



From Hearing to Understanding: A New Perspective on Academic Listening Challenges

Deasy Yunita Siregar

Universitas Islam Negeri Sumatera Utara

Ukhty Amaliah Rambe

Universitas Islam Negeri Sumatera Utara

Anggun Mayang Sari

Universitas Islam Negeri Sumatera Utara

Rihadatul Aisy

Universitas Islam Negeri Sumatera Utara

Safaril Khoir Nasution

Universitas Islam Negeri Sumatera Utara

Bela Sakila

Universitas Islam Negeri Sumatera Utara

Alamat: Jl. William Iskandar Pasar V, Medan Estate, Deli Serdang, Sumatera Utara

Korespondensi penulis: anggunmayangsari727@gmail.com

Abstract. *Academic listening is a core academic skill that plays a vital role in students' success in higher education, particularly for learners studying in a second or foreign language context. Despite its importance, listening is often misunderstood as a passive activity limited to hearing spoken input, rather than an active process of meaning construction. In practice, many university students experience difficulty transforming auditory input from lectures, seminars, and academic discussions into coherent understanding. This article aims to reconceptualize academic listening by shifting the focus from hearing to understanding. Using a qualitative descriptive library-based research approach, this study synthesizes theoretical and empirical literature on academic listening, listening comprehension, and metacognitive listening strategies. The analysis reveals that academic listening challenges are multidimensional, encompassing linguistic complexity, cognitive load, limited background knowledge, cultural and discourse differences, as well as affective factors such as listening anxiety. Furthermore, the findings emphasize the crucial role of metacognitive awareness in enabling learners to regulate their listening processes effectively. This article argues that academic listening should be viewed as an active, strategic, and teachable skill, and it offers pedagogical implications for improving listening instruction in higher education contexts.*

Keywords: *academic listening, listening comprehension, metacognitive strategies, higher education, EFL learners*

Abstrak. Menyimak akademik merupakan keterampilan akademik inti yang berperan penting dalam keberhasilan mahasiswa di pendidikan tinggi, khususnya bagi pembelajar yang belajar dalam konteks bahasa kedua atau bahasa asing. Meskipun memiliki peran yang sangat penting, keterampilan menyimak sering kali dipahami secara keliru sebagai aktivitas pasif yang hanya terbatas pada mendengar ujaran lisan, bukan sebagai proses aktif dalam membangun makna. Dalam praktiknya, banyak mahasiswa mengalami kesulitan dalam mengubah input auditori yang diperoleh dari perkuliahan, seminar, dan diskusi akademik menjadi pemahaman yang koheren. Artikel ini bertujuan untuk merekonseptualisasi menyimak akademik dengan mengalihkan fokus dari sekadar mendengar menuju memahami. Dengan menggunakan pendekatan penelitian kualitatif deskriptif berbasis studi pustaka, penelitian ini mensintesis literatur teoretis dan empiris yang membahas menyimak akademik, pemahaman menyimak, serta strategi menyimak metakognitif. Hasil analisis menunjukkan bahwa tantangan dalam menyimak akademik bersifat multidimensional, meliputi kompleksitas linguistik, beban kognitif, keterbatasan pengetahuan latar, perbedaan budaya dan wacana, serta faktor afektif seperti kecemasan dalam menyimak. Selain itu, temuan penelitian menegaskan peran penting kesadaran metakognitif dalam membantu pembelajar mengatur proses menyimak secara efektif. Artikel ini berargumen bahwa menyimak akademik perlu dipandang sebagai keterampilan yang aktif, strategis, dan dapat diajarkan, serta menawarkan implikasi pedagogis untuk meningkatkan pembelajaran menyimak di konteks pendidikan tinggi.

Kata kunci: menyimak akademik, pemahaman menyimak, strategi metakognitif, pendidikan tinggi, pembelajar EFL

INTRODUCTION

Listening is an essential skill in academic contexts, particularly in higher education, where knowledge is predominantly conveyed through spoken discourse such as lectures, seminars, presentations, and academic discussions. University students are expected not only to hear spoken input but also to comprehend, interpret, and critically evaluate information in real time. Effective academic listening enables students to identify key ideas, follow complex arguments, and integrate new information with existing knowledge. However, despite its central role in academic success, listening is often regarded as a secondary or passive skill and is rarely taught explicitly in academic language programs.

