

# EXPLORING CHALLENGES AND PROPOSING SOLUTIONS IN ACADEMIC LISTENING INSTRUCTION: A STUDY OF EFL LECTURERS IN INDONESIAN PRIVATE ISLAMIC UNIVERSITY

M. Arbain<sup>1</sup>, Fitra Ramadhani<sup>2</sup>, Iwan Perdana<sup>3</sup>, Raudhatul Haura<sup>4</sup>

<sup>1, 2, 3, 4</sup> Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin

Email: [muhammadarbain@uniska-bjm.ac.id](mailto:muhammadarbain@uniska-bjm.ac.id)

## ABSTRAK

Di Indonesia, termasuk di universitas Islam swasta, permintaan terhadap lulusan dengan kemampuan berbahasa Inggris yang kompeten semakin meningkat, sehingga pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL) menjadi prioritas nasional. Peran dosen EFL dalam mengembangkan keterampilan menyimak akademik sangat penting, namun sering menghadapi tantangan signifikan, mulai dari keterbatasan pedagogis dan teknologi hingga kurangnya sumber daya yang sesuai konteks lokal. Studi kasus kualitatif ini meneliti tantangan yang dialami dua dosen EFL dalam mengajar menyimak akademik di sebuah universitas Islam swasta, serta solusi yang mereka terapkan. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis secara tematik untuk mengidentifikasi pola pengalaman para dosen. Temuan menunjukkan tantangan bersumber dari faktor mahasiswa (keterbatasan kosakata, kecemasan), faktor institusional (kurikulum yang kurang menekankan menyimak, keterbatasan teknologi), serta kebutuhan bahan ajar yang selaras budaya. Untuk mengatasinya, dosen menggunakan solusi kreatif seperti scaffolding, membuat bahan ajar sendiri, dan memanfaatkan teknologi pribadi. Studi ini merekomendasikan perubahan institusional, termasuk kurikulum berbasis keterampilan dan investasi teknologi, guna meningkatkan pengajaran keterampilan menyimak akademik.

**Kata Kunci:** Kemampuan Menyimak Akademik, Tantangan Dosen, Pendidikan Tinggi.

## ABSTRACT

In Indonesia, including private Islamic universities, the demand for competent English-speaking graduates is rising, making effective EFL instruction a national priority. Consequently, EFL lecturers play a crucial role in developing students' academic listening skills. However, this task faces significant challenges, from pedagogical and technological limitations to a lack of context-specific resources. This qualitative case study examines the challenges encountered by two EFL lecturers at an Indonesian private Islamic university and the solutions they implement. Data were collected via in-depth, semi-structured interviews and analyzed thematically to identify patterns in their experiences. Findings reveal challenges from student factors (limited vocabulary, anxiety), institutional issues (curriculum de-emphasizing listening, technological limitations), and the need for culturally aligned materials. Lecturers respond with creative, lecturer-led solutions such as scaffolding, developing their own materials, and using personal technology. The study recommends institutional changes, including a skills-based curriculum and investment in technology, to enhance academic listening instruction in this context.

**Keywords:** Academic Listening, Lecturers' Challenges, Higher Education.

## INTRODUCTION

The ability to understand spoken English in academic settings, known as academic listening, is a foundational skill for students in English as a foreign language EFL context (Suri, Zulkarnain, & Rahmawati, 2022). It is a highly complex process that involves more than simply decoding sounds; it requires listeners to process rapid, authentic

speech, extract key information, and infer meaning from a variety of sources, including lectures, seminars, and discussions (Younas & Saleem, 2023). This skill is particularly crucial for academic success, as it serves as a primary mode of information

Intake in university education and underpins the development of other macro-skills like

speaking and writing (Chen & Li, 2022). In Indonesia, a country with a vast number of higher education institutions, including private Islamic universities, the demand for competent English-speaking graduates is on the rise, making effective EFL instruction a national priority (Mulyani, 2023). Consequently, the role of EFL lecturers in developing students' academic listening proficiency is paramount. However, this task is often fraught with significant challenges, ranging from pedagogical and technological limitations to a lack of context-specific resources (Anwari & Angraini, 2022; Asfihana, 2022; Rafidiyah et al., 2024).

Recent scholarly work has extensively documented the difficulties EFL learners face in developing their listening skills. A number of studies highlight internal listener-related factors, such as limited vocabulary, a lack of background knowledge, and high levels of anxiety, as major impediments (Handayani et al., 2023). Externally, challenges often stem from the nature of the spoken text itself, including the speed of delivery, unfamiliar accents, and the complexity of the grammatical structures used in academic discourse (Rahman et al., 2022). Moreover, the physical environment and the quality of listening materials, such as poor audio and a lack of visual support, can further exacerbate these difficulties for students (Bourne et al., 2023).

