

Effective Strategies for Listening Comprehension: A Focus on Asia

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ABSTRACT

Listening, once perceived as the least important language skill, has gained increasing attention recently, as shown by the growing number of studies in the field. However, research on listening comprehension strategies remains limited. This study reviews the most frequently used teaching and learning strategies in Asian classrooms to enhance listening comprehension and identify research gaps for future exploration. A systematic literature review was conducted on studies published between 2021 and 2025 across eight Asian countries: China, Iran, Indonesia, Taiwan, Thailand, Turkey, Saudi Arabia, and South Korea. Findings reveal that the most common teaching strategy is the use of regular and repetitive listening activities, while metacognitive strategies emerge as the most frequently practiced learning approach. Moreover, the review highlights a notable imbalance between the number of strategies examined under learning strategies versus teaching strategies. These results emphasize the need for further research across Asia, particularly studies that design and test innovative strategies aligned with the growing demand for technology-driven and digitally enhanced language instruction.

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1. INTRODUCTION

Listening comprehension is a fundamental skill in second language acquisition and plays a crucial role in learners' overall communicative competence. As emphasized by Nazarieh et al. (2022), listening is not merely a passive activity but an active process that involves decoding sounds, recognizing words, and constructing meaning. Fung and Macaro (2021) further underscore that listening is central to language learning, as it provides the primary input from which learners acquire linguistic knowledge. However, listening has often been described as one of the most challenging skills to develop due to its transient and complex nature (Jiang, 2025; Jia & Hew, 2021; Dillon & Cameron, 2021).

Over the years, researchers have highlighted persistent difficulties faced by learners in listening comprehension. Fu (2021) noted that comprehension problems often stem

from learners' inability to identify and process cohesive devices, while [Temur \(2021\)](#) emphasized that limited exposure and practice contribute to comprehension failures. More recently, studies have pointed to cognitive and metacognitive factors as key influences on listening performance. [Chang et al. \(2019\)](#) and [Abed et al. \(2022\)](#) observed that repetitive listening tasks, such as dictation, improve learners' comprehension and error detection. Similarly, [Zhang \(2022\)](#) demonstrated that repetition, moderated by listening proficiency, enhances vocabulary learning through listening.

Technology-enhanced approaches have also gained prominence in supporting learners' listening skills. [Wang and Hsiao \(2022\)](#) highlighted the role of visual aids and advance organizers in facilitating comprehension, while [Wandah et al. \(2024\)](#) found that multimodal strategies tailored to diverse learning styles improve listening outcomes. Likewise, [Bozorgian et al. \(2022\)](#) argued that dialogic interaction and strategy-based teaching foster more dynamic listening development. In addition, [Irgin \(2025\)](#) emphasized the importance of structured note-taking methods, such as the Cornell Method, in improving learners' ability to process and retain auditory information.

Despite these contributions, gaps remain in understanding the range and frequency of teaching and learning strategies that effectively support listening comprehension. While many studies focus on isolated strategies, there is limited research that consolidates both teaching-directed and learner-directed approaches in a single framework. Furthermore, previous works often emphasize either cognitive or metacognitive strategies, without fully integrating technological and multimodal dimensions. By presenting a comprehensive analysis, this study not only extends the current understanding of listening instruction but also offers practical recommendations for fostering more effective listening pedagogy. Therefore, this systematic review aims to consolidate and critically examine recent empirical studies on teaching and learning strategies for listening comprehension in Asia. Specifically, it addresses the following research questions:

1. What teaching strategies are frequently used in Asia to support listening comprehension in language learning?
2. What learning strategies do students in Asia frequently use to enhance their listening comprehension skills?

