LISTENING STRATEGIES, ACTIVITIES, AND RESOURCES OF ENGLISH EDUCATION DEPARTMENT LECTURERS

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Abstract: Listening is essential for understanding spoken language, and lecturers must use various strategies, activities, and resources appropriate to students' skills to ensure effective learning. The purpose of this study is to explore the listening strategies, exercises, and resources EFL lecturers use when teaching listening courses. Using narrative inquiry for the methodology, the data for this study were gathered through interviews with two lecturers teaching listening courses. The collected data were subjected to a narrative analysis. The results of this study show that lecturers follow several important guidelines, such as incorporating listening into more general language skills, applying intrinsic motivation strategies, and encouraging the growth of listening strategies. Lecturers' techniques for listening activities included gap-fill exercises, storytelling, and question-and-answer sessions. Additionally, to improve the learning process, lecturers primarily use authentic materials, including authentic printed materials.

Keywords: Activities, Lecturers, Listening Strategies, Resources, English Education

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INTRODUCTION

Listening is a crucial linguistic ability in language learning. According to Saricoban (1999), listening is the ability to identify and understand what other people say. Students need to be able to tell accents apart to comprehend what a speaker is saying. Vocabulary, grammar, and pronunciation. To comprehend a conversation, one must be proficient in listening (Querol et al., 2019). Understanding what has been heard is the goal of active listening. When someone listens, they analyze what they hear and make connections with previously learned information. The listener comprehends what is said when they can draw a connection between what they have heard and their prior knowledge (Nunan, 2003).

It is necessary for the listener to comprehend what they have heard to engage in active listening; this is known as oral comprehension (Rizvi, 2005). Students frequently struggle to understand the messages or substances they are listening to when practicing listening skills. This problem may also relate to the lessons learned from the assignments. It is therefore the lecturer's responsibility to select the proper listening guidelines, exercises, and resources to help students grasp the subject matter and enhance their listening abilities (Alfaruqy, 2021). Since universities train the next generation of leaders, they are thought to have the power
to influence the growth and advancement of the state. It is expected of university graduates to be able to respond to issues that arise in the community or the surrounding area and to be able to offer answers (Albaekani, 2019). Academics are the top priority of all educational establishments (Rizal & La de, 2019). As times change, there is a movement in education that prioritizes the use of what is known as a communicative method (Putra, 2018), which will increase the diversity of educators and students (Celce, 2001).

The university program teaches each English language ability individually to students. Listening is a language skill used in English. According to Scarella and Oxford (1992), listening is a foundational language ability that develops more quickly than speaking, and frequently has a significant influence on the emergence and development of writing and listening abilities. This is due to the fact that language learners must first listen for linguistic input before reacting verbally or in writing (Manxouri, et al., 2016).

According to Brown (2001), listening is a crucial skill required to obtain linguistic information. Without hearing, the language cannot be produced. Listening can aid learners in acquiring vocabulary, pronouncing words correctly, and comprehending messages delivered through audio or sounds. Each English skill is taught independently to students in the university curriculum. Listening is one of the language skills in English (Renukadevi, 2014).

Listening is a foundational language ability that develops more quickly than speaking and frequently has a significant influence on the emergence and development of writing and listening abilities (Scarella and Oxford (1992). This is due to the fact that language learners must first listen for linguistic input before reacting verbally or in writing (Manxouri, et al., 2016). The ability to listen is crucial because it allows one to acquire language knowledge, and language cannot be produced without hearing (Brown, 2001). According to Renukadevi (2014), listening can help learners acquire vocabulary, pronounce words correctly, and comprehend concepts communicated by audio or sound. As language learning and communication skills increase, listening exercises become crucial (Al-Azzemy & Al-jamal, 2019).

To comprehend what native speakers say, learners must acquire language comprehension skills in their target language. Teachers and students must listen seriously to meet communication objectives. Teaching listening in junior high and high schools is not the same as teaching it in an English department at a university. The results or proficiency of students will be impacted by lecturers’ use of proper approaches and strategies (Renandya & Farrell, 2011). Students can enhance their listening skills through practice, proper instructional methods, conducive learning environments, and the provision of relevant listening materials. Teaching listening is difficult because it involves more than just using the language lab as a teaching tool; it also requires understanding what the speaker is saying (Ghaderpanahi 2012).

