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EXPLORING THE IMPACT OF STUDENTS' LISTENING NEEDS ON THE DEVELOPMENT OF LECTURERS' PEDAGOGICAL COMPETENCE IN INTENSIVE LISTENING COURSES

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Abstract

In the context of English as a Foreign Language (EFL) in higher education, Intensive Listening courses are expected to prepare students for the demands of academic listening yet teaching practices do not always align with students' actual needs. This study explores the impact of students' listening needs on the development of lecturers' pedagogical competencies in Intensive Listening courses. Using a mixed-methods needs analysis design, data were collected from 120 students in three classes through questionnaires, classroom observations, and semi-structured interviews. Questionnaire data were analyzed using descriptive statistics, while observation and interview data were analyzed thematically and combined through triangulation. The research findings indicate that students prioritize academic listening as their primary goal, but still struggle with lexical density, high speech rate, accent variation, and note-taking when dealing with long spoken texts involving multiple speakers. Students also strongly prefer multimodal and scaffolded activities, particularly video-based materials supported by transcripts or subtitles and clear guidance at the pre-listening, during-listening, and post-listening stages. These needs point to specific areas where lecturers' pedagogical competencies need to be strengthened, including planning and designing academic listening tasks, implementing process-oriented instruction and strategies, and implementing assessments that truly reflect the demands of academic listening. This study proposes the EPMT (ESP-informed, Process-oriented, Metacognitive, and TPACK-supported) model as a practical framework for aligning Intensive Listening pedagogy with students' needs.

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INTRODUCTION

Listening is a core skill in English as a Foreign Language (EFL) higher education, particularly in Intensive Listening courses, which are expected to prepare students for academic demands such as attending lectures, identifying main ideas in real time, and taking actionable notes. However, academic listening remains challenging because comprehension must occur under time pressure, while learners must simultaneously divide their attention, infer meaning, and monitor their comprehension. Empirical studies of lecture listening

indicate that learners often experience recurring difficulties and rely on self-regulation strategies that may not be well developed, especially when they begin to transition to academically oriented listening tasks (Rahimirad & Moini, 2015; Zhou & Rose, 2024).

In many EFL contexts, a key issue is the gap between what students need for academic listening and what is typically emphasized in listening classes. When instruction focuses heavily on product-oriented routines (e.g., "listen and answer"), students receive little support for the skills that actually make academic listening possible, such as planning how to listen, monitoring comprehension problems, and evaluating strategies after listening. Research on metacognitive approaches shows that listening skills improve more when instruction explicitly supports these processes and provides structured opportunities for reflection and strategy use, including collaborative or dialogic formats that make strategy use visible and discussable (Bozorgian & Fakhri Alamdari, 2018; Shamsi & Bozorgian, 2024).

One systematic way to reduce this mismatch is through needs analysis. In language education, needs analysis is broadly understood as an evidence-based procedure for identifying what learners need to do in a target academic situation and what they need to learn effectively. Recent studies of needs analysis in higher education indicate that learners' needs are multidimensional (target tasks, learning preferences, constraints, and institutional expectations) and that a single, "generic" approach to skills instruction is often inadequate (Bocanegra-Valle, 2015; Song & Zhou, 2022). Few studies, particularly in listening courses, have examined how evidence from needs analysis can be translated not only into syllabus content but also into lecturers' pedagogical development priorities, including how lecturers design assignments, facilitate the learning process, and assess listening skills in a way that aligns with students' academic listening needs.

This gap is important because needs-based teaching goes beyond simply selecting materials; lecturers need to realize pedagogical competence through coherent instructional decisions. The principle of constructive alignment emphasizes that learning outcomes, learning activities, and assessments must be aligned so that students' learning experiences systematically support the intended outcomes (Biggs, 2014). In the context of Intensive Listening, constructive alignment implies that if students need authentic academic listening skills (e.g., understanding lectures and taking notes strategically), then lecturers' pedagogical competence should be evident in: (a) how they interpret student needs, (b) how they design listening assignments and support, (c) how they conduct instruction and provide feedback, and (d) how they evaluate learning in a way that reflects the demands of academic listening. Recent studies also highlight that pedagogical implementation increasingly involves informed choices regarding learning design and the use of tools/technology, linking student needs and lecturers' knowledge/practices increasingly crucial (Tseng et al., 2022; Schmid et al., 2024).