2. METHOD

The researchers conducted a systematic literature review to investigate the various teaching and learning strategies used to enhance listening to comprehension across Asia. This review employed clear search criteria and screening methods to include only relevant studies, thereby reducing potential bias and providing a broad, in-depth understanding of effective listening comprehension strategies in the region ([Robillos & Bustos, 2022](#)). In this process, the group first utilized automation tools to reduce the number of journal articles. After this initial step, all researchers actively participated in a thorough review of the articles sourced from five databases. The researchers were

assigned databases based on the number of articles remaining for review. The collaboration proved essential in ensuring that the search yielded credible results. The team worked both online and offline, demonstrating that collaboration enhances student engagement, accountability, and comprehension of the topic, as evidenced by [Besramin et al. \(2024\)](#). The databases used were ERIC, Taylor & Francis, SAGE Journals, ScienceDirect, and JSTOR—recognized for their quality, scholarly impact, and credibility and widely endorsed in academic research ([Institute of Education Sciences, 2025](#); [Taylor & Francis, 2025](#); [Naijland, 2024](#)).

The researchers applied four criteria during the screening process: (a) document type, (b) year of publication, (c) subject area, and (d) demographic focus (see Table 1). This study included only peer-reviewed articles with full text published between 2021 and 2025. Articles published prior to 2021 were excluded. To maintain a clear focus on teaching and learning strategies used in listening comprehension, the researchers considered only studies conducted within Asia.

Table 1. Inclusion-Exclusion Criteria in Selecting Journal Articles in the Present Study

Parameters	Inclusion	Exclusion
Document Type	Journal Article, full text, and peer-reviewed	Articles that are not peer-reviewed or in full text; magazines, reports, newspapers, letters, etc., or not journal articles
Year of Publication	Five years (since 2021)	Any journal articles published before 2021.
Demographic Focus	Asia	Countries outside Asia
Descriptors	Effective teaching and learning strategies for listening comprehension	Teaching and learning strategies that exclude listening comprehension

Furthermore, the researchers used a Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flowchart to illustrate the number of articles from the initial search and screening to the final selection based on the set criteria (Figure 1). As shown in the PRISMA flowchart below, the researchers ultimately selected 24 articles out of an initial 387,361 identified from the five databases, all related to effective teaching and learning strategies for listening comprehension.

The initial search yielded 387,361 articles. Guided by the inclusion and exclusion criteria, the researchers first applied automation tools to identify only peer-reviewed articles, which reduced the number to 369,748, excluding 17,611 articles. Next, the criterion of full-text availability was applied, further narrowing the results to 43,277 and excluding 326,473 articles. Applying the publication year criterion (2021–2025) reduced the pool to 21,176 articles, excluding another 22,101. The final criterion, which

focused on research conducted in Asia, resulted in 3,893 relevant articles, excluding an additional 17,283.