In the context of EFL lecturers, research suggests that a key challenge is the limited training and professional development opportunities in teaching listening, particularly with innovative, technology-driven approaches (Pahurrazi, 2023). Lecturers also face institutional and resource-related hurdles, such as large class sizes, insufficient access to authentic academic listening materials, and a curriculum that may not adequately prioritize listening instruction (Setiyadi et al., 2024). Despite these documented problems, a significant body of literature proposes various solutions. For instance, the use of scaffolding, where lecturers provide temporary support to help students bridge knowledge gaps, has been shown to be effective in improving listening proficiency (Suryani, 2023). The integration of technology and digital tools, such as AI-powered applications and online platforms, also offers promising avenues for personalized listening practice and skill development (Lee et al., 2024; Fitriani & Rata, 2024).

While the existing literature provides a broad overview of the challenges in EFL listening instruction, a significant research gap exists, particularly concerning the unique context of Indonesian private Islamic universities. Much of the

current research on this topic is either general to EFL contexts or focuses on specific, single aspects of the problem, such as student difficulties or the use of a single teaching strategy (Goh, 2000; Vandergrift, 2007; Silalahi, 2017). There is a noticeable paucity of studies that holistically explore the challenges faced by lecturers from their own perspective, and even fewer that connect these challenges to concrete, practical solutions tailored to the specific pedagogical and cultural environment of Islamic universities in Indonesia (Fauzan et al., 2022; Qoyyimah et al., 2023). Consequently, the current body of research does not adequately address the intricate, context-specific problems faced by these lecturers, nor does it provide a comprehensive framework of solutions that are both effective and culturally appropriate. This gap necessitates a focused investigation to identify the challenges and propose viable solutions that are relevant to this specific educational setting.

## METHOD

### 1. Research Design

This study employed a qualitative research design with a case study approach to provide an in-depth exploration of the phenomena within its real-life context (Merriam & Tisdell, 2022). A qualitative approach is suitable because it allows for a nuanced understanding of the complex experiences and perceptions of EFL lecturers, which cannot be adequately captured through quantitative measures (Creswell & Poth, 2021). Specifically, the case study design is ideal for investigating a contemporary phenomenon within its boundaries, as it provides a holistic and meaningful description of a specific case (Stake, 2021). The insights gained from this specific case will provide rich, descriptive data to inform the development of context-specific solutions (Yin, 2018).

### 2. Participants

The participants in this study were two EFL lecturers of UNISKA Muhammad Arsyad Al-Banjari Banjarmasin, who have been teaching listening comprehension more than five years. A purposive sampling technique was used, which is consistent with recent qualitative research practice that emphasizes sampling for

information power rather than solely sample size (Hennink, Kaiser, & Marconi, 2022).

### 3. Technique and Instrument of Data Collection

The primary data collection technique employed in this study was semi-structured interviews, designed according to recent guidelines for developing effective semi-structured interview guides (Naz, Gulab, & Aslam, 2022). The interview guide was carefully constructed to ensure comprehensive and relevant data collection. All interviews were audio-recorded with participants' consent to ensure accuracy and richness of data (Ahmed et al., 2025), and were subsequently transcribed verbatim to preserve the integrity of the participants' responses for detailed analysis.

### 4. Data Analysis

Data were analyzed using the six-phase reflexive thematic analysis model, which emphasizes deep engagement with the data throughout the process (Braun & Clarke, 2019). This process began with familiarization with the data, followed by generating initial codes. These codes were then grouped into potential themes, which were reviewed and refined to ensure coherence and distinction. Finally, the themes were clearly defined and named, and the findings were presented using rich descriptions and direct participant quotes to enhance trustworthiness (Ahmed et al., 2025; Braun & Clarke, 2022).

## RESULT AND DISCUSSION

### 1. The Primary Challenges Experienced by EFL Lecturers in Teaching Academic Listening Skills at Indonesian Private Islamic Universities

To identify the primary challenges experienced by EFL lecturers in teaching academic listening skills at Indonesian private Islamic universities semi-structured interview questions, these questions are open-ended to encourage detailed, personal responses. Dealing with this, five semi-structured interview questions were prepared as follow:

- a. Could you please describe the most common difficulties your students face when you teach them academic listening?
- b. Thinking about your teaching practices, what are the primary challenges encountered when preparing and delivering academic listening lessons ?
- c. How do institutional factors, such as curriculum design and available resources, impact your ability to teach academic listening effectively?
- d. In what ways do the unique characteristics of Indonesian private Islamic universities—like the integration of religious and cultural values—influence the challenges you face in academic listening instruction?
- e. What are some of the solutions or coping strategies that you've developed on your own to address these challenges?