In second and foreign language learning contexts, academic listening presents considerable challenges. Learners are required to process unfamiliar vocabulary, complex grammatical structures, varied accents, and rapid speech while simultaneously engaging in note-taking and comprehension monitoring. These demands place a heavy cognitive burden on listeners and frequently result in partial or fragmented understanding. Previous research in applied linguistics has demonstrated that listening is not a simple receptive activity but a highly complex cognitive process involving attention, perception, memory, and inference (Rost, 2011).

A crucial distinction in understanding listening difficulties lies in the difference between hearing and understanding. Hearing refers to the physiological ability to perceive sound, whereas understanding involves constructing meaning, recognizing discourse organization, and evaluating information. Many students may hear every word spoken in

a lecture yet fail to grasp its overall message or academic significance. This phenomenon indicates that academic listening problems cannot be explained solely by limited linguistic knowledge but must also be examined from cognitive, cultural, and affective perspectives.

Furthermore, academic listening is influenced by learners' background knowledge, familiarity with academic discourse conventions, and emotional factors such as anxiety and confidence. Cultural differences in lecture styles and interaction norms may further complicate comprehension for learners studying in international or multilingual academic environments. These factors highlight the need for a broader and more integrated approach to understanding academic listening challenges.

Given these considerations, this article aims to explore academic listening from a new perspective by emphasizing the transition from hearing to understanding. The study examines major challenges that hinder effective academic listening and proposes a conceptual framework that views listening as an active, strategic, and metacognitive process. By adopting this perspective, the article seeks to contribute to more effective listening instruction and improved academic outcomes in higher education contexts.

LITERATURE REVIEW

Academic Listening and Listening Comprehension

Academic listening refers to the ability to understand spoken language in formal educational contexts such as lectures, seminars, tutorials, and academic discussions. Unlike everyday listening, which is often informal and supported by contextual cues, academic listening requires sustained attention, advanced language processing, and the ability to follow complex and abstract ideas. According to Vandergrift and Goh (2012), academic listening involves the interaction of bottom-up and top-down processes. Bottom-up processing focuses on decoding sounds, words, and grammatical structures, while top-down processing relies on background knowledge, contextual understanding, and expectations about the topic.

Listening comprehension in academic contexts is not limited to recognizing words or phrases. Students are expected to identify main ideas, distinguish between essential and supplementary information, recognize discourse markers, and evaluate arguments presented by the speaker. Failure to perform any of these processes can result in incomplete or distorted understanding, even when learners possess adequate vocabulary knowledge. This explains why many students report that they can hear lecturers clearly but still struggle to understand the content of lectures.

Research has also shown that academic listening is closely related to academic achievement. Students who demonstrate strong listening comprehension skills tend to perform better in tasks such as note-taking, classroom participation, and examination performance. Conversely, weak listening skills can lead to misunderstandings, gaps in knowledge, and reduced academic confidence. These findings highlight the importance of explicitly addressing academic listening in higher education.

Cognitive and Metacognitive Perspectives on Listening

From a cognitive perspective, listening is a mentally demanding activity that places significant strain on working memory. Learners must process incoming information while retaining previously heard content for integration and interpretation. Anderson (2015) explains that working memory has limited capacity, and when this capacity is exceeded, comprehension breakdown is likely to occur. This situation is common in academic lectures, where information is presented rapidly and continuously.

Metacognition has been identified as a key factor in successful listening comprehension. Metacognitive listening involves learners' awareness of their own listening processes and their ability to regulate these processes effectively. Goh and Hu (2014) describe metacognitive listening strategies as including planning before listening, monitoring comprehension during listening, and evaluating listening performance after the task. Learners who use such strategies are better able to cope with listening difficulties and recover from moments of misunderstanding.

Studies in second language listening consistently show that skilled listeners employ a wider range of metacognitive strategies than less skilled listeners. They are more aware of their comprehension problems and more capable of adjusting their strategies accordingly. This suggests that listening ability is not fixed but can be developed through explicit instruction and reflective practice.

