From Intensive to Academic Listening: A Systematic Review of Listening Comprehension Strategies in Higher Education

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Abstract. Listening comprehension is essential in higher education, particularly as students progress from basic intensive listening activities to more complex academic listening tasks. This review examines the strategies learners employ during this transition and identifies effective approaches for improving listening comprehension in University contexts. Drawing on recent research and empirical evidence, the review highlights key techniques such as metacognitive strategies, note-taking, schema activation, and contextual listening, which are crucial for academic success. The findings suggest that while intensive listening fosters foundational skills, academic listening demands advanced strategies, including critical evaluation, synthesizing information, and adapting to different accents and contexts. The review emphasizes the importance of instructional support, such as teaching explicit strategies and incorporating authentic materials, to help students navigate this shift. Educators are encouraged to create scaffolded learning experiences and foster student autonomy. This study contributes to the expanding body of knowledge on EFL and ESL education, providing useful guidance for curriculum developers and educators aiming to improve students' listening skills in higher education.

Keywords: intensive listening, extensive listening, listening strategies, higher education.

1. INTRODUCTION

Listening is a vital communication skill, particularly in higher education, where students must actively listen to lectures, take efficient notes, and participate in meaningful discussions (Minh Trang, 2022). From an educator's viewpoint, Nemtchinova (2013) noted that teaching listening can be difficult because the skills involved are often vague, and there is uncertainty about what constitutes successful comprehension. This difficulty is further intensified by the lack of agreement on effective teaching methods and the varied needs of students in developing listening proficiency. In higher education, listening activities are typically referred to as academic listening. According to Rost (2016), academic listening requires not only understanding lectures but also employing critical thinking, synthesizing information, and adapting to different speaking styles and accents.

Research consistently shows that listening strategies can enhance listening comprehension (Prasongngern, 2023). In the Indonesian context, Rusmiati et al. (2024) found that with appropriate support and structure, Extensive Listening can be a highly effective strategy for language learning. Despite its importance, listening remains one of the least understood skills, and until recently, systematic practice received minimal attention (2013). This has led to growing interest in targeted approaches, such as intensive and extensive listening, to better prepare students for academic success.

Intensive listening can be defined as a focused and attentive approach to listening, where the listener actively engages with the audio input to comprehend and analyze the language features (Prasongngern, 2023). Kavandi & Davarpanah (2021) asserted that intensive listening involves the use of various strategies to enhance comprehension, such as metacognitive strategies such as planning, self-monitoring, and evaluating and cognitive strategies such as discourse organization, inferencing, and summarization. These strategies help learners to actively process the information and overcome difficulties in listening, such as unfamiliar vocabulary, speech speed, and accents (Tabrizi & Ranjbar, 2017). Intensive listening is often contrasted with extensive listening, where the learner has more control over the listening materials and the learning process (Ludovikus Ludovikus et al., 2023) and it emphasizes exposure to meaningful and authentic audio materials, promoting fluency and global understanding (Renandya & Farrell, 2011).

Academic listening requires learners to engage with complex texts, synthesize information, and critically evaluate spoken content, often delivered in diverse accents and styles. However, the transition from intensive to academic listening is rarely seamless. Existing studies have examined listening strategies in isolation, with limited attention to how learners adapt their skills across these contexts (Vandergrift, 2013). This gap highlights the need for a systematic review to consolidate insights into effective listening comprehension strategies that support this progression.

This systematic review tries to investigate the strategies employed by EFL learners in navigating the transition from intensive to academic listening, particularly within the Indonesian higher education context. Despite the growing body of research on listening comprehension in English as a Foreign Language (EFL) settings, limited studies have addressed the specific challenges and strategies relevant to bridging intensive and academic listening, especially in countries like Indonesia where English is primarily a foreign language and classroom resources vary widely. By synthesizing existing research and situating the findings in the local educational landscape, this study aims to identify effective pedagogical strategies, adapt international best practices to the Indonesian context, and pinpoint areas where learners require targeted support. Addressing this gap is vital to empowering Indonesian EFL learners with the listening skills necessary to thrive in increasingly demanding academic settings. This review follows the guidelines outlined by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) to ensure rigor and transparency.