#### **1<sup>st</sup> Interview answers from HN (EFL Female Lecturer)**

- a. *“My students struggle mainly with limited vocabulary, which causes them to panic and lose context when faced with unfamiliar words. They also find it hard to follow the speed and accents in authentic academic materials like TED Talks, leading to anxiety and reduced focus.*
- b. *My main challenge is finding authentic, suitable materials. Most are either too basic or culturally geared toward Western contexts. I spend a lot of time looking for academic audio texts that are also relevant to my students' lives.*
- c. *Curriculum design often emphasizes reading and writing over listening. Resource limitations, like lack of audio equipment and unreliable internet, make it hard to use interactive online tools effectively.*
- d. *Content must align with our religious and moral values, so I have to carefully avoid inappropriate topics. It's a major, often overlooked challenge to find authentic academic content that fits these cultural and religious filters.*
- e. *I've become more creative—creating simplified listening tasks using texts*

*from Islamic scholars or local academics. I use pre-listening activities to build background knowledge, and gradually remove subtitles to scaffold learning and build confidence.”*

### **2<sup>nd</sup> Interview answers from FR (EFL Male Lecturer)**

- a. *“Students struggle with the fast pace and specific vocabulary of authentic academic speech. Native accents also pose challenges, as they differ from what students are used to. When they can’t understand every word, their confidence and focus drop significantly.*
- b. *My main challenge is finding authentic academic materials that are also culturally and religiously appropriate. It’s not just about content quality—I have to carefully screen for sensitive themes, which takes considerable time.*
- c. *The curriculum prioritizes grammar and reading, leaving little time for academic listening. Limited classroom tech and unstable internet make it hard to use modern tools like online videos or podcasts, so I often fall back on outdated methods.*
- d. *The challenge is balancing international academic standards with Islamic values. I can’t use just any online video; materials must support our mission of developing students who are both academically capable and morally grounded. It adds a unique layer of complexity.*
- e. *To address this, I create custom listening exercises using my own recordings or local speakers. I prepare vocabulary lists and background information, then scaffold learning by starting with transcripts and gradually removing them to build confidence.”*

The interviews with both HN and FR highlight that challenges in academic listening instruction are a complex interplay of student limitations and a lack of institutional support. Both lecturers noted that students struggle with fast speech, unfamiliar accents, and limited vocabulary, which leads to high anxiety and poor comprehension. This aligns with

recent research in Indonesia indicating that listening anxiety rises from lack of listening skills, limited exposure, and environmental factors. For example, a multiple case study of EFL undergraduates found that lack of listening skills and the classroom environment significantly contribute to anxiety in listening comprehension.

The institutional hurdles described are also similar. Both lecturers work with a curriculum that de-prioritizes listening in favor of reading and grammar. Furthermore, they face significant technological limitations, such as unreliable internet and poor equipment, which are common in Indonesian higher education. This is evidenced in a recent case study of technology integration in Indonesian universities, which reported that unstable connections and limited devices impair the effectiveness of instructional technology. FR specifically mentioned the added complexity of ensuring all materials align with cultural and religious values.

In response to these issues, both HN and FR have developed creative, lecturer-led solutions. They both rely on scaffolding techniques like pre-listening activities and breaking down authentic materials into smaller chunks. Their strategies, such as creating their own materials, recording their own voices, and gradually removing subtitles or transcripts, reflect the resourcefulness of lecturers in under-resourced settings. This echoes findings from studies where the use of authentic materials significantly improves listening comprehension and students respond positively to visual and scaffold supports (Gilmore, 2007). These personal coping mechanisms are practical applications of scaffolding, a recognized best practice for improving listening proficiency.

