Journal of English Educational Study (JEES)
Volume 9 Issue 2 November 2026 Page 226-237
E-ISSN: 2655-0776

EXPLORING TEACHERS TECHNIQUES IN THE CONTEXT OF TEACHER PROFESSIONAL EDUCATION PROGRAMS FOR TEACHING LISTENING SKILLS

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Submitted: 2026-05-19
Accepted: 2026-09-21

Abstract: Listening instruction in EFL classrooms in Indonesia still faces challenges in teaching listening skills, which are a fundamental aspect of oral language proficiency. This study aims to examine the teaching techniques used by English teachers in the Teacher Professional Education Program to develop listening skills, with a focus on classroom practices at the junior high school level. This study employed a multiple qualitative case study design involving five English teachers enrolled in the PPG program who were conducting their field experience at several junior high schools in Cirebon, Indonesia. Data were collected through semi-structured interviews and non-participant classroom observations, and were then analyzed using reflective thematic analysis. The techniques identified include motivational scaffolding, teacher-student relationship building, game-based learning, English habituation, drilling techniques, presentations, and texts, technological pedagogical content knowledge, and problem-based learning. Research findings indicate that many teachers still rely on conventional methods such as drilling techniques. While they struggle to implement more interactive, innovative, and student-centered strategies, they often repeat the same techniques across various areas of listening skills. This study contributes to the development of research on communicative EFL pedagogy and teacher professional education by emphasizing the importance of pedagogical integration in interactive listening instruction, particularly in educational settings with limited resources.

Keywords**:** teaching techniques; teacher professional education program; listening skills; English teachers.

INTRODUCTION

Nowadays teachers still faced many problems in teaching. A quality teacher positively influences student learning and development by combining strong content knowledge with diverse pedagogical abilities and effective communication or interpersonal skills. Dwi et al. (2016) said that it is reasonable to view teachers as playing a vital role in learning success, especially when learning facilities are inadequate. Dwi et al. (2016) also said that in Indonesia, teachers face at least three key issues: quality, welfare, and politicization. Endriati et al. (2024) stated that students usually faces some problems in listening skills. It can come from several factors such as pronunciation, understanding the text. In Endriati et al. (2024) it also stated that students have struggle based on the teacher's pronunciation, identify important supporting details, and identify drawing inferences about the text. In addition according to that it is very necessary to use various techniques that can help students in develop their listening skills.

According to these teaching demands, professional education for teachers has developed into a key institutional method for upgrading pedagogical standards and instructional flexibility. Rani et al. (2023) showed that learning activities from teacher professional is strongly enhance teacher professional development, resulting in better teaching practices, higher student engagement, and improved learning outcomes. A large number of studies concerning teacher professional development mainly investigate certification, teacher beliefs, general instructional improvement,

developing skill in teaching, rather than focusing specifically on the enactment of listening interaction within classroom practice (Nazaretsky et al., 2022; Sánchez-Narváez & Chavarro-Vargas, 2017; Su & Wang, 2022; Thurm & Barzel, 2020). In addition, studies discussing oral skills instruction frequently classify techniques into categories such as shadowing (Binarkaheni & Dewangga, 2024). Information transfer, paraphrasing and translating, answering questions, summarizing, filling in blanks, and answering to show comprehension of messages (Nor & Banjarmasin, 2014) . Song lyrics breakdown & analysis, fill in the blank (Masruroh & Mubarok, 2023) . Limited attention has been given to how these techniques are pedagogically integrated and negotiated within actual classroom interaction.

Addressing this gap, the present study explores interactive listening techniques utilize by teachers in Teacher Professional Education Programmes (PPG), focusing particularly on their teaching practices and how they integrate pedagogy. Using a qualitative multiple-case study approach, this research investigates how five PPG English teachers set interactive listening instruction during school-based practicum experiences in junior high schools in Cirebon, Indonesia. Instead of just identifying teaching techniques as isolated categories, this research investigates how listening exercises are structured, navigated, and integrated within classroom interaction. By prioritizing practical application and pedagogical integration, this study contributes to the growing discussion of communicative EFL pedagogy within professional teacher education contexts and offers insight into how interactive listening instruction is operationalised in facing limited resources Indonesian classrooms.