Teachers play a critical role in ensuring that the students are proficient. For lecturers to be effective, they must be proficient in both hearing and English. To ensure that learning is effective, lecturers must be able to select relevant materials, listening activities, and listening principles (Goh, 2010). However, the learning process will be less effective if the lecturer or teacher does not correctly employ listening concepts, exercises, or resources. For instance, students struggle to acquire listening skills and become distracted throughout class. Thus, a lecturer or instructor must be able to select or implement listening strategies (Manzouri et al., 2016), exercises, and resources in the classroom. Teachers must supply instructional resources for teaching listening (Zhdanov & Baklanov, 2020).
However, there are situations when learning listening skills is challenging. For instance, students are not accustomed to hearing native English speakers' voices (Wajdi et al., 2021). In such circumstances, students are not engaged with the teacher’s subject because they lack motivation to learn English. Teachers create their own teaching materials because it is difficult for them to locate listening resources (Jumantul 2018). This is another reason for the provision of the teaching materials. Activities that help students improve their English language proficiency are necessary to meet their learning objectives (Yasmin, 2017). In other words, lecturers must be innovative when it comes to teaching. In terms of content, quality, and student-lecturer interactions, lecturers also need to prepare extensively.

To effectively impart knowledge to students, lecturers are essential because they play a crucial and strategic role in determining student achievement (Sidi, 2001). The background information provided above clarifies why it is crucial for lecturers and teachers to pay attention to a variety of factors to teach listening successfully and efficiently. Numerous scholars have published the findings of their investigations into the ideas, exercises, and resources used in listening instruction. The findings of the previous studies are detailed in the following section. The goal of Gufron and Ainul's first study from 2022 was to determine what students think about teaching English using real teaching materials. This study was conducted in an English course at a private university in Jakarta, Japan. Five responders were chosen at random for the qualitative approach, which involved interview-based data-gathering methods. According to this study, using real teaching resources makes instruction more engaging and impressive, and encourages students to participate more actively in class discussions. The second study by Putri (2019) identified the methods used by lecturers to teach listening and to solve difficulties with media and materials. She discovered that lecturers employed cognitive, emotive, social, and metacognitive techniques. She also discovered that students bringing their own media, looking for different classrooms with better facilities, and participating in class were issues connected to the media. To overcome the material shortage in the interim, play audio or video, and conduct online searches. This study collected data through a mixed method, using questionnaires and interviews. Another study by Figen and Eylem (2021) discovered that, after engaging in song-based listening exercises, students were highly engaged in class. Descriptive qualitative research was used in this study, and interviews, observations, and documents were used as the data collection methods. Teachers in this research must select appropriate music and organize a variety of activities to grab students' interest in the classroom.

Previous research has explored the use of materials in teaching English, and the current study is similar in that it also examined listening instruction and activities in the classroom, with the subjects of the research being lecturers. The present study used narrative inquiry, whereas other studies employed mixed and qualitative methods. In addition to these resources, an earlier study carried out in high schools used a descriptive qualitative approach, concentrating on the use of songs in listening lessons (Guler & Bozkurt, 2021).

The absence of concentrated investigation of the unique experiences and practices of lecturers in teaching listening skills within English Language Education Departments is a gap in the current research landscape and highlights the urgency of this study. Previous research has explored the use of materials and methodology in the context of teaching listening, but has frequently ignored the viewpoints and methods of teachers in favor of generalized instructional tactics or student outcomes. This study seeks to fill a significant gap in the literature by focusing only on lecturers’ experiences in listening courses. To strengthen pedagogical methods and ultimately raise the standard of English language
instruction, it is crucial to comprehend the ideas, strategies, and difficulties that these teachers encounter while choosing and putting listening concepts, exercises, and materials into practice. Furthermore, another degree of complexity and significance was added by moving from high school settings, which have been studied in earlier research, to tertiary settings. Lecturers in English language education departments frequently work with a wide range of students from different backgrounds and skill levels. Examining their viewpoints and methods in this situation can therefore offer insightful information about practical approaches to involving and assisting students in listening comprehension.