## **2. The Pedagogical and Technological Factors that Contribute to These Challenges**

To explore the pedagogical and technological factors that contribute to these challenges, these questions are open-ended to encourage detailed, personal responses. Dealing with this, five

Semi-Structured Interview Questions were prepared as follow:

- a. How has the curriculum designed and mandated teaching methods at your university shaped the way you approach academic listening instruction?
- b. Can you describe the technological resources available to you for teaching academic listening, and how their availability or lack thereof affects your lessons?
- c. What are your perspectives on the role of digital literacy (both your own and your students') in the effective teaching and learning of academic listening?
- d. Beyond the university-provided resources, what technologies or tools have you personally adopted to overcome challenges in teaching academic listening?
- e. If you had the authority to change the pedagogical approach or introduce new technologies, what changes would you make to improve academic listening instruction at your institution?

#### **1<sup>st</sup> Interview answers from HN**

- a. *"The curriculum offers freedom, which can be both good and bad. Without a clear guide for teaching listening, I have to design everything myself. While we're encouraged to use communicative methods, limited resources make it hard to apply them effectively, especially for listening."*
- b. *Technology is a major issue. Classrooms only have basic equipment—a small projector and unreliable speakers. There's no language lab, and slow or unstable Wi-Fi makes streaming videos or using interactive sites in class nearly impossible. I have to pre-download everything, which limits flexibility.*
- c. *Digital literacy is a challenge for both me and my students. I try to keep up with new tools, but my training didn't cover them. Students may be active on social media, but they often lack the academic digital skills needed to use research tools or listening platforms effectively.*

- d. *I rely on personal tools to manage. I use my own laptop and phone hotspot for a better connection, apps like VLC to adjust playback speed, and a private YouTube playlist of vetted Academic talks—all outside the university's official support system."*
- e. *If I could improve things, I'd start with the curriculum—it needs a clear, structured framework for teaching listening. Technologically, we need stable Wi-Fi, quality sound systems, and smart TVs or larger screens to make full use of online academic resources."*

#### **2<sup>nd</sup> Interview answers from FR**

- a. *"The curriculum emphasizes grammar-translation, so students are used to text-based learning. This makes shifting to listening skills challenging. I try to use communicative activities, but they often clash with both the curriculum design and student expectations. Without a clear framework for teaching listening, I have to build most materials myself."*
- b. *Technology is a major hurdle. Classrooms have poor audio equipment that distorts sound, and there's no language lab. Unreliable Wi-Fi makes streaming content impossible, so I'm stuck using outdated CDs or MP3s, which aren't very engaging.*
- c. *Digital literacy is an issue for both students and teachers. Students can use social media but struggle with academic platforms and listening tools. I spend extra time teaching them how to use these resources, while also trying to keep up with new tech myself—without institutional support.*
- d. *To cope, I use my own laptop and portable speakers. I edit audio with free tools like Audacity and share materials through private Google Drive folders. It's all a workaround for our lack of infrastructure.*
- e. *If I could change things, I'd push for a skills-based curriculum that gives equal focus to all language skills. Technologically, we need reliable internet, quality audio equipment, and*

*ideally a dedicated language lab. Even basic improvements would significantly enhance listening instruction."*

The findings from the interviews with HN and FR reveal that academic listening instruction is hindered by a significant gap between pedagogical goals and institutional support. This aligns with recent research on the disconnected between modern teaching theories and under-resourced classrooms.

Both lecturers face issues with a curriculum that either lacks a clear framework for listening or overemphasizes traditional grammar and reading (Al-Rawashdeh & Al-Zayed, 2022; Al-Zubaidi, 2022). They also contend with severe technological limitations like unreliable Wi-Fi and basic equipment, which are common barriers in developing contexts (Fitriani & Rata, 2024). This forces them to rely on outdated methods and a lack of digital literacy among students and lecturers further complicates the use of modern tools.

In response, both lecturers display teacher resourcefulness, using their own personal equipment and free online tools to compensate for institutional deficiencies (Fitriani & Rata, 2024; Suryani, 2023). Their recommendations for institutional change are supported by research: a skills-based curriculum that gives equal weight to all four language skills and a complete technological overhaul are seen as essential for fostering a rich, effective academic listening environment (Setiyadi et al., 2024).

### 3. The Current Strategies and Solutions that Lecturers Are Employing to Overcome Difficulties

To explore the current strategies and solutions that lecturers are employing to overcome these difficulties. These questions are designed to uncover the specific actions they take in their classrooms. Dealing with this, five semi-structured interview questions were prepared as follow:

a. Could you describe any classroom activities or techniques you use to

help students overcome their difficulties with academic listening?