Based on this background, this study highlights the rarely studied intersection between students' academic listening needs and lecturers' pedagogical competence development in Intensive Listening courses. Specifically, this study contributes by: (1) identifying students' listening needs in an academic context, (2) mapping the components of pedagogical competence required to respond to these needs, and (3) proposing a needs-based pedagogical development model (EPMT) as a practical guide to strengthening teaching practices. These contributions align with the stated research objectives, but are reiterated here to clarify the novelty and direction of the study.

In line with the identified gaps and to provide a clear roadmap for this research, the research questions are formulated as follows: What are the academic listening needs reported by students in Intensive Listening courses?; How do these needs inform the pedagogical competences required of Intensive Listening lecturers? And How can a needs-based model (EPMT) be formulated to guide the development of lecturers' pedagogical competences in Intensive Listening courses?

RESEARCH METHOD

Research Design

This study employed a mixed-methods needs analysis design to answer three research questions: (1) to identify students' listening learning needs in the Intensive Listening course, (2) to examine how these needs influence the development of lecturers' pedagogical competencies, particularly in learning planning/design, learning implementation, and assessment/evaluation, and (3) to generate needs-based pedagogical recommendations, including the proposed EPMT model, to strengthen Intensive Listening teaching practices. A mixed-methods approach was chosen because the needs analysis required both breadth (capturing dominant patterns among students) and depth (explaining how these needs manifest in classroom practices and why they persist). This study followed the logic of convergent triangulation in which questionnaire, classroom observation, and interview data were collected within the same learning context and integrated at the interpretation stage to generate robust meta-inferences regarding students' needs and their implications for pedagogical competency development.

Research Setting and Participants

This research was conducted in the English Language Education Study Program at Makassar State University, focusing on students taking the Intensive Listening course. Quantitative data were collected through questionnaires from 120 students from three complete classes (each class consisting of 40 students). For the qualitative section, criterion-based purposive sampling was used to select interview participants. Specifically, one student from each class (n = 3) identified as the most communicative and active participant in class interactions was invited to participate in a semi-structured interview. This criterion was used to ensure a richness of information, as highly communicative students were assumed to be able to articulate their experiences, difficulties, and expectations regarding the Intensive Listening course in greater detail. This sampling decision is acknowledged as a limitation of the qualitative section, as the interview data represent the perspectives of highly active students, not the entire participation profile.

Needs Analysis Procedure

The needs analysis was conducted through a series of structured procedures intended to describe (a) the present situation (students' current listening experiences and perceived difficulties), (b) the target situation (the demands and contexts of academic listening they are expected to be able to handle), and (c) their learning needs and preferences (the learning supports, materials, strategies, and classroom practices they perceive as helpful). Evidence for these three components was gathered from three sources to allow for cross-validation and strengthen the credibility of the resulting needs profile.

Instruments

The questionnaire was designed to capture (1) students' perceived listening difficulties (e.g., speech rate, accent variation, vocabulary load, inference demands, and concentration), (2) target contexts and goals for listening activities (with an emphasis on academic listening), and (3) learning preferences and desired instructional support (e.g., transcripts/subtitles, listening repetition, note-taking guidance, strategy instruction, and use of technology). The instrument was developed by mapping questionnaire items to needs analysis constructs and relevant dimensions of listening pedagogy. Prior to distribution, the questionnaire underwent expert review to ensure content relevance and clarity, and was revised based on feedback. Classroom observations were conducted to document how listening needs and difficulties emerged in real-life learning events, including task demands, student listening behavior, interaction patterns, and forms of instructional scaffolding provided by the lecturer. Observations were conducted twice in each class (six sessions total), focusing on the pre-

during-post listening phase, student engagement during the listening task, and evidence of strategy use. Observational data were recorded through structured field notes guided by a focused observation sheet. Furthermore, semi-structured interviews were conducted with selected participants (n = 3) to gain in-depth insights into the questionnaire patterns and observational findings. The interview guide explored (1) their perceived academic listening demands, (2) major barriers during listening tasks, (3) preferred instructional supports, and (4) their perceptions of effective Intensive Listening instruction. Each interview lasted approximately 30–60 minutes. Interviews were audio-recorded with the participants' consent, transcribed verbatim, and anonymized using participant codes.