The current study focuses on the experiences of lecturers in listening courses regarding the selection and application of listening concepts, exercises, and resources in the English Language Education Department classroom. The research questions of this current research are related to the principles of listening applied by English Language Education Department lecturers, the types of listening activities, and materials taught to the students in the listening class.

RESEARCH METHOD

Research Design

We employed the narrative inquiry method to conduct this study. This research approach, known as narrative inquiry, centers on participant accounts. The study employed a qualitative research methodology to investigate and comprehend the listening concepts, activities, and resources utilized by Banjarmasin's English education department instructor. According to Croswell et al., narrative research examines people's life experiences over time. (2007). Working together, researchers, participants, and individuals can explore and interpret experiences using narrative research.

Researchers can delve deeply into participants' lived realities using narrative inquiry that focuses on people's tales and experiences. A deeper knowledge of people's experiences over time is made possible by this strategy, which appreciates the subjective opinions and first-hand testimonies of individuals. Emphasizing the investigation of phenomena from a qualitative perspective, this approach aligns with qualitative research approaches. Knowing how educational approaches are implemented in certain institutional or cultural contexts, such as the English Language Education Department, can be helpful in this regard.

Collaboration between researchers and participants is a common aspect of narrative inquiries. Through active participant contributions of viewpoints and co-creation of information with researchers, this collaboration enables a more dynamic and participatory research process. Researchers can obtain rich and varied data that sheds light on complicated phenomena by compiling personal narratives, experiences, and anecdotes. To shed light on the significance and underlying meanings of people's experiences, researchers might examine how people create and interpret their tales (Elo et al., 2014).

Narrative inquiry can provide insight into individual stories within a particular context, such as English education, and can be used to guide curriculum creation, teaching approaches, and educational practices. It offers information that can be immediately used to enhance industrial procedures. Essentially, this study's use of narrative inquiry provides a comprehensive, detailed, and contextualized method for comprehending the experiences, procedures, and viewpoints of the English Language Education Department.

Participants of the Study

Two lecturers from UIN Antasari Banjarmasin's English Education Department, who taught listening courses, participated in the study. Furthermore, listening course lecturers
were selected as participants according to their prior experience in instructing listening courses. Listening is typically taught by lecturers in campus language laboratories. The purpose of this study was to examine how listening is taught to lecturers. The rationale for choosing these participants was based on their experience, involvement in teaching listening courses, relevance to the study’s goals, and capacity to offer deep, contextualized insights into the procedures and strategies used in the English Education Department to teach listening.

The study’s participants were lecturers in the English Language Education Department who had been teaching for a long time, between five and six years, so they had a deep awareness of the subtleties and difficulties involved in teaching listening skills. Their vast expertise has provided them with a wealth of useful knowledge and instructional insights that can enhance the conclusions of the study. In terms of demographics, the participants were relatively young lecturers in their early 30s years of age. Furthermore, the participants had master's degrees in English language education. The participants' active involvement in instructing listening classes in the English Education Department further emphasized how pertinent they were to the goals of the study.

In addition to having practical experience with the curriculum, instructional strategies, and difficulties associated with teaching listening skills to students, their positions as lecturers who specialize in this area place them in a crucial position. As a result, they are in a unique position to provide in-depth, contextualized insights into the practices and tactics employed by the department, supporting the study's general validity and rigor and enhancing its analysis.

**Data Collection**

Interviews are one technique for gathering data involving both researchers and study subjects. The goal of the interviews was to elicit more detailed information regarding the subjects of the proposed study. Interviews can be performed in person or over the phone, and can be classified as semi-structured, unstructured, or structured. Interviews, according to Creswell (2014), can be used to learn about people's experiences and perspectives, as well as to comprehend their thought processes and strategies. They can also be used to gather information about social situational activities. To better understand how listening activities are taught in the classroom, what listening principles are applied, what kinds of listening are used in the classroom when teaching, and what kinds of materials are typically used when teaching, researchers interviewed UIN Antasari Banjarmasin Listening Course lecturers.

