectives, using prompt questions, providing transcripts in stages, and providing feedback throughout the learning process. This support helps students reduce cognitive load, making them better prepared for complex listening material.

In addition to implementing these various strategies, learning innovations also need to utilize engaging and contextual media. Mandarani (2016) explains that listening learning should be implemented through pre-listening, while-listening, and post-listening stages so that students gain a systematic learning experience (Mandarani, 2016). The pre-listening stage helps activate prior knowledge, while listening focuses on understanding the content, while post-listening provides students with an opportunity to reflect on and discuss their learning outcomes. This learning structure has been shown to increase the effectiveness of the spoken language comprehension process.

The use of authentic media is also an important part of pedagogical strategies. Faiza et al. (2021) showed that English songs can improve vocabulary mastery while creating a more enjoyable learning environment (Faiza et al., 2021). In addition to songs, technological advances allow lecturers to utilize podcasts, YouTube videos, TED Talks, international news, and Artificial Intelligence (AI)-based learning applications as more varied listening learning resources. According to Chapelle and Sauro (2017), the integration of digital technology can expand students' opportunities for independent practice while increasing their learning motivation because learning becomes more flexible, interactive, and in line with the characteristics of the digital generation (Jung, 2022).

Based on these various studies, it is clear that no single pedagogical strategy can independently address all listening comprehension barriers. Effective listening instruction requires the integration of various approaches, such as metacognitive listening strategies, bottom-up and top-down processing, extensive listening, intensive listening, task-based language teaching, collaborative learning, and scaffolding supported by the use of authentic media and digital technology. This combination of strategies enables students not only to improve their ability to understand spoken language but also to develop independent learning, critical thinking, and confidence in using English. Therefore, listening instruction in higher education needs to be designed in an adaptive, innovative, and student-centered manner to address the various challenges of learning English in the digital era.

Conceptual Model of Pedagogical Strategies for Improving Listening Comprehension among University English Major Students

Based on a synthesis of various theories and previous research findings, this article proposes a Conceptual Model of Pedagogical Strategies for Improving Listening Comprehension among University English Major Students as a conceptual framework that explains the relationship between various factors causing listening difficulties and pedagogical strategies that can be applied to improve students' listening skills. This model is not an empirical model that has been tested through field research, but rather a conceptual

model built on the integration of various theoretical perspectives on listening comprehension. This conceptual model starts from the assumption that students' listening skills are influenced by three main groups of obstacles: linguistic challenges, cognitive and psychological challenges, and pedagogical challenges. These three groups of obstacles interact with each other in determining the level of success of students in understanding spoken information.