Programs for teacher professional education are also crucial in shaping classroom practices and the ability to adapt pedagogically. In Indonesia, the PPG program specifically integrates pedagogical coursework, ICT-based learning, peer teaching, classroom action research, and school-based practicums to prepare teachers for the complexities of real-world teaching. Afriadi et al. (2023) research said that teachers play a crucial role in improving the quality of Indonesian education, and therefore must be adequately prepared to become professionals, one way being through the Teacher Professional Education Program (PPG). However, although prior studies have explored oral teaching techniques and teacher professional development separately, there remains a lack of literature on how teachers enrolled in the Teacher Professional Education Program (PPG) integrate and enact interactive listening techniques during their classroom practicums. Therefore, this study expands previous discussions by focusing on how interactive listening pedagogy is operationalised in the actual setting of Indonesian junior secondary EFL classrooms. Teaching methods, strategies, and techniques that PPG teachers applied during the study influenced by their past learning experiences.

Journal of English Educational Study (JEES)
Volume 9 Issue 2 November 2026 Page 226-237
E-ISSN: 2655-0776

METHOD

Research Design

This study adopted a qualitative research methodology design by Taylor et al. (2016) within an interpretivist epistemology to explore how interactive listening techniques were integrated into PPG classroom practices. The chosen research design is a case study. The inquiry required contextualised and experiential understanding rather than variable-based measurement (Tracy, 2020). Each of the five participants was treated as an instrumental case, allowing comparison of shared and differing pedagogical practices across cases.

Research Context and Participants

The study was conducted in Cirebon, West Java, Indonesia, during the February 2025. Participants were five English teachers enrolled in the Teacher Professional Education Programme (PPG) who were undertaking their school-based teaching practicum (PPL). A purposive sampling method was utilized to select participants who met three specific requirements: current enrollment in the PPG, active teaching in a junior high school (SMP) setting, and consent to be interviewed and observed. All identifying information was anonymised.

Data Collection

Data were collected through semi-structured interviews and non-participant classroom observations to support methodological triangulation (Carter et al., 2014). Data was collected through five individual, 45-60 minute interviews conducted in Bahasa Indonesia. Using 48 open-ended questions to explored the participants' teaching methods, assessment strategies, and PPG experiences. Each interview was audio-recorded, transcribed verbatim, and translated into English for the final report. The researcher adopted a complete observer role and recorded descriptive field notes using a structured observation protocol focused on classroom brauninteraction and listening-related instructional practices.

Data Analysis

Interview transcripts and observation records were analysed following Braun & Clarke (2006) six-phase procedure. The entire dataset was coded to capture both explicit, surface-level meanings and implicit, underlying themes, generating 247 initial codes. In line with Reflexive Thematic Analysis (RTA) guidelines, the themes were labeled analytically to reflect their core interpretive arguments instead of relying on simple topical descriptionsn (Braun & Clarke, 2006). Through three rounds of thematic mapping, the initial codes were repeatedly organized and refined to produce eight final themes.

FINDINGS AND DISCUSSIONS

Through reflexive thematic analysis, five candidate themes were generated to illustrate the practical application of these listening techniques across different participants. Continuously cross-referencing teacher interviews with classroom observations, these themes developed

Journal of English Educational Study (JEES)
Volume 9 Issue 2 November 2026 Page 226-237
E-ISSN: 2655-0776

inductively, highlighting both consistent instructional teaching and context-specific adaptations. Table 1 presents the comprehensive breakdown of the applied listening techniques, corresponding evidence, and the analytical themes.