2. LITERATURE REVIEW

Intensive Listening

Intensive listening is a targeted method in language learning that helps learners concentrate on specific linguistic features in audio materials, such as sounds, vocabulary, and grammar (Schmidt, 2016). In classroom practice, intensive listening exercises include dictation, where learners write down what they hear to enhance their accuracy in perceiving sounds and words, and gap-fill activities, which involve recognizing omitted elements in a transcript to reinforce understanding of language structure. It is in line with the research conducted by Gulo, et al (2023) asserting that the use of authentic and diverse listening materials, such as podcasts and short stories, has been shown to enhance students' intensive listening abilities while exposure to a variety of voices, dialogues, and activities helps learners develop their micro-skills, such as recognizing intonation patterns, word order, and grammatical structures. Additionally, the direct teaching of listening strategies, including metacognitive and cognitive strategies, has been found to be beneficial for improving listening comprehension and self efficacy and strategies such as prediction, selective attention, and monitoring can be explicitly taught to help learners become more active and engaged listeners (Fathi et al., 2020; Kassem, 2015)

However, the existing literature also highlights several gaps in the research on intensive listening. One significant gap is the tendency of teachers to focus more on comprehension and performativity concerns, rather than on developing learners' actual listening abilities (Graham et al., 2014). Another gap identified in the literature is the need for more research on the integration of bottom-up and top-down approaches in teaching listening skills. While the top-down approach, which emphasizes the use of prior knowledge and context, has been widely adopted, the incorporation of bottom-up strategies, which focus on the recognition of individual sounds and linguistic elements, is often overlooked (Rahman et al., 2023). Furthermore, Budiana et al (2021) proposed that while the potential benefits of CALL have been recognized, more empirical evidence is needed to understand its effectiveness in improving learners' intensive listening abilities.

The existing literature on intensive listening reveals several critical gaps that need to be addressed. One major issue is the emphasis by teachers on comprehension and performance outcomes rather than on enhancing learners' actual listening skills. Additionally, there is a lack of research on effectively integrating bottom-up and top-down approaches in listening instruction. While top-down strategies, which utilize context and prior knowledge, are commonly employed, bottom-up methods that focus on recognizing sounds and linguistic

details are often neglected. Finally, while the potential advantages of Computer-Assisted Language Learning (CALL) have been acknowledged, further empirical studies are necessary to determine its effectiveness in improving intensive listening skills. Addressing these gaps could lead to more comprehensive and effective approaches to teaching listening in higher education.

Extensive Listening

Extensive listening refers to an individualized and self-directed approach to listening, where learners engage with large amounts of target language input that is of their own interest and at their proficiency level (Ivone & Renandya, 2019). The key characteristics of extensive listening include autonomy and self-regulation. It allows learners to take control of their own learning, selecting materials and adjusting the pace and difficulty to suit their needs and preferences (Zeng & Goh, 2018). Furthermore, Ivone and Renandya (2019) asserted that extensive listening often involves the use of authentic audio materials, such as podcasts, TED Talks, or other real world listening sources, rather than scripted or simplified content. In contrast to intensive listening, which involves a more focused and analytical approach to academic or educational listening tasks, extensive listening emphasizes exposure to a wide range of authentic input for the purpose of improving overall language proficiency and fluency (Ivone & Renandya, 2019)

In summary, extensive listening is a flexible and self-directed way for learners to improve their language skills by engaging with large amounts of authentic content that matches their interests and proficiency level. This approach encourages autonomy and self-regulation, giving learners the freedom to choose materials and set their own pace. By listening to podcasts, TED Talks, and other real-world audio sources, learners can enhance their fluency and anguage proficiency in a more natural and enjoyable way. Unlike intensive listening, which focuses on dissecting specific language details, extensive listening emphasizes broader exposure to authentic input, helping learners develop listening skills in a more holistic and practical manner.

Furthermore, extensive listening helps learners develop their ability to understand various accents, speech speeds, and contexts, fostering adaptability in real-world communication. It also enhances vocabulary acquisition, listening stamina, and comprehension of complex ideas without the pressure of constant analysis. Through this method, learners are exposed to diverse topics and perspectives, which can also deepen their cultural awareness and critical thinking skills. By integrating extensive listening into language learning routines,

students not only improve their listening competence but also build confidence and motivation to engage with the language beyond the classroom.

Intensive and Extensive Listening in Higher Education

In higher education, intensive and extensive listening play complementary roles in developing students' listening comprehension and overall language proficiency. Each approach serves different purposes and offers unique benefits for learners, especially those studying English as a Second Language (ESL) or English as a Foreign Language (EFL). Intensive listening focuses on the detailed analysis of specific linguistic features in audio materials, such as sounds, vocabulary, grammar, and pronunciation (Schmidt, 2016). This approach involves close, repeated listening to short audio segments, often paired with activities like dictation, gap-fills, and comprehension checks. These tasks help students improve their accuracy in recognizing language forms and understanding subtle differences in speech.