**Data Analysis**

Data analysis followed an interview-based data collection process. Narrative analysis is one technique for examining data and offering answers. There are various types of narrative analysis, including sequence analysis, analytic narrative, narrative explanation, and narrative structural analysis.

The procedures for the story analysis are presented as a research methodology adapted from Creswell (2012). These protocols are detailed and provide a clear path for conducting narrative inquiry research. The following is an explanation of these steps.

**Step 1: Determine which phenomenon to investigate**

Researchers have concentrated on the tenets, exercises, and kinds of listening resources that UIN Antasari listening lecturers employ when instructing students in the classroom. Two
listening lecturers at UIN Antasari Banjarmasin who majored in English teaching participated in this study. The aim of this study was to determine the guiding concepts, exercises, and types of listening materials that lecturers use when instructing in class. The researcher offers an interview guide pertaining to listening to lecturers to identify this occurrence.

Step 2: Choose one or more subjects for the research
Lecturers of listening courses with extensive listening expertise were selected as study participants.

Step 3: Get the participant to tell their story
At this point, the researchers questioned listening lecturers at UIN Antasari Banjarmasin regarding their guiding principles, methods, and types of materials.

Step 4: Tell the person's tale again or retell it
Following the participant-conducted audio recording of the interview, the researchers replayed the recording to conduct analysis and translated it into written form. Researchers may find it simpler to handle and examine research data if transcriptional data are available.

Step 5: Work together with the participant-narrator
To verify that the events or responses that the participants recounted were accurate, the researchers worked closely with them throughout the narrative gathering procedure. This was done to confirm the origins of the data.

Step 6: Compose an account of participants’ experiences
A theme analysis was used to report the results of this approach. The interview questions are reflected in the division of the findings section into multiple subsections. Thematic analysis can help researchers gain a deeper understanding of the experiences of individuals and groups in narrative inquiry research. Thematic analysis can also aid in finding patterns and themes associated with the research topic.
### Table 1. The Categorization of Thematic Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principles of Listening Instruction</td>
<td>This theme encompasses the underlying principles and approaches employed by English Language Education Department lecturers in teaching listening skills. Subthemes may include communicative competence, authentic listening, learner-centered approaches, and task-based learning.</td>
</tr>
<tr>
<td>2</td>
<td>Types of Listening Activities</td>
<td>This theme focuses on the various Types of Listening Activities utilized by lecturers in the classroom to enhance students' listening comprehension and skills. Subthemes may include listening to authentic materials (e.g., podcasts, news broadcasts), audio-visual activities, dictation exercises, and interactive tasks.</td>
</tr>
<tr>
<td>3</td>
<td>Selection of Listening Resources</td>
<td>This theme pertains to the process of selecting and utilizing appropriate listening resources, such as textbooks, online materials, and supplementary resources. Subthemes may include evaluating authenticity, relevance to learners' interests and needs, adaptability, and the availability of resources.</td>
</tr>
<tr>
<td>4</td>
<td>Challenges and Strategies</td>
<td>This theme addresses the challenges encountered by lecturers in teaching listening skills and the strategies employed to overcome these challenges. Subthemes include student engagement, addressing diverse learner needs, integrating technology effectively, managing time constraints, and assessing listening proficiency.</td>
</tr>
<tr>
<td>5</td>
<td>Pedagogical Reflection and Adaptation</td>
<td>This theme involves lecturers' reflections on their teaching practices and their willingness to adapt instructional approaches based on ongoing evaluation and feedback. Subthemes may include professional development, peer collaboration, feedback mechanisms, and the iterative refinement of instructional strategies.</td>
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### RESULT AND DISCUSSION

#### Results

1. **Principles of Listening Applied by the English Education Department Lecturers**
   a. **Include Focus on Listening in Integrated Skills Course**

   In light of Ms. L's interview results, the lecturer's principle is a tool used to help students become better listeners. Through the use of learning concepts, learning aligns with the learning goals. Ms. L employs a variety of ideas in her classroom, one of which includes concentrated listening in an integrated skills course or, as she puts it, integrating listening skills with other skills. Despite teaching listening skills alone, the lecturer claimed that they are interwoven with other abilities. The statement is as follow:

   "In teaching listening, I used the principle of integrated listening skills with other skills. Even though the focused is on listening skills, I tried to integrate it with other skills."