Data Collection Procedures

Data collection was conducted through triangulation. First, questionnaires were administered to students in three Intensive Listening classes to develop a general needs profile. Second, six classroom observations were conducted (two per class) to capture in-situ evidence of listening difficulties, student engagement, and teaching practices. Third, semi-structured interviews were conducted with one highly communicative student from each class to clarify and deepen the interpretation of quantitative trends and evidence from the classroom observations. Given the small number of interview participants (n = 3), interview data were used primarily for explanatory and contextual purposes, rather than for statistical generalization. A primary needs profile was constructed from the questionnaire data and confirmed through observational data, while the interviews provided illustration and interpretive depth. This triangulation of self-reports, classroom evidence, and reflective narratives strengthened the credibility of the needs analysis results.

Data Analysis and Mixed-Methods Integration

Questionnaire data were analyzed using descriptive statistics (frequencies and percentages) to identify dominant patterns related to listening needs, target contexts, and preferred learning supports across the sample. Observation and interview data were analyzed thematically through an iterative process of coding, category development, and theme formulation. Mixed methods integration was conducted at the interpretation stage, combining quantitative patterns and qualitative themes to generate coherent meta-inferences about students' academic listening needs and their pedagogical implications. Specifically, the integrated needs profiles were mapped to pedagogical competency domains—planning/designing, learning implementation, and assessment/evaluation—to formulate actionable recommendations for teaching Intensive Listening. These recommendations formed the basis for the development and justification of the EPMT model as a needs-based framework to strengthen lecturers' pedagogical competencies and improve classroom learning practices.

Credibility was enhanced through methodological triangulation (questionnaire–observation–interview) and maintaining an audit trail documenting key analytical decisions (e.g., coding and theme development). Participation was voluntary, informed consent was obtained, and all data were anonymized to protect confidentiality. Participation or nonparticipation did not affect students' course grades.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section presents the main findings from the analysis of students' needs in the Intensive Listening course, organized based on: (1) students' current listening exposure and self-perceived proficiency level, (2) priority needs and goals, specifically related to academic listening, (3) the most dominant listening challenges and the most difficult types of input, and (4) learning preferences and desired forms of support. The questionnaire template was

triangulated with classroom observation notes and interview extracts to ensure that the findings reflect both reported and observed learning realities.

Overall, students report frequent exposure to English listening materials outside class. More than two-thirds engage with English listening input at least 3–4 times per week, suggesting relatively high exposure, although this exposure is dominated by entertainment and course-related media rather than interactive conversation.

Table 1
Listening Exposure and Perceived Proficiency

Indicator	Key results
Listening frequency	Daily (37.5%); 3–4 times/week (32.5%); 1–2 times/week (21.7%)
Main exposure contexts (multiple responses)	Music (85%); Course materials (77.5%); Films/TV (64.2%); Podcasts/radio (25.8%); Everyday conversation (19.2%)
Self-rated listening level	Beginner (69.2%); Intermediate (30.8%); Advanced (0%)

These patterns indicate a strong base of passive exposure, but limited engagement with spontaneous, conversational listening, an important gap for interactive academic communication (e.g., seminars, discussions).

Priority Needs and Learning Goals (Academic Listening Dominates)

Students' listening goals and stated needs are clearly oriented to academic purposes. A large proportion report improving listening for academic reasons, and academic settings are the most frequently identified context where listening competence is needed.

Table 2
Primary Needs and Goals

Aspect	Key results
Main goal for improving listening	Academic reasons (43.7%); Daily conversation (29.4%)
Context where listening is most needed	Academic setting (67.5%); Work (8.3%); Communication with native speakers (8.3%)

This finding directly supports the manuscript's central claim that Intensive Listening instruction should be designed and evaluated primarily through the lens of academic listening demands (e.g., lectures, academic discourse, classroom discussion). The needs analysis revealed a clear academic orientation in students' listening goals. Most of the students (67.5%), as shown on the table above, reported that they needed English listening mostly for academic purposes such as following lectures, classroom discussions, and presentations, while only a small proportion (8.3%) prioritized listening for workplace or daily communication. This pattern confirms that the Intensive Listening course is perceived as a foundation for future academic listening demands rather than merely a general-purpose listening class. Most students also self-identified as beginner (69.2%) or lower-intermediate (30.8%) listeners, and none rated themselves as advanced, indicating that they require substantial pedagogical support to bridge the gap between their current proficiency and the academic listening tasks they aspire to handle.