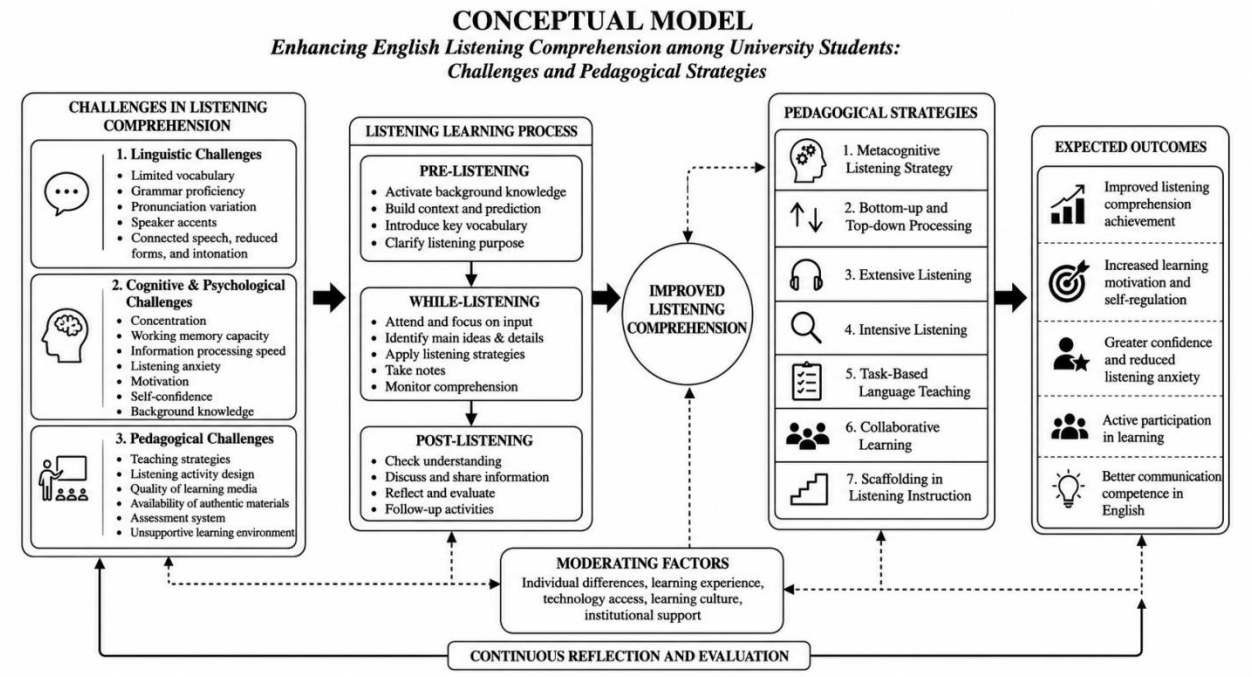

Figure 1 Conceptual Model of Pedagogical Strategies for Improving Listening Comprehension among University English Major Students

Linguistic barriers include limited vocabulary, poor grammar, pronunciation variations, speaker accents, connected speech, reduced forms, and intonation. These factors influence students' ability to recognize language sounds, understand speech structures, and interpret meaning accurately. The higher a student's linguistic competence, the less likely they are to experience difficulty understanding information conveyed orally. Furthermore, cognitive and psychological barriers relate to students' ability to process information during listening activities. Factors such as concentration, working memory capacity, information processing speed, listening anxiety, learning motivation, self-confidence, and prior knowledge are important components that determine the effectiveness of the process of understanding spoken language. Barriers in these aspects cause students to be unable to maintain attention, miss important information, or experience anxiety, which impacts low listening performance.

The third group of barriers is pedagogical barriers that originate from the learning process itself. These barriers include lecturers' teaching strategies, listening activity design, the quality of learning media, the availability of authentic learning resources, evaluation

systems, and an unsupportive learning environment. Pedagogical factors function as an external environment that can amplify or mitigate the impact of students' linguistic and psychological barriers. These three groups of barriers form the basis for designing an effective listening learning process. This model places the pre-listening, while-listening, and post-listening stages at the core of the learning process. In the pre-listening stage, lecturers help students build prior knowledge, introduce important vocabulary, explain learning objectives, and make predictions about the material to be learned. This stage aims to reduce students' cognitive load before the listening process begins.

The while-listening stage is aimed at training students to understand both main and detailed information through various listening strategies. At this stage, students are encouraged to apply metacognitive strategies, note important information, monitor their level of understanding, and connect the information heard to the communication context. This stage is the core of the listening learning process because most information processing activities occur during this phase. Furthermore, the post-listening stage serves to strengthen students' understanding through discussion, reflection, evaluation, feedback, and follow-up learning activities. This stage provides students with the opportunity to clarify information that they do not yet understand while developing critical thinking skills regarding the material they have listened to.

This conceptual model also positions pedagogical strategies as a key component linking the learning process to improved listening skills. These strategies include metacognitive listening strategies, bottom-up and top-down processing, extensive listening, intensive listening, task-based language teaching, collaborative learning, and scaffolding. These seven strategies do not stand alone but complement each other in building a more effective, active, and student-centered listening learning experience. Furthermore, this model recognizes moderating factors that can influence the effectiveness of pedagogical strategy implementation. These factors include individual student characteristics, prior learning experiences, digital technology skills, learning culture, institutional readiness, and learning facility support. Variations in these moderating factors cause the effectiveness of learning strategies to vary across higher education contexts.