Sociocultural and Affective Factors in Academic Listening

Academic listening is not solely a cognitive or linguistic process; it is also influenced by sociocultural and affective factors. Cultural differences in educational traditions can affect how lectures are delivered and how students are expected to participate. Flowerdew and Miller (2005) argue that understanding academic discourse requires familiarity with cultural conventions such as lecture organization, rhetorical signaling, and patterns of interaction between lecturers and students.

Learners from different educational backgrounds may struggle to recognize cues indicating emphasis, transitions, or evaluation in lectures. In addition, expectations regarding student participation vary across cultures. In some contexts, students are encouraged to ask questions and engage actively, while in others, listening is expected to be more passive. Such differences can create confusion and anxiety, negatively affecting listening comprehension.

Affective factors, particularly listening anxiety, have also been widely documented in the literature. Listening anxiety can reduce concentration, interfere with cognitive processing, and lead to avoidance behaviors. Goh and Hu (2014) note that anxious listeners tend to focus on their perceived failures rather than on constructing meaning, which further hinders comprehension. These findings underscore the importance of considering emotional and psychological dimensions when examining academic listening challenges.

Metacognitive Strategy Instruction in Academic Listening

Recent studies emphasize that explicit instruction in metacognitive listening strategies can significantly enhance learners' academic listening performance.

Metacognitive strategy instruction helps learners become more aware of how listening works and how comprehension problems occur during real-time processing. According to Vandergrift (2004), learners who are trained to plan, monitor, and evaluate their listening are better able to regulate attention and recover from comprehension breakdowns.

Planning strategies include predicting lecture content based on titles, keywords, and prior knowledge before listening begins. Monitoring strategies involve checking ongoing comprehension during listening, such as recognizing when meaning is lost and deciding whether to continue listening for gist or focus on specific details. Evaluation strategies allow learners to reflect on their listening success after the task and identify strategies that were effective or ineffective.

Empirical research shows that metacognitive instruction not only improves listening comprehension scores but also increases learners' confidence and autonomy. When students understand that listening difficulties are part of the learning process, anxiety decreases and motivation improves. Therefore, integrating metacognitive strategy instruction into academic listening courses is essential for developing effective and independent listeners in higher education contexts.

RESEARCH METHODS

This study employs a qualitative descriptive research approach with a library-based design. This methodology is considered appropriate because the study does not aim to test hypotheses or measure variables statistically, but rather to explore, synthesize, and interpret existing theoretical and empirical studies related to academic listening challenges. Qualitative descriptive research allows for an in-depth understanding of complex phenomena by presenting data in a systematic and interpretative manner (Miles, Huberman, & Saldaña, 2014).

The data used in this study consist of secondary sources drawn from reputable academic publications in the field of applied linguistics and language education. These sources include peer-reviewed journal articles, academic books, and research reports that focus on academic listening, listening comprehension, metacognitive strategies, and challenges faced by EFL learners in higher education contexts. The literature was accessed through established academic databases such as Google Scholar, ERIC, and Taylor & Francis Online to ensure the credibility and relevance of the sources.

Data collection was conducted by identifying and selecting relevant studies using specific keywords, including *academic listening*, *listening comprehension*, *academic listening challenges*, *metacognitive listening strategies*, and *EFL listening*. The selected literature was screened based on its relevance to the research focus, publication quality, and contribution to the understanding of academic listening in higher education.

The data analysis process involved thematic analysis. The selected studies were carefully reviewed and categorized according to recurring themes related to academic listening challenges. These themes included linguistic factors, cognitive processing constraints, background knowledge, cultural and discourse differences, and affective influences. By organizing the data thematically, the study was able to identify patterns and relationships among various factors affecting academic listening comprehension.

Overall, this methodological approach enables the study to provide a comprehensive and theoretically grounded discussion of academic listening challenges. The use of a qualitative descriptive library-based design ensures that the findings are based on established research while offering a coherent framework for understanding the transition from hearing to understanding in academic listening.

RESULTS AND DISCUSSION

Linguistic Challenges in Academic Listening

The analysis of previous studies indicates that linguistic complexity is one of the most significant challenges in academic listening. Academic spoken discourse is often characterized by dense information packaging, technical vocabulary, abstract concepts, and complex grammatical structures. Unlike everyday conversation, academic lectures frequently include nominalization, passive constructions, and long clause sequences that increase processing difficulty for listeners, particularly for learners in EFL contexts.