In contrast, extensive listening promotes broader exposure to authentic audio content, emphasizing fluency, global comprehension, and learner autonomy (Ivone & Renandya, 2019). Students engage with longer listening materials such as podcasts, TED Talks, audiobooks, and lectures that match their interests and proficiency levels. Extensive listening helps learners develop the ability to understand speech delivered in various accents, speeds, and styles while fostering a sense of independence and enjoyment in language learning (Zeng & Goh, 2018). This approach also supports the development of macro-skills, such as synthesizing information and grasping the overall context of spoken discourse (Renandya & Farrell, 2011)

In higher education, the integration of both intensive and extensive listening is crucial for preparing students to meet the demands of academic environments. Intensive listening helps build a strong foundation by improving accuracy and analytical skills, while extensive listening enhances fluency and real-world comprehension. Combining these methods enables students to engage more effectively in lectures, discussions, and collaborative learning activities, ultimately leading to greater academic success. To maximize the benefits, educators should create a balanced curriculum that incorporates intensive tasks for skill-building and extensive activities for authentic, immersive listening experiences. By doing so, students can develop the comprehensive listening skills needed to thrive in higher education and beyond.

3. METHODS

This systematic review followed a structured process outlined by Cooper et al. (2019) to ensure the findings were thorough and accurate. This method was selected for its rigor and reliability in examining research on intensive and extensive listening. To enhance transparency

and minimize bias, the review employed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flowchart, which helps both researchers and readers visualize the study selection process (Amelia & Santoso, 2021)

Additionally, this review followed a systematic process, including scoping, searching, screening, coding, mapping, appraising, synthesizing, and communicating to gather relevant research and ensure a thorough analysis with well-supported conclusions (Gough et al., 2013). The initial step involved defining the research questions, with a primary focus on:

1. What listening comprehension strategies are employed by students in higher education?

2. How do these strategies differ between intensive and academic listening contexts?

3. What are the challenges students face when transitioning between these listening modes?

A comprehensive search strategy was implemented using the Publish or Perish (PoP) software, focusing on Google Scholar databases. The search utilized relevant keywords such as "listening comprehension strategies," "intensive listening," "extensive listening," "higher education," "listening skills," and "student listening strategies." The review included peer-reviewed articles published between 2014 and 2024, with an emphasis on higher education contexts. Studies that exclusively focused on language acquisition outside of academic settings or on non-tertiary education levels were excluded. During the selection and screening process, the initial search produced 100 studies. After reviewing the titles and abstracts, 32 studies were selected for full-text analysis. Applying the inclusion and exclusion criteria reduced the final sample to 13 studies.

Figure. 1

PRISMA Flow Chart for Study Selection
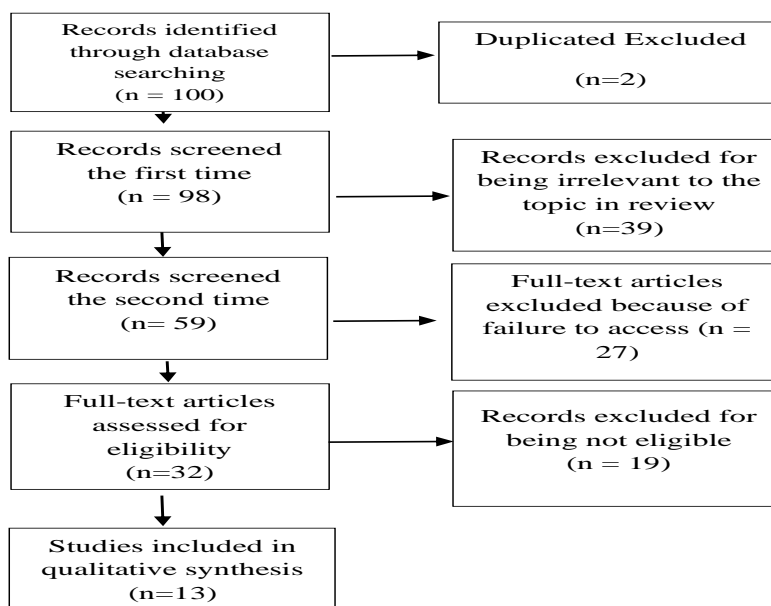
4. RESULTS

The research data included in this literature review consists of analyses and summaries from articles related to intensive, extensive, and academic listening in higher education, providing insights into the strategies, challenges, and research results that support the development of listening comprehension skills among University students.

