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Type: **Research-oriented Oral Face-to-face presentation**

## **Teachers' Beliefs and Practices on Listening Instruction in EFL Classrooms**

*Saturday 17 May 2025 13:40 (25 minutes)*

### **TITLE**

Teachers' Beliefs and Practices on Listening Instruction in EFL Classrooms

### **RELEVANT SIG**

Listening Literature in Language Teaching

### **FORMAT**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description**

### **KEYWORDS**

teacher beliefs, teacher agency, second language listening, EFL listening instruction

### **First-time presenter?**

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### **ABSTRACT**

Listening, though requiring explicit instruction, is often treated as a form of testing in many contexts (Graham, 2017). Consequently, research on classroom listening instruction, pedagogical beliefs, and the role of teacher agency remains worth pursuing. This study investigated teachers' beliefs and reported practices in listening instruction within EFL classrooms. It involved semi-structured interviews with twelve public senior high school English teachers from various regions in Taiwan. Participants responded to twelve questions exploring their views and classroom practices related to listening instruction, teaching materials, activities, and personal reflections. Qualitative analysis revealed that most teachers took an implicit approach, emphasizing increased listening input, such as using more English and playing recorded passages. Common activities included repeated listening and reviewing test content. Only a small number of teachers reported engaging in strategy instruction such as activating students' background knowledge and making predictions. Based

on these findings, the study suggests an instructional design integrating intensive, interactive, and guided autonomous listening, along with activities that enhance students' metacognitive awareness. It also discusses the importance of teacher agency in shaping instructional practices. Given that national entrance exams strongly influence secondary-level English instruction in both Taiwan and Japan, these insights can inform teaching practices in both contexts.

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