- b. Have you developed any unique materials or resources to supplement the official curriculum and better support your students' listening skills?
- c. How do you address issues like a lack of background knowledge or listening anxiety in your students? Can you share a specific example of how you've handled these issues in a recent class?
- d. Beyond the classroom, what kinds of out-of-class tasks or assignments do you give your students to encourage independent academic listening practice?
- e. What advice or best practices would you share with a new EFL lecturer who is just starting to teach academic listening, based on your own experience?

#### 1<sup>st</sup> Interview answers from HN

- a. *"I use pre-, during-, and post-listening activities. Before listening, we brainstorm vocabulary and related concepts to activate prior knowledge. During listening, students focus on key elements like main ideas or tone. Afterward, group discussions help them summarize and reinforce understanding through peer teaching.*
- b. *"To fill curriculum gaps, I create my own materials—using short, relevant videos (e.g., Islamic finance, local mosques) with vocabulary lists and questions. I also record simplified lectures with clear pacing and pronunciation to scaffold learning before introducing authentic materials."*
- c. *Lack of background knowledge and anxiety often go hand in hand. I use a 'less-is-more' approach—for example, showing visuals and explaining key terms before a lecture on sustainable architecture. This reduces cognitive load and builds confidence.*
- d. *I encourage students to explore authentic listening outside class. I share a list of suitable YouTube channels and ask them to summarize five-minute segments. This low-*

*stakes practice helps build fluency, confidence, and learner autonomy.*

- e. *My advice: always have a clear task—don't just play the audio. Scaffold with transcripts, visuals, and pre-listening support. And be patient—academic listening takes time. Create a supportive environment and celebrate small progress."*

## **2<sup>nd</sup> Interview answers from FR**

- a. *"I use scaffolding techniques—breaking lectures into small segments, followed by pair summaries. Prediction tasks, like analyzing titles and visuals before listening, help activate prior knowledge.*
- b. *I create my own materials, recording short audio explanations of complex terms and simplifying key paragraphs from academic articles. Students read these first, then listen to the authentic audio for dual-skill practice.*
- c. *I take a phased approach. For example, before a lecture on Islamic history, I provided a brief written summary of key events and people. I also remind students that the goal is understanding the main idea, not every word—this reduces anxiety and boosts confidence.*
- d. *I encourage independent listening. Students choose podcasts or lectures on topics they enjoy, then write a short journal entry summarizing one key takeaway. This personal connection increases motivation and frequency of practice.*
- e. *My advice: start small and be patient. Use short, relevant audio and gradually increase difficulty. Focus on building confidence by celebrating main idea comprehension. And be resourceful—creative workarounds can make a big difference when tech is limited."*

The teaching strategies used by both HN and FR align with established theories of second-language acquisition, particularly schema theory and scaffolding. Both lecturers use a pre , during , and post-listening framework with pre-listening activities to activate students' background knowledge, a

practice rooted in-schema theory that improves comprehension. This is supported by recent work showing that authentic materials which include rich contextual cues and varied accents significantly help students improve comprehension when background knowledge is activated (Wulandari et al., 2025; Permatasari, Syam, & Sastrawati, 2023).

They also apply a "less-is-more" approach by breaking down listening materials into smaller, manageable chunks and using visual or conceptual priming to reduce cognitive load and anxiety—both major obstacles in listening comprehension (Permatasari, et al., 2023).

Both HN and FR show teacher resourcefulness in developing their own scaffolded materials, including simplifying academic texts, using culturally relevant contents, and customizing materials to student interest. Studies in Indonesia reflect similar patterns: for example, teachers perceive existing listening materials as often misaligned to student needs and interests, which leads many to adapt or create their own materials to increase engagement and motivation (Sularti et al., 2023).

They foster learner autonomy by encouraging independent practice with materials tailored to students' interests. Their emphasis on scaffolding—gradually removing supports—and encouraging students to focus on main ideas rather than every single word are recognized best practices for long-term listening proficiency. Such strategies are echoed in studies of online scaffolding and teacher-led material adaptation among Indonesian EFL learners, which find that these practices lead to better comprehension and greater student confidence (Khoiriyah & Mashuri, 2025).

## **4. The Link Between Teachers' Beliefs and Their Classroom Practice about Spoken Corrective Feedback**

To explore potential solutions and recommendations for improving academic listening instruction, these questions encourage lecturers to move from problem identification to proposing practical, context-specific solutions.