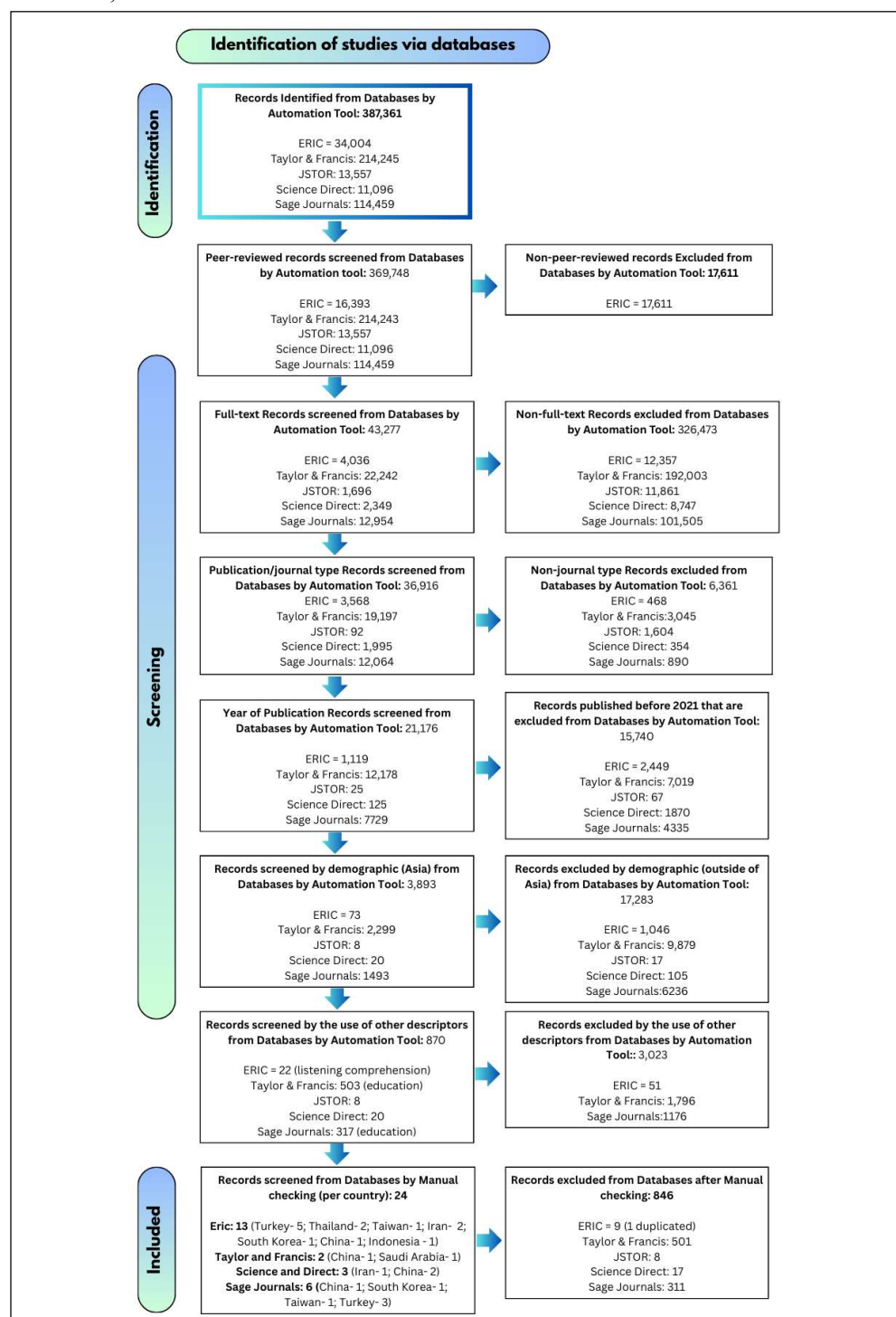


Figure 1. PRISMA Flow Chart Shows the Screening of Articles Analyzed in the Study

To further refine the search, the researchers used specific descriptors in selected databases. In ERIC, the term "listening comprehension" was used, resulting in 22

relevant articles. The descriptor "education" was applied in both Taylor and Francis and SAGE Journals, yielding 503 and 317 articles, respectively. This step reduced the pool to 870 articles, excluding 3,023. Following this process, the researchers conducted a manual review of the remaining 870 articles. After evaluating relevance and removing duplicates, 24 articles were included in the final review, while 846 articles were excluded due to duplication or irrelevance.

To analyze the collected data, the researchers systematically identified and consolidated the most frequently mentioned listening strategies across the selected studies using a research grid. These strategies were then categorized into two overarching types: teaching strategies and learning strategies, following frameworks such as those proposed by Yeldham (2016), which distinguish between teacher-initiated and learner-initiated approaches in second language acquisition.

Each of these strategy types was further classified into two thematic categories: directive strategies and supportive strategies. Directive strategies involve explicit, targeted techniques that directly facilitate listening comprehension, such as the use of advanced organizers, guided notetaking, and modeling of metacognitive processes (Chou, 2017; Meltzer et al., 2021). In contrast, supportive strategies contribute indirectly by creating a conducive learning environment or enhancing learner readiness. These include motivational scaffolding, fostering a positive classroom atmosphere, and using anxiety-reducing tools (Ismail & Aziz, 2020). Furthermore, to determine the relative emphasis of each strategy in