Table 1. Summary of the Reflexive Thematic Analysis Results

No	Listening Technique Applied	Participants' Response and Evidence (Representative sample)	Coded Theme
1	Individualized Affective Approach & Positive Emotional States Management	**Interview** "I told them to download Duolingo on their own phones or listen to songs." (T5) **Observation** "The teacher restated, 'Everyone can do it, no one is smarter or dumber than anyone else. We're all the same, and everyone can do it.'" (T1)	Emotional Safety as Prerequisite for Listening
2	Problem-Based/Task-Based Presentation	**Interview** "I usually use problem-based learning, so all students are required to speak, listen and I've prepared roles for each of them." (T1) "I asked them to try presenting the material or project they had already worked on." (T4) **Observation** "The teacher provides images and descriptive texts of activities that are arranged in a unsystematically, and disjointed…Students are asked to understand the meaning, pronunciation, and sequence of the posters before presenting them to the class." (T1&T3)	Integrating Listening Competencies Through Authentic Tasks
3	Informed Differentiated Instruction	**Interview** "Usually, they're more interested and find it easier to understand the meaning of the English sentences when I use worksheets with pictures." (T3) **Observation** "The teacher provides a poster that are arranged in a unsystematically, and disjointed…Students are asked to understand the meaning, pronunciation, and sequence of the posters before presenting them to the class." (T1&T3)	Data-Informed Teaching Differentiation
4	Technology-Mediated Listening	**Interview** "I use PowerPoint presentations" (T1) "I use videos and phone; students use Google Translate to help them translate words and pronunciation" (T2) **Observation** "The teacher asked the students to bring their cell phones from the counseling room because it would be used for learning activities…The teacher provided a mobile hotspot for all students so they could use Google Translate" (T2)	Technological Tools as Responsive Listening Supports
5	Game-Based Listening	**Interview** "There's a quiz in every lesson, and students who do well on the quiz will receive extra point." (T2) **Observation** "The teacher leads icebreakers or games before the lesson begins. Apply 'head, shoulder, knees, feet, pen,' so the students have to touch those body parts as the teacher calls them out" (T2)	Edutainment as a Prompt for Active Auditory Engagement
6	Listening Habituation	**Interview** "I made it a habit for students to answer 'present' in English when their attendance is taken" (T2, T3) **Observation** "The teacher said, 'I will call on you one by one, and please say "present."'" (T1, T3, T4, T5)	Structured Listening Rituals
7	Drilling Listening	**Interview** "'repeat after me' ia a traditional technique is but quite effective" (T3) **Observation** "The teacher says, 'Repeat after me,' and the students respond with 'Okay.' Teacher demonstrates the pronunciation, then the teacher points to a student, and the student who is pointed to must repeat it using the pronunciation the teacher has demonstrated." (T1)	Structured Repetition for Phonetic Familiarization

Journal of English Educational Study (JEES)
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1. Emotional Safety as Prerequisite for Listening

Five of the five participants continuously created mentally supportive class environments, treating emotional preparedness as a necessary first step for listening participation. This psychological support was implemented through multiple practical methods intended to reduce students' listening anxiety during oral tasks.

In the interview result T2 ask students how they felt about participating in the class during the closing session of the lesson. T3 on a personal level by approach them one by one because there are children who really need to be asked questions privately. T4 continually validated learners' listening contributions without demanding of linguistic precision, valuing active involvement more than strict accuracy. T5 asking for feedback by checking in on how people are doing and following up on the material from the previous meeting. The observation data further showed that T1 frequently highlighted equality among learners, relying on statements such as “everyone is equal” to reduce feelings of inadequacy and reduce competitive class structures before starting listening tasks. This theme reveals that emotional safety its a basic enabling requirement.

Listening in a foreign language in these classrooms was considered not only as a linguistic activity but also an emotionally public performance. Motivation is a crucial factor in learning and teaching a foreign language, precisely in listening skills (Goctu, 2016). Failure to listen can lead to a breakdown in trust, empathy, and understanding the key elements for successful communication (Newton, 2024). While Nahid et al. (2023) said that these positive relationships create a safe, inclusive atmosphere where learners feel comfortable sharing their ideas, leading to greater participation and active engagement. This theme reveals that affective scaffolding is the foundational enabling condition for PPG listening instruction. These findings challenge skills-focused EFL models by showing that teachers treat emotional safety as a primary consideration when designing interactive listening lessons.

2. Integrating Listening Competencies Through Authentic Tasks

This theme highlights the study's most integrated technique: utilizing authentic, product-driven tasks like poster presentations to simultaneously engage vocabulary, listening, and speaking. Unlike isolated drilling, these collaborative activities position students as active language users, transforming listening from a standalone exercise into purposeful, interactive communication.