Dominant Listening Challenges and Difficult Input Types

Table 3
Core Listening Challenges and Difficult Materials

Category	Key results
Most common listening difficulties (multiple responses)	Unfamiliar words/phrases (77.5%); Technical/complex vocabulary (67.5%); Fast conversation (65.8%); Different accents (57.5%); Background noise (42.5%); Identifying main idea (31.7%)
Most difficult material type	Interviews/discussions (39.2%); News/formal reports (26.7%); Informal conversations (20.8%); Academic lectures (10.8%)

Questionnaire data also highlighted more specific listening difficulties. Students reported unfamiliar vocabulary and technical or complex words as the most serious barriers, followed by high speech rate, varying accents, background noise, and limited skills in identifying main ideas and supporting details. These difficulties were reflected in classroom observations: many students lost track of longer audio texts, struggled with dense vocabulary, and often relied on the lecturer to repeat or explain key points. Notes taken while listening were often shallow or incomplete, indicating that students had not yet developed systematic strategies for processing and recording information while listening.Interview was conducted to gain deeper insights into the expectations and difficulties faced in listening comprehension and help clarify specific learning objectives. Based on the result of interview toward students from four classes, the problem faced by the students in intensive listening class are divided into some categories. One of the students stated that her there are several difficulties she experienced whenever she tried to improve her listening skill, such as differences in accents across countries, the speed at which a speaker talks, and the lack of vocabularies or words. The result of interview can be seen as follow:

"Ada beberapa kendala yang saya alami setiap saya mencoba meningkatkan skill listening saya. Seperti perbedaan aksen di tiap negara, kecepatan bicara seorang speaker, dan kurangnya vocabularies atau kosa kata yang saya punya." (There are several obstacles I encounter every time I try to improve my listening skills. These include differences in accents in each country, the speaker's speaking speed, and my own limited vocabulary.)

In line with the statement of the first student, the second student stated that the challenges she often encounters in learning listening are understanding different accents, the speed of speaking, or the lack of vocabulary.

"Kendala yang sering saya temui dalam belajar listening yaitu memahami aksen yang berbeda kecepatan berbicara yang terlalu cepat, atau kurangnya kosa kata yang saya ketahui". (The obstacles I often encounter in learning to listen are understanding different accents, speaking speed that is too fast, or not knowing enough vocabulary.)

The results of the interview with another student showed that the challenge he usually faces while learning listening is being unable to focus if there are distracting noises or a classmate asking questions while they are listening to the audio.

"Kendala yang saya hadapai adalah saya tidak bisa fokus jika ada suara-suara lain yang menggaggu atau teman saya yang bertanya saat saya sedang mendengarkan audio." (The problem I face is that I can't focus if there are other disturbing sounds, or my friends ask questions while I'm listening to audio.)

The last student said that the challenge they face in listening is that the pronunciation is sometimes difficult to understand, especially if the topic is something they rarely listen to.

"Kendala saya dalam belajar listening adalah pengucapannya kadang sulit saya pahami, terutama kalau topiknya jarang saya dengarkan." (My problem in learning listening is that the pronunciation is sometimes difficult for me to understand, especially if the topic is one I rarely listen to.)

In line with the survey results, it can be concluded from the interview findings that the biggest challenge most students face in learning intensive listening is related to vocabulary.

Classroom observations were conducted to observe the current implementation of listening lessons and identify common challenges faced by students during listening exercises. Based on observations made during the teaching and learning process, several issues emerged in the classroom related to the challenges faced by students in the Intensive Listening course: Students tend to lose focus when listening to longer audio clips, especially if they contain

unfamiliar vocabulary; They frequently ask for clarification and replay of the audio to understand specific words or phrases; Few students take effective notes during listening exercises, indicating the need for explicit training in note-taking strategies.