   We spoke with Ms. N during the interview. According to the findings, the lecturer also applied the idea of combining listening comprehension with other abilities like speaking and writing. Initially, to combine speaking and listening skills, Ms. N assigned homework that required students to explain the subject to others in English. This will still force them to improve their speaking abilities, even though some of the students spoke Indonesian to explain. Second, Ms. N asks students to read the explanation found in the offered learning module to combine reading and listening abilities. The English language...
used in the module helps students improve their reading comprehension by introducing new words and concepts while reading explanations. The statement is as follows:

“The principle I used was to integrate listening skills with other skills. Among them were speaking and reading. In speaking activities, students explained in English and for reading activities, students read the explanation of module in English”

b. Use Technique that are Intrinsically Motivating

The study discovered that, in addition to the idea of combining listening skills with other abilities, based on interviews with Ms. L. The instructor also implemented approaches that inspire motivation. The following is the statement:

“I also applied the principle of using techniques that are intrinsically motivating. So I was taught the techniques that made students excited in participating in the learning process.”

Ms. L used the rapidly advancing technologies today to assign homework to students in an effort to inspire them. In other words, she uses assignments as a platform for online learning. The students were motivated to use the platform. The lecturer typically uses word walls, Kahoot, and quiz platforms. Additionally, it encourages students to complete their lecturer-given homework with greater diligence.

Following Ms. N's interview, the researcher discovered that the lecturer also employed strategies to encourage learning among her students. In its application, the lecturer gives students the opportunity to explain a certain topic by coming forward. The lecturer gives students the opportunity to act as teachers in this way, motivating them to appear in front of everyone because later students will become teachers who will face students directly. With this opportunity, students can discuss with students who get their turn to come forward to explain previously provided topics. In addition, other students feel comfortable when asking their friends directly about things that are still not understood.

“I give students the opportunity to explain a certain topic by coming to the front of the class. They were given the opportunity like a 'teacher'. With this opportunity, it is expected to give students the freedom to ask questions.”

c. Encourage the Development of Listening Strategies

We discovered that the instructor also implemented the idea of promoting the development of listening methods during interviews with Ms. L. She applied a teaching technique that made it clear to the pupils that it was okay if they made mistakes such as mispronouncing words or phrases they heard. The instructor instructed the class to write back any terms or phrases they did not understand. It was then played once more so that they could draw their own judgment. Ms. L claims that using this technique helped the pupils feel at ease while listening to and comprehending the purpose or message being conveyed. The following is the statement:

“There is a teaching strategy that I was used, which is to give students the opportunity to rewrite words or phrases that were not understood. Then they listen again to make their own conclusions.”

2. Types of Listening Activities Applied by the Lecturers of English Education Department

To respond to the second research question, the researcher spoke to the lecturers who were paying attention. Concerning the exercises they utilized to help students learn to listen to, the researchers made inquiries. Based on the interview findings, the researchers discovered that listening lecturers used a variety of activities in the listening learning process. The following is a description of the findings:
a. Story Telling

The study discovered that the lecturer included narrative exercises in the learning process based on interviews with Ms. L. The lecturer selected this exercise because it could produce engaging results and allow students to provide sound in addition to audio sources. The following is the statement:

“The many activities that I was implementing during this time, one of which is storytelling.”