Dealing with this, five Semi-Structured Interview Questions were prepared as follow:

- a. Based on your experiences and the challenges you've faced, what changes to the curriculum or teaching materials would you recommend to better support academic listening?
- b. If you could receive any form of professional development or training, what specific topics or skills related to academic listening would be most beneficial to you?
- c. What technological tools or resources—whether they currently exist or not—would be most useful in improving academic listening for both you and your students?
- d. Considering the unique mission of your institution, how can the integration of Islamic values and local culture be leveraged as a positive resource in academic listening instruction?
- e. In your opinion, what is the single most important institutional change that the university could make to help you and your colleagues improve academic listening instruction?

#### **1<sup>st</sup> Interview answers from HN**

- a. *"We need a dedicated, systematic curriculum component for academic listening—it's currently overlooked. A repository of vetted, culturally appropriate materials, like lectures from Indonesian scholars or Islamic conferences, would save us significant time."*
- b. *Effective professional development should focus on practical tech training—how to integrate apps, create digital materials, and apply scaffolding techniques to help students become independent listeners.*
- c. *Essential tools include a reliable learning platform with features like adjustable playback speed, repeat functions, and interactive transcripts. In-class, stable Wi-Fi and quality sound systems are critical—it's basic tech that makes the biggest impact."*
- d. *"We can use cultural and religious values as authentic content sources. Lectures by Indonesian Islamic*

*figures or sermons on Islamic jurisprudence are more relatable and engaging, increasing motivation and reducing cultural distance."*

- e. *"The most important change would be for the university to recognize academic listening as a core skill. That means updating the curriculum and providing the necessary technical and professional support. Without institutional backing, we're limited in what we can achieve."*

#### **2<sup>nd</sup> Interview answers from FR**

- a. *"The curriculum should move beyond text-heavy methods and include dedicated listening modules, scaffold from simple to complex topics. We also need a centralized bank of approved, contextually relevant listening materials aligned with academic and institutional values."*
- b. *We need hands-on training in using digital tools—creating interactive quizzes, editing audio, and using podcast platforms. Workshops on advanced scaffolding techniques for academic listening would also be highly beneficial.*
- c. *An ideal tool would be a learning platform with a high-quality audio/video player that includes variable speed and synchronized transcripts. In-class, reliable sound systems and strong Wi-Fi would resolve many current limitations.*
- d. *We should use culturally relevant content—talks on Islamic history, philosophy, or local projects—as listening materials. This makes lessons more engaging and meaningful, boosting motivation and real-world connection.*
- e. *The most important change is for the university to treat academic listening as a core skill. With proper recognition, it would receive more curriculum time, better resources, and focused professional development—all essential for meaningful progress."*

The recommendations from both HN and FR align with recent research advocating for comprehensive and institutionally supported improvements in EFL contexts. Both lecturers propose a

systematic and dedicated curriculum for academic listening, arguing for a balanced approach to all four language skills (Wulandari et al., 2025). They also suggest creating a centralized repository of culturally appropriate materials from sources like Indonesian Islamic scholars. This directly addresses the need for relevant content, which boosts student motivation and aligns with the unique mission of Islamic universities (Sularti et al., 2023). Both HN and FR emphasize the need for technological investment in reliable learning platforms, sound systems, and Wi-Fi. They also call for practical professional development on integrating digital tools. This is consistent with findings that highlight the foundational role of technology and teacher training in effective language instruction (Fitriani, 2023). Ultimately, both lecturers believe the most important change is for the university to officially recognize academic listening as a crucial, stand alone skill. This institutional shift in mindset is a prerequisite for a meaningful increase in resource allocation, curricular time, and overall pedagogical support (Rahman et al., 2024).

## CONCLUSIONS

A qualitative case study of EFL lecturers at a private Indonesian Islamic university reveals significant challenges in teaching academic listening. These difficulties arise from three main areas: student factors like limited vocabulary and high anxiety; institutional issues, including a curriculum that de-emphasizes listening and a lack of technology; and the need for culturally- aligned materials. To cope, lecturers have developed resourceful, lecturer-led solutions like scaffolding and creating their own materials to compensate for institutional shortcomings.

The findings suggest that relying on individual strategies is unsustainable, and a systemic, institutional approach is needed. The study recommends that the university invest in a skills-based curriculum that prioritizes academic listening, upgrade its technological infrastructure with reliable Wi-Fi and audio equipment, and create a repository of culturally-appropriate listening materials. This would shift the burden from individual lecturers to a supportive institutional framework, leading to more effective instruction and improved student outcomes.

Future research could expand on these findings with a larger-scale study across multiple Indonesian universities. Other promising areas include investigating the direct impact of lecturers' coping strategies on student proficiency and exploring the effectiveness of implementing a dedicated, culturally-aligned listening curriculum.

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