Learning Preferences and Preferred Support Tools

Table 4
Learning Preferences and Listening Supports

Aspect	Key results
Most effective methods (multiple responses)	Videos (84.2%); Audio recordings (71.7%); Repetition (48.3%); Interactive listening exercises (44.2%); Live practice with native speakers (37.5%)
Use of subtitles/transcripts	Very helpful (90.8%); Helpful but prefer without (9.2%)

In terms of learning preferences, students demonstrated a strong preference for multimodal input. Most respondents preferred video-based materials to audio-only text, and found transcripts or subtitles helpful for understanding content, reviewing unfamiliar vocabulary, and building confidence. They also preferred relatively short learning segments (around 30–45 minutes) interspersed with directed activities, such as vocabulary introductions before listening sessions, clear task instructions, and post-listening reflections. Observational and interview data confirmed that students were more engaged and less anxious when visual support, transcripts, or incremental scaffolding were provided, especially when the tasks were explicitly framed as preparation for a real-life academic situation (e.g., listening to a lecture, seminar, or presentation).

Triangulation

Triangulation of questionnaire, observation, and interview data indicates that students' listening needs center on three main areas: (1) systematic support for vocabulary and discourse processing in academic texts, (2) explicit strategy instruction to address high speaking rates, accent variations, and note-taking, and (3) multimodal, structured listening activities that simulate authentic academic contexts while remaining accessible to learners at lower proficiency levels. These needs, in turn, point directly to areas where lecturers' pedagogical competencies, particularly in planning, implementing, and assessing instruction, can be strengthened and more closely aligned with students' actual experiences in Intensive Listening classes.

Discussion

Students' Academic Listening Needs in Intensive Listening

The first research question investigated what Intensive Listening students need in order to participate effectively in academic listening. The findings of this study confirm that students in Intensive Listening courses prioritize academic listening, particularly understanding lectures, identifying main ideas in real time, and taking actionable notes, as their primary goal. This pattern aligns with recent needs analysis studies in Indonesian and international universities, which also report that learners view listening as a crucial gateway to academic success but feel unprepared for authentic academic input such as lectures and seminars (Fitriani, Yahmun, & Marsuki, 2021; Dewi, Baan, & Sofyan, 2023; Song & Zhou, 2022).

The listening difficulties reported by students, unfamiliar vocabulary and technical terms, high speech rate, varying accents, background noise, and problems identifying main ideas and details, mirror the findings of numerous studies on listening challenges in EFL contexts (Yahmun, Sumarti, & Setyowati, 2020; Ramadhianti, 2021). Classroom observation data reinforces these findings: many students lose track of long texts, rely on the lecturer's repetition and explanations, and produce shallow or incomplete notes.

Students also expressed a strong preference for multimodal, scaffolded listening activities, particularly video-based materials accompanied by transcripts or subtitles and clear pre-, during-, and post-listening guidance. This aligns with empirical evidence that captioned audiovisual input can enhance listening comprehension, vocabulary learning, and motivation (Shaojie, 2022; Wei, 2022; Wu, 2022; Manurung, 2024; Cynthia, 2023). Overall, the triangulation of questionnaires, observations, and interviews suggests that students' listening needs are concentrated in three main areas: (1) systematic support for vocabulary and discourse processing in academic texts, (2) explicit instruction in strategies for dealing with speech rate, accent variation, and note-taking, and (3) multimodal, scaffolded listening activities that mimic authentic academic contexts while remaining accessible to lower-proficiency learners.

Implication of Students' Needs for Lecturers' Pedagogical Competence

The above needs and challenges directly point to areas where lecturers' pedagogical competencies need to be strengthened. In terms of learning planning and design, lecturers need to interpret the needs analysis evidence and transform it into tasks relevant to the target situation, for example, lecture-style listening activities with guided note-taking, introduction of early vocabulary for dense texts, and step-by-step strategy training. This aligns with the principle of constructive alignment, which emphasizes a coherent alignment between learning outcomes, activities, and assessments so that teaching truly supports the intended competencies (Biggs, 2014).

In the implementation of learning, findings regarding students' weak planning, monitoring, and self-evaluation indicate the need for process-oriented and metacognitive support. Research on metacognitive strategies shows that teaching that explicitly trains planning, monitoring, and reflection strategies has a significant impact on improving listening skills and reducing anxiety (Mulyadi, 2018; Sulistyowati, 2021; Rusmita, 2024; Thu, 2024; Suharto, 2025). Thus, the pedagogical competence of Intensive Listening lecturers goes beyond material selection but also includes the ability to model listening strategies, provide process scaffolding, and manage feedback that focuses on how students listen, not just on correct or incorrect answers.