Ms. L instructed students to find a story in its application before they began learning. The lecturer separated the class into three-person groups during this procedure. The stories were read by each group once they received the material. The lecturer allowed students a week to practice pronouncing the words and phrases correctly in the text before reading it out to the class. Every group took turns reading the story they had received before after a week had passed.

b. Gap Fill in blank

Ms. L instructed the students to locate a tale for their application, and once they did, they were to fill in some of the words or sentences. Every story was used as an assignment. Students take turns reading the stories they have been given and other students listen to the story and complete any missing words or sentences. Students learn to pay attention to and follow the procedure in this way. The statement is as follows:

“I asked students to find a story and then leave ten words of the story text blank.”

c. Answer the Question

Based on Ms. N's interview, the researchers discovered that listening to the II lecturer covered the methods for responding to the TOEFL listening section questions. The lecturer did not perform a variety of activities during this exercise. Comprehension of listening skills was the main goal of this session. Thus, most of the learning process explains the method of responding to questions in the listening part. However, students actively participate in explaining not only to lecturers. The following is a view of this statement:

"In listening II course I do not use various activities, because the focus is on students' ability to understand. At the 3rd meeting, students explained the material."

The methods for addressing questions in the TOEFL hearing segment have been thoroughly explained. An audio recording, which included a dialogue that corresponded with the questions in the module, was played to the students. Students listened to the question and then responded to it based on what they had heard. This type of response allows for the assessment of students' comprehension of the TOEFL listening section. Even though some students gave incorrect answers to the questions, Ms. N said that this would only motivate them to pay closer attention, comprehend the questions in the listening phase, and pay close attention to the audio.

3. Types of Materials Taught to the Students Listening Class by the Lecturer

There are two categories of materials: authentic and nonauthentic. Ms. L and Ms. N utilized authentic materials more frequently according to the findings of the interviews. The following is an explanation:

a. Authentic Listening Viewing Materials

In teaching listening courses, Ms. L more frequently employed authentic materials. The lecturer chooses authentic material because it provides students with real-world instances of language use, which improves their listening abilities. The following is evidence
in support of Ms. L’s statement:
"I use authentic materials more often. Because it can provide real examples of language use in daily life."

Authentic materials such as songs, podcasts, public announcements, and recorded materials were used by Ms. L when teaching listening. By employing authentic resources, students’ listening abilities increase.

Along with authentic materials produced by Ms. N, audio was also used in the Listening II course. Native speakers speak audio to each other. Students who utilize audio will become accustomed to it and comprehend the native speaker’s words. As can be seen below, the statement:
"I take the audio for the learning materials from existing files and choose according to the material being taught."

b. Authentic Printed Materials
Ms. N’s listening 2 lesson covers how to respond to TOEFL questions. The instructor typically uses content from books that are meant to be used as preparation for answering TOEFL questions. Ms. N prefers authentic materials that have been printed, but the content has not changed. Longman and Baron’s books serve as sources. The following is the statement:
"The material for listening 2 is TOEFL. I took the source in Baron and Longman’s book. But I took more from Longman’s book. From the book I took some parts. After that, I gave the file to students to print out."

Discussion
Brown (2000) identifies six principles of listening to teaching. These include incorporating a listening focus into an integrated skills course, employing techniques that are intrinsically motivating, using authentic language and context (Febrina, 2017), paying close attention to the way listeners respond, supporting the development of listening strategies, and incorporating both top-down and bottom-up listening techniques (Hidayah, 2018).

Including a listening focus in an integrated skills course or integrating listening with other abilities is a concept that lecturers apply according to previous research. This result is consistent with the findings of Fauzi (2019). It is possible to connect listening with other skills, including speaking and writing, by emphasizing listening skills. For example, in an integrated listening-to-speaking lesson, students watched a film or listened to a listening passage presented as a dialog or monologue (Wajdi et al. 2021).

The participants were able to take notes while listening. After listening, they eventually recounted what they heard. Students who participate in an integrated listening-to-writing assignment listen to a passage and then write a summary (Akbar and Sofian 2020). Thus, while lecturers also teach other abilities to their students, they place greater focus on listening skills in order for students to acquire additional abilities.

Second, intrinsically stimulating approaches were applied. In doing so, the lecturer encourages students to be enthusiastic about learning. Brown (2001) made a similar argument, arguing that since intrinsic motivation satisfies the fundamental requirements of self-actualization, it should be more powerful than extrinsic motivation. Intrinsic motivation is what happens when pupils perform all teacher-assigned work with enthusiasm and traits derived from their own wants and desires (Marsella et al., 2020).