In addition, lecturers commonly speak at a natural or rapid pace and may not modify their speech for non-native listeners. Features of spoken language, such as connected speech, reduced forms, and intonation patterns, further complicate comprehension. Field (2008) explains that many listening difficulties arise not from lack of vocabulary knowledge but from learners' inability to segment continuous speech into meaningful units. As a result, students may miss key ideas even when they are familiar with most of the words used in a lecture.

Accent variation also poses a challenge in academic listening. In increasingly internationalized higher education settings, students are exposed to lecturers and guest speakers from diverse linguistic backgrounds. Accents influenced by different first languages can reduce intelligibility and increase processing time. This finding suggests that exposure to a range of authentic academic listening inputs is essential for developing flexible listening skills.

Cognitive Load and Information Processing Constraints

Academic listening places heavy demands on learners' cognitive resources. Students are required to decode linguistic input, construct meaning, integrate information across discourse segments, and often take notes simultaneously. According to cognitive load theory, working memory has limited capacity, and when this capacity is exceeded, comprehension breakdown is likely to occur (Anderson, 2015).

The literature shows that many learners struggle to manage these competing demands effectively. When students focus intensely on note-taking, they may lose track of the lecturer's main argument. Conversely, when they concentrate on understanding the content, their notes may be incomplete or poorly organized. Vandergrift and Goh (2012) note that inefficient allocation of cognitive resources often results in fragmented understanding rather than coherent comprehension.

Furthermore, learners in EFL contexts frequently engage in mental translation from the target language into their first language. This additional processing step significantly increases cognitive load and slows down comprehension. Over time, sustained cognitive

overload may lead to listening fatigue, reduced motivation, and disengagement from academic listening tasks.

Background Knowledge and Academic Schema

Another important finding concerns the role of background knowledge in academic listening comprehension. Schema theory suggests that listeners interpret new information by relating it to existing knowledge structures. In academic settings, lecturers often assume that students share a certain level of background knowledge related to the topic, discipline-specific terminology, and academic conventions.

When learners lack this background knowledge, comprehension becomes more difficult, even if the linguistic input itself is not overly complex. Students may struggle to understand examples, references, or implicit assumptions made by the lecturer. Anderson (2015) emphasizes that comprehension failure often results from insufficient schema activation rather than from linguistic limitations alone.

This issue is particularly evident in interdisciplinary courses or introductory classes, where students from diverse academic backgrounds are required to engage with unfamiliar subject matter. Without appropriate pre-listening preparation, learners may fail to construct a coherent mental representation of the lecture content.

Cultural and Discourse Convention Differences

Cultural differences in academic discourse also contribute to listening difficulties. Lecture organization, rhetorical strategies, and patterns of interaction vary across educational cultures. Some lecturers use explicit signposting and structured outlines, while others rely on implicit cues, storytelling, or humor to convey meaning.

Students who are unfamiliar with these discourse conventions may struggle to identify main ideas, transitions, and evaluative statements. Flowerdew and Miller (2005) argue that academic listening requires discourse competence, which includes the ability to recognize how information is structured and emphasized in spoken academic texts.

In addition, expectations regarding student participation differ across cultural contexts. In some academic traditions, students are encouraged to interrupt lectures with questions and comments, while in others, listening is expected to be passive. Mismatches between lecturer expectations and student norms may increase anxiety and negatively affect comprehension.

Affective Factors and Listening Anxiety

Affective factors, particularly listening anxiety, play a crucial role in academic listening performance. Many learners report feelings of stress, fear, and frustration when listening to academic lectures in a second or foreign language. Listening anxiety may arise from fear of missing important information, inability to keep up with the lecturer's pace, or lack of confidence in language proficiency.

Goh and Hu (2014) note that anxious listeners often focus on their perceived comprehension failures rather than on constructing meaning. This negative focus disrupts

attention and working memory processes, leading to further breakdowns in comprehension. Over time, repeated negative listening experiences may result in avoidance behaviors, such as skipping lectures or relying heavily on peers' notes.