The implementation of all components in this conceptual model is expected to produce several main outcomes, namely improved listening comprehension skills, the development of students' ability to apply listening strategies independently, increased learning motivation and self-confidence, reduced listening anxiety, increased active participation in the learning process, and the development of overall English communication competency. As a conceptual model, this framework also places continuous reflection and evaluation as an integral part of the learning process. Reflection and evaluation are carried out continuously to assess the effectiveness of the implemented strategies, identify new obstacles, and make improvements to the listening learning design. Thus, this model illustrates that improving listening skills is not a linear process, but rather a cyclical process that continues to develop through evaluation, reflection, and learning innovation.

The proposed conceptual model provides a theoretical contribution by integrating linguistic, cognitive-psychological, and pedagogical factors into a coherent framework. Unlike most previous studies that address these factors separately, this model demonstrates that successful listening learning is the result of the interaction between student characteristics, instructional quality, and the pedagogical strategies implemented by lecturers. Therefore, this model can serve as a conceptual foundation for the development of empirical research and innovation in listening learning in higher education in the future.

CONCLUSION

Listening comprehension is a fundamental receptive skill that plays a pivotal role in developing English language proficiency among university students. The literature reviewed in this study demonstrates that listening comprehension is a complex cognitive process involving not only the recognition of linguistic input but also the interpretation and construction of meaning through the integration of linguistic knowledge, cognitive processing, and affective factors. As a result, students' listening performance is influenced by multiple interrelated dimensions rather than by linguistic competence alone. The review identifies three major categories of challenges affecting listening comprehension. First, linguistic challenges include limited vocabulary, insufficient grammatical knowledge, pronunciation variations, unfamiliar accents, connected speech, reduced forms, and intonation, all of which hinder students' ability to recognize and interpret spoken language accurately. Second, cognitive and psychological challenges include limited concentration, restricted working memory capacity, slow information processing, listening anxiety, low learning motivation, limited self-confidence, and inadequate background knowledge. These factors reduce students' ability to process spoken information efficiently and often decrease their engagement in listening activities. Third, pedagogical challenges arise from instructional practices, including inappropriate teaching strategies, ineffective listening task design, inadequate learning media, limited authentic listening resources, assessment systems that prioritize outcomes rather than learning processes, and learning environments that do not adequately support active listening.

To address these challenges, the literature consistently highlights the importance of implementing learner-centered pedagogical strategies. Effective listening instruction should integrate metacognitive listening strategies, bottom-up and top-down processing, extensive and intensive listening, task-based language teaching, collaborative learning, and instructional scaffolding. These approaches should be supported by authentic learning materials, digital technologies, and structured instructional stages consisting of pre-listening, while-listening, and post-listening activities. Such an integrated approach not only improves listening comprehension but also enhances learners' motivation, self-confidence, autonomy, and overall communicative competence.

As a conceptual contribution, this article proposes an integrated pedagogical model that synthesizes linguistic, cognitive-psychological, and pedagogical dimensions into a

unified framework for listening instruction in higher education. The proposed model emphasizes that effective listening learning results from the interaction between learner characteristics, instructional design, pedagogical strategies, and continuous reflection and evaluation. Therefore, listening instruction should be viewed as a dynamic and iterative process rather than a series of isolated classroom activities. Future studies are encouraged to empirically validate the proposed conceptual model using qualitative, quantitative, or mixed-methods approaches across diverse higher education contexts. Furthermore, research should explore the integration of emerging technologies, including artificial intelligence, adaptive learning systems, virtual learning environments, and learning analytics, to develop more personalized, engaging, and effective listening instruction. Such efforts are expected to contribute to the advancement of English language education and to better prepare university students for communication in increasingly global and digital academic and professional environments.

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