In the interview result T1 prepared roles for the students when applying problem-based learning. T2 asking student to create a product story by narrative text then present it to the class. T1 & T3 use a unsystematically, and disjointed poster for visual illustration then ask students in groups to compile it, discussed, draw a conclusion, identify the purpose and present it to the class. T4 to ensure students understand the material by asking them to present the material or a project

they have completed. T5 using presentation, roleplay in groups based on diagnostic assessment, and monolog. In the observation result it is show that the poster tasks in T1 and T3 encompassing preparation, collaborative execution, and presentation. As students negotiated meaning and explained their work, the teacher played an active circulatory role, moving between groups to provide pronunciation guidance, semantic clarification, and immediate scaffolding according to students' emerging needs.

One of the keys to having good communication skills is by having the ability to listen to the speaker well or at least adequately. Mardiningrum & Ramadhani (2022) said when conducted presentation in English as a Foreign Language (EFL) classroom, it becomes even more challenging because presenters also think and communicate in a language they are still learning. Gultom (2018) said that PBL approach is emphasizes the development of valuable skills and qualities, such as gaining knowledge, improving teamwork, and strengthening communication abilities. This theme demonstrates that PPG teachers can independently design multi-skill tasks without relying on prescribed institutional frameworks. Ultimately, this reveals that PPG training equips educators not only with theoretical knowledge but with the practical wisdom to synthesize diverse methodologies purposefully.

3. Data-Informed Teaching Differentiation

Across most cases five of the five teachers, diagnostic assessment functioned as the primary driver for instructional differentiation rather than an administrative task. This strategy clearly stated by T1, T2, T3,T4, and T5. Importantly, the diagnostic process went beyond just measuring cognitive ability, but also accounted for students' learning preferences, confidence, participation habits, and contextual familiarity when creating listening activities.

In the interview result T1 said using monologues or dialogues. T3 using unsystematically, and disjointed poster. T5 integrated through group role-plays based on diagnostic data and descriptive monologues. Whereas in the observation researchers found that T2 using jumbled words. T3 and T1 provides a unsystematically and disjointed poster then students are asked to understand the meaning, pronunciation, and sequence of the posters before presenting them to the class

This combination makes it a strong option for teachers, as all language skills are interconnected and should be taught equally. Diagnostic assessment is more effective technique for improving student performance on productive-response listening tasks, allows students with their teacher's help to diagnose their weaknesses throughout the course (Zandi et al., 2020). Dialogue provides a chance for individuals to express their personal identities, interests, and values (Helm, 2021). While Bahraoui & Benali Reguieg (2022) said that the role-play technique is valuable because it can integrate various other methods, such as miming, language games,

group discussions, and simulations. This theme reveals that PPG teachers use diagnostic assessment and selected techniques as dynamic tools to actively shape listening instruction, not just as a bureaucratic exercise.

4. Technological Tools as Responsive Listening Supports

While all participants valued technology for listening instruction, school infrastructural limits necessitated a constrained technology integration. Teachers attempted to utilise accessible digital tools such as smartphones, Google Translate, online dictionaries, audio recordings, and Google Forms to support pronunciation, listening comprehension and activities.

Several teachers demonstrated adaptive strategies in navigating these limitations. In the interview results T5 implemented a structured listening sequence, students first listened without scripts, then listened again with as before proceeding to roleplay activities. Meanwhile, T4 used Google Forms with embedded audio to conduct listening activities and assessments. Then in the observation result it is showed that T2 coordinated with the counselling office to allow temporary smartphone access during lessons and provided a personal mobile hotspot so students could use Google Translate for pronunciation support.

Translation tools significantly enhance phonetic accuracy and aid learners in differentiating similar sounds. Clinton-Lisell (2023) said that audio-assisted reading may help improve overall comprehension in struggling readers and support incidental vocabulary acquisition in second language learners. Trang (2019) stated that Google Translate can serve as a pronunciation tool, allowing learners to independently practice and assess their pronunciation. Google translate support students' for listening frequently and significantly enhanced students' articulation of vowels, consonants, and complex lexical structures (Idrus et al., 2025). This theme's contribution is framing technology integration in PPG classrooms as constrained TPACK. Findings show that although PPG teachers have the pedagogical awareness to integrate technology productively, their actual classroom execution remains heavily restricted by institutional and infrastructural limitations.

5. Edutainment as a Prompt for Active Auditory Engagement

While three of five participants valued game-based for listening techniques, school infrastructural limits necessitated an interactive game based activites. Despite these restrictions, teachers did not throw over for using game-based.