Table. 1

Review of Listening Strategies, Challenges, and Research Result

No	Authors & Year	Publication	Research Title	Strategies Used	Challenges Faced	Results
1	Yusawinur Barella & Andini Linarsih (2020)	Pedagogy: Journal of English Language Teaching	Extensive Listening Practice in EFL Classroom with Variety of News Websites	Choosing listening materials based on preference Listening while reading Listening at own pace	Extensive listening perceived as time-consuming Rigid intensive listening habits	Improved listening competence, vocabulary, and learner autonomy
2	Muhammed Fatih Gökmen (2021)	International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal	The Role of Extensive Listening in Raising Students' Metacognitive Awareness of Listening Skill	Iterative listening Taking notes Using dictionaries Focused attention	Vocabulary difficulties Speed of delivery Unfamiliar topics	Increased metacognitive awareness and listening proficiency
3	Karla Avalos Charpentier & Francisco Chavarría Oviedo (2022)	Ciencia Latina Revista Científica Multidisciplinar	Implementing Extensive Listening in Higher Education with Visually Impaired Students	Listening to audio materials (TED Talks, podcasts) Frequent listening reports Extensive listening at home	No significant challenges; audiovisual materials were accessible	Improved listening comprehension, vocabulary acquisition, and motivation
4	Talip Gonulal (2020)	International Journal of Contemporary Educational Research	Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts	Podcasts and vodcasts Listening logs Weekly summaries (written/oral)	Fast speech pace Unfamiliar accents Internet connection issues	Enhanced listening skills, pronunciation, and vocabulary
5	Rusmiati, Yuni Amalia Rakhmyta, Hanif, Edi Saputra (2024)	Getsempena English Education Journal	Extensive Listening as a Tool for Language Proficiency Improvement	Listening to podcasts, movies, and dialogues	Finding relevant content Understanding diverse accents	Improved vocabulary, pronunciation, and listening comprehension
6	Demet Turan Öztürk & Süra Tekin (2020)	Language Teaching Research Quarterly	Encouraging Extensive Listening in Language Learning	Self-selected listening materials Listening worksheets Listening for pleasure	Lack of vocabulary Fatigue Need for visual support	Enhanced listening fluency, vocabulary, and motivation

7	Sahar Ahmadpour & Hassan Asadollahfam (2018)	The Journal of Applied Linguistics and Applied Literature	The Effect of Extensive and Intensive Listening on the Tense Use among EFL Learners in Iran	Intensive listening with focus on grammar Extensive listening for general understanding	Difficulty grasping verb tense forms	Both extensive and intensive listening improved tense accuracy; no significant difference between the two groups
8	Reima Al-Jarf (2021)	International Journal of Language and Literary Studies	TED Talks as a Listening Resource in the EFL College Classroom	Listening to TED Talks Pre-listening activities Note-taking and answering questions	Difficulty understanding fast speech, accents, and complex content	Improved listening comprehension, engagement, and motivation
9	Poonlarp Prasongngern & Kittitouch Soontornwipast (2023)	International Journal of Instruction	Effects of Listening Strategy Instruction Incorporating Intensive and Extensive Listening	Cognitive, metacognitive, and socio-affective strategies Intensive listening with strategy instruction	Low English proficiency Difficulty using listening strategies	Improved listening skills and metacognitive awareness
10	Yunyi Zhang (2021)	Advances in Educational Technology and Psychology	Self-directed English Intensive Listening Training Based on the Theory of Learning Strategy	Self-directed intensive listening using VOA recordings Focus on phonetic recognition	Anxiety over listening comprehension Issues with speech sounds and intonation	Significant improvement in listening proficiency and self-learning ability
11	Shadam Hussaeni Handi Pratama et al. (2020)	International Journal of Global Operations Research	The Use of YouTube as a Learning Tool in Teaching Listening Skill	Using YouTube videos Selective listening Note-taking while watching videos	Technical issues (internet speed) Difficulty understanding accents	Improved listening skills and engagement through interactive multimedia resources
12	Vo Thi Thu Thao (2024)	Journal of Knowledge Learning and Science Technology	Non-majored English Students' Learning Autonomy through Extensive Listening	Extensive listening with self-selected materials Reflective practices Teacher guidance	Lack of assessment for listening skills Need for teacher guidance	Enhanced listening autonomy, motivation, and comprehension
13	Aninda Putri Gunawan et al. (2023)	English Review: Journal of English Education	Critical Listening in Higher Education: Insights from Indonesian EFL Learners	Intensive listening Critical listening Evaluating speaker's arguments Using TED Talks	Unfamiliarity with the topic Limited critical listening practice	Developed critical thinking and listening skills; improved language comprehension