Students' strong preference for multimodal materials and technological support also has implications for lecturers' TPACK competencies. TPACK studies in English language teaching emphasize the need for lecturers to integrate technology, pedagogy, and content holistically, rather than simply adding technology to traditional teaching patterns (Mishra & Koehler, 2006; Wang, 2022; Hamid, 2024). In this context, students' need for videos, subtitles, and visual scaffolding requires lecturers to be able to select and utilize technology principledly to address the gap between academic listening demands and students' actual abilities.

On the assessment side, findings that students struggle to comprehend long, multi-speaker texts that require note-taking indicate that assessment methods that rely solely on short comprehension questions are no longer adequate. Recent listening assessment studies have proposed more authentic tasks, such as listening to mini-lectures with note-taking and summarizing, as more valid indicators of academic listening ability (Lesnov, 2022; Wang, 2022). This means that the lecturer's pedagogical competence also includes assessment literacy that is aligned with the needs and context of students' academic listening.

Development of a Needs-Based Pedagogical Development Model (EPMT)

To answer the third research question, this study proposes the EPMT (ESP-informed, Process-oriented, Metacognitive, TPACK-supported) model as a needs-based pedagogical development framework for Intensive Listening courses. The ESP-informed component ensures that pedagogical decisions, from objectives to materials to assignments, are

consistently designed based on an analysis of the needs of the target academic situation, in line with contemporary ESP and EAP approaches (Bocanegra-Valle, 2015; Song & Zhou, 2022). The Process-oriented and Metacognitive components reflect findings that students need explicit support in processing long texts, strategies for dealing with speech rate and accent, and note-taking; both are supported by evidence that teaching process and metacognitive strategies positively impacts listening performance (Mulyadi, 2018; Rusmita, 2024). TPACK-supported components address students' needs for multimodal input and meaningful use of technology. Adopting the TPACK perspective (Mishra & Koehler, 2006; Wang, 2022), this model positions technology not as a cosmetic addition, but as part of the listening instructional design that aligns with the academic objectives and strategies taught.

Overall, EPMT offers a practical path for lecturers and program administrators to: (1) use the results of the needs analysis as a basis for developing academic listening outcomes and tasks, (2) strengthen pedagogical competencies in designing and implementing process- and strategy-oriented learning, and (3) develop listening assessments that are more authentic and aligned with academic demands. Further research could test the implementation of EPMT through intervention designs or lecturer training programs, and evaluate its impact on the development of students' academic listening skills and lecturers' pedagogical competencies over time.

CONCLUSION

This study examines how students' listening needs shape the development of lecturers' pedagogical competencies in Intensive Listening courses. The needs analysis indicates that students primarily require academic listening skills, but still face difficulties related to vocabulary load, high speech rate, accent variations, and note-taking, and prefer multimodal and scaffolded activities, such as the use of videos with transcripts and clear listening stages. These findings emphasize that lecturers' pedagogical competence must be aligned with students' actual needs. In practice, this means designing units around academic listening tasks, explicitly teaching listening strategies and metacognitive skills, using technology purposefully, and assessing listening through tasks that reflect real academic demands rather than just short comprehension items. The proposed EPMT model (ESP-informed, Process-oriented, Metacognitive, TPACK-supported) offers a concise framework for translating needs-analysis results into more responsive Intensive Listening pedagogy. Future research could test this model in classroom interventions and explore how needs-informed teaching contributes to both students' academic listening development and lecturers' ongoing pedagogical growth.

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INFORMED CONSENT STATEMENT

Participation in this study is entirely voluntary. By agreeing to take part, the participants acknowledge that they have been informed about the purpose, procedures, potential risks, and benefits of the study. Participants understand that their identity are kept confidential and that all information they provide are used solely for research purposes.

DATA AVAILABILITY STATEMENT

The data utilized in this study cannot be made publicly available due to strict adherence to privacy concerns and ethical obligations that safeguard participant confidentiality. This ensures compliance with ethical research standards and data protection regulations.

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