In the interview result T3 said that often tend to guide students by game-based learning. T5 said plan to use games as another option besides role-playing and monologues. In the observation result it is show that T2 use icebreaking before the lesson begins, by using 'head, shoulder, knees, feet, pen' teachers ask the students to touch those body parts of them as the teacher calls them out. T5 instructs the students to answer the questions in groups by row to work

together by to form, construct, translate, and read the sentence correctly a 'WH question in the simple past tense' written on the whiteboard before being allowed to sit down.

Most students find listening difficult because monotonous teaching strategies leave them unmotivated to learn. Games are highly beneficial for students during the teaching and learning process, as they help reduce boredom and boost students' motivation to learn (Amanda et al., 2024; Wahyuni et al., 2023). This theme demonstrates that one of five PPG teachers can integrate an active game-based without relying on school limitation infrastructural.

6. Structured Listening Rituals

Across most cases four of the five teachers, listening rituals or habit performed as the primary driver for instructional differentiation rather than an administrative task. In the interview results T2 and T3 said made a habit for students to say 'present' when their name is called. T3 also like to ask asking how they are doing. The observation data further showed that T1, T3, T4, & T5 greeted the students with 'Good morning, students. How are you?' The students replied, 'Good morning, I'm fine, thank you. And you?' Then the teacher replied, 'I'm fine, thank you.', lastly The teacher said, 'I will call on you one by one, and please say "present".

Interaction is a complicated but essential part of EFL listening class whether in an authentic classroom or a network-based setting. Ahmed (2022) said that in the digital era, educators must prioritize these interpersonal skills, utilizing simple gestures like greetings to establish rapport and foster meaningful connections. Positive interpersonal interaction strategies can relieve the strain and help learners solve and transcribe language with great skill (Ding, 2021). This theme reveals that PPG teachers use listening rituals or habit as naturalization to slowly shape listening instruction. It is show how PPG teacher consistent practice in applying across four participants.

7. Structured Repetition for Phonetic Familiarization

Four of the five participants continuously created familiarization phonetic by applying drilling technique as a necessary first step for listening participation. Interview results shows that T1 said using GTM method for pronunciation by applying 'repeat after me' for student memorizing. T2 said using 'repeat after me' for pronunciation by students following after teacher demonstrate it. Meanwhile in the observation prove that T1 firstly says 'Repeat after me' and the students respond with 'Okay', after that T1 demonstrates the pronunciation, then the teacher points to a student, and the student who is pointed to must repeat it using the pronunciation the teacher has demonstrated. T2 apply it with corrects the students' pronunciation and asks them to try what the teacher has demonstrated. T3 students ask about the correct way to pronounce the words then T3 demonstrate it. T5 demonstrating the correct pronunciation then says 'repeat after me,' after that points to a student to repeat it.

Repetition contributes not just to the strength of knowledge, but also enriches prior learning. Beyond rote memorization, repetition strengthens prior knowledge, while recognizing homonyms is crucial to prevent semantic confusion (Kacani & Cyfeku, 2015). Helyanti et al. (2022) stated that memorization of vocabulary is in part of traditional pedagogy. Besides that Kameswara et al. (2023) stated that teaching techniques need change that can extend students' emphasis not just memorizing the vocabulary. This theme reveals that PPG teachers still relying on drilling technique as the foundational enabling condition for listening instruction.

CONCLUSION

This study concludes that interactive listening instruction in PPG classrooms was implemented through the integrating affective scaffolding, communicative tasks, differentiated support and instruction, adaptive technology, game-based, habit and drilling for phonetic familiarization. Teachers designed listening as a socially interactive, meaning-making activity, purposefully adapting methods to learner needs rather than applyi ng theory mechanically. However, teaching methods, strategies, and techniques applied during the study still were not in variety remained limited, as teachers frequently defaulted to traditional techniques (e.g., drilling and roleplay) influenced by their past learning experiences. Based on these findings, this study recommends that PPG programmes should continue strengthening practice-oriented pedagogical preparation in affective classroom management, culturally responsive teaching, and differentiated listening instruction and learning. Furthermore, schools and policy makers must improve digital infrastructure. Future research should investigate how interactive and new innovative listening techniques influence students' listening skills.

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