5. DISCUSSION

The research summarized in the table highlights various strategies that students employ to enhance their listening comprehension, including both intensive and extensive listening approaches. These strategies aim to improve overall comprehension, metacognitive awareness, vocabulary acquisition, and critical thinking abilities.

One widely used approach is extensive listening, where students are exposed to a large volume of authentic listening materials such as podcasts, TED Talks, YouTube videos, movies, and vodcasts. This strategy allows students to listen for general understanding and gain exposure to diverse accents, speech rates, and contexts. Barella & Linarsih (2020) reported that students benefited from selecting listening materials based on their interests and listening at their own pace. Similarly, Pratama et al. (2020) demonstrated how using YouTube as a listening tool helped engage students and improve their comprehension. Extensive listening also promotes learner autonomy, as seen in the studies by Thao (2024), Charpentier & Oviedo (2022), where students selected materials aligned with their proficiency levels and interests.

Intensive listening strategies focus on detailed understanding and the analysis of linguistic components such as phonemes, vocabulary, grammar, and discourse markers. This approach involves careful and repeated listening to short audio segments, often accompanied by note-taking, transcription, and focused attention on specific details. Zhang (2021) showed that self-directed intensive listening using VOA recordings helped students improve their phonetic recognition and listening accuracy. Similarly, Ahmadpour & Asadollahfam (2018) found that intensive listening improved EFL learners' use of verb tenses. These strategies are particularly useful for developing precise listening skills and reducing anxiety related to comprehension.

Blended approaches that incorporate both intensive and extensive listening strategies are highly effective in higher education. Prasongngern & Soontornwipast (2023) used cognitive, metacognitive, and socio-affective strategies alongside intensive listening instruction. This combination helped students improve their listening skills and metacognitive awareness. The use of podcasts and vodcasts, as reported by Gonulal (2020) also demonstrates how blending these strategies can enhance pronunciation, vocabulary, and comprehension.

Critical listening is another important strategy employed by students in higher education. This approach goes beyond basic comprehension to include evaluating the speaker's arguments, identifying biases, and analyzing the intention behind the message. Gunawan et al. (2023) highlighted the benefits of critical listening in developing students' critical thinking skills. Activities such as listening to TED Talks and analyzing the credibility of information help students become more discerning listeners. This strategy is particularly relevant in higher education, where students are expected to engage in critical analysis and reflective thinking.

Despite the effectiveness of these strategies, students face several challenges in higher education settings. Common issues include difficulties with vocabulary, fast speech rates, unfamiliar accents, and limited guidance from educators. For example, Al-Jarf (2021) noted

that students struggled with complex content and fast speech when using TED Talks. Technical issues, such as poor internet connectivity, also hinder the effectiveness of multimedia tools like YouTube, as reported by Pratama et al. (2020). Additionally, the lack of formal assessment for listening skills, as mentioned by Thao (2024) can undermine students' motivation to engage in extensive listening.

6. CONCLUSION

This systematic review of listening comprehension strategies in higher education underscores the importance of a multifaceted approach to developing students' listening skills. The transition from intensive to academic listening requires students to employ a range of strategies to meet the diverse demands of higher education environments. listening comprehension strategies in higher education encompass extensive listening for general understanding, intensive listening for detailed analysis, blended approaches for versatility, and critical listening for deeper engagement. Each strategy addresses different aspects of listening proficiency and helps students develop a well-rounded skill set. To optimize these strategies, educators should provide appropriate guidance, support, and assessment to help students overcome challenges and achieve their listening goals.

Although blended approaches that integrate intensive, extensive, and academic listening strategies have yielded positive outcomes, further longitudinal research is necessary to evaluate their long-term effects on listening proficiency and overall language growth. Future studies could monitor students' development across multiple semesters or academic years to determine lasting benefits and identify areas needing improvement. Additionally, because this review focuses solely on higher education, its findings may not extend to other educational levels, such as secondary education. Subsequent research could explore how listening strategies or teaching methods differ in secondary education compared to those used in niversity.

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