Motivation and self-efficacy are closely related to listening anxiety. Learners who believe that listening ability can be developed through practice and strategy use tend to demonstrate greater persistence and engagement. This finding highlights the importance of fostering positive listening beliefs and supportive learning environments.

Discussion: Toward an Integrated Perspective on Academic Listening

Taken together, these findings demonstrate that academic listening challenges are multidimensional and interrelated. Linguistic complexity increases cognitive load, limited background knowledge intensifies processing demands, and cultural unfamiliarity amplifies anxiety. These factors interact dynamically, creating cumulative barriers to effective comprehension.

From a pedagogical standpoint, this integrated perspective challenges deficit-based views of listening difficulties. Rather than attributing listening failure solely to limited language proficiency, academic listening should be understood as a strategic skill that can be developed through explicit instruction and reflective practice. Metacognitive awareness plays a central role in this process, enabling learners to plan, monitor, and evaluate their listening strategies.

This perspective aligns with contemporary approaches in applied linguistics that emphasize learner autonomy and strategy-based instruction. By helping learners understand how listening works and how difficulties arise, educators can support the transition from passive hearing to active understanding in academic contexts.

Pedagogical Implications for Academic Listening Instruction

The findings of this study suggest several important pedagogical implications for higher education. First, academic listening instruction should shift from product-oriented assessment toward process-oriented learning. Instead of merely testing comprehension through multiple-choice questions, instructors should guide learners to understand how meaning is constructed during listening.

Second, lecturers and language instructors should explicitly teach listening strategies, particularly metacognitive strategies. Activities such as pre-lecture schema activation, guided note-taking, reflective listening journals, and post-listening discussions can help learners develop greater control over their listening processes. These practices enable students to become active participants rather than passive recipients of spoken academic input.

Third, exposure to authentic academic listening materials with varied accents and lecture styles is crucial. Using recorded university lectures, academic podcasts, and conference presentations can prepare learners for real-world academic listening demands. Scaffolded listening tasks can gradually reduce learners' reliance on transcripts and subtitles, fostering greater listening independence.

Finally, creating a supportive learning environment is essential for reducing listening anxiety. Instructors should encourage learners to view listening difficulties as normal and manageable. Positive feedback, collaborative listening activities, and opportunities for repeated listening can help build learners' confidence and resilience in academic listening contexts.

CONCLUSION

This article has explored academic listening challenges by emphasizing the critical transition from hearing to understanding in higher education contexts. The discussion demonstrates that academic listening is not a passive receptive skill but an active, complex, and cognitively demanding process. Students are required to decode linguistic input, manage cognitive load, activate background knowledge, and interpret academic discourse while simultaneously regulating emotional responses such as anxiety and self-doubt.

The findings indicate that academic listening difficulties arise from the interaction of multiple factors. Linguistic complexity, including technical vocabulary, rapid speech, and accent variation, presents significant challenges for learners, particularly in EFL contexts. Cognitive constraints, such as limited working memory capacity and the demands of multitasking, further hinder comprehension. In addition, insufficient background knowledge and unfamiliarity with academic discourse conventions can prevent learners from constructing coherent understanding, even when the language input is relatively accessible. Affective factors, especially listening anxiety, also play a crucial role in disrupting attention and comprehension processes.

Importantly, this article highlights the central role of metacognitive awareness in addressing academic listening challenges. Learners who are able to plan, monitor, and evaluate their listening processes are better equipped to manage comprehension breakdowns and adapt to diverse academic listening situations. This finding supports the view that listening ability is not fixed but can be developed through explicit instruction and reflective practice.

From a pedagogical perspective, the study suggests that academic listening instruction should move beyond testing comprehension outcomes and focus instead on developing listening processes and strategies. Educators are encouraged to provide explicit listening strategy instruction, activate learners' background knowledge, expose students to authentic academic listening materials, and create supportive learning environments that reduce anxiety and build confidence.

In conclusion, reconceptualizing academic listening as a strategic and teachable skill is essential for improving learners' academic engagement and success in higher education. By shifting the focus from hearing to understanding, this article contributes to a more comprehensive understanding of academic listening and offers a foundation for future research and pedagogical innovation in applied linguistics.

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