Promote the third strategy: Listening Technique Development. By rewriting a word or phrase that they have heard and then searching for its meaning or conclusion, the lecturer gives students, who are still unsure about it, an opportunity (Kurniawan et al., 2021). Most students, according to Brown (2001), have no idea how to listen at all. The listening
techniques they choose or employ as teachers must focus on helping students become better listeners.

The lecturer taught listening through storytelling exercises. In its implementation, the lecturer instructed the class to locate a narrative that was read aloud to the class while the other students listened. According to Coconi (2013), storytelling uses sound and words to convey events. Students learn to play with words and visuals can benefit from storytelling. Students become more involved in the classroom when stories are presented. Students' listening abilities can be enhanced through this narrative exercise (Ariani et al., 2019).

Gap fill activities were used by the lecturer based on these findings. The lecturer applies it by leaving some words or sentences in the narrative text incomplete. After that, while they listened to the story, the children filled the spaces. The connection is with teacher-employed gap filling, according to Ekaningsih (2019), by omitting some terms from a dialogue or piece. The assignment required students to listen to the teacher's recording and accurately fill in the blanks.

Responding to the questions is the next exercise that the speaker uses. The instructor covered the TOEFL content while listening to class II. To ascertain whether or not they have understood the explanation, students must respond to questions following the presentation of the subject (Dewi, Wilany, Sidabutar & Ria, 2022). According to Ma’ mun (2020), students must focus and listen intently while using the answer to the question technique. Following audio listening, students were required to respond to questions based on their knowledge.

The above results indicate that both listening lecturers employ authentic forms of content more frequently. Dewi (2018) defines authentic resources as those created by native speakers and used in the educational process rather than being intended for instructional purposes. The utilization of real-world examples of language in the classroom is facilitated by the use of authentic resources. In his own experience, Berando (2006) used authentic materials to teach English. He argued that authentic language is encountered by students in real-world situations and daily living, and demonstrated that using real things rather than textbooks makes learning more engaging.

According to Gebhard’s (1999) theory, various types of authentic materials can be employed in the educational process. These materials included realia, authentic printed materials, authentic visual materials, authentic listening watching materials, and authentic visual materials. Through interview data, we discovered that lecturers employed two different types of materials: printed materials and authentic listening and seeing materials. Examples of authentic audio content include music, podcast sounds, and other audio files. Lecturers who use printed materials in addition to real-world audio and video resources provide a broad and varied approach to teaching that accommodates a range of learning preferences and enriches student experience.

CONCLUSION
This study discovered that Listening Course Lecturers apply certain listening principles. The guiding concepts were to employ techniques that are inherently motivating, emphasize listening in integrated skills courses, and promote the development of listening skills. The researchers discovered that the lecturers used three different kinds of listening exercises based on the interview findings. There were TOEFL question answers, gaps filled, and storytelling. The study discovered that lecturers employed authentic materials more frequently during the learning process, including written materials, authentic listening, and viewing materials.
The lecturers employed a range of listening activities, including gap filling, storytelling, and TOEFL question answers. Continue to vary the types of activities utilized to foster well-rounded listening abilities. Introduce students to many accents, speaking tempos, and situations, and include additional exercises such as dialogues, podcasts, films, and listening comprehension tests. Promote the use of podcasts, films, interviews, and current news broadcasts to give students examples of language in the context of everyday life. Motivational approaches are vital as guiding factors. To make listening activities more engaging and fun, keep using tactics and content that captivate readers. Invite students to choose books that reflect and share their interests. They may do this by utilizing materials relevant to their interests, hobbies, or fields of study.

It is important to emphasize how listening skills should be incorporated into integrated courses. Ensure that there are links between listening exercises and speaking, reading, and writing in the language. Ask students to summarize what they hear, present, or discuss after a listening activity, for example. Building a strong framework for evaluation and feedback. Students’ listening comprehension abilities are continually evaluated by performing tasks, tests, or quizzes. Students gained a better understanding of their areas of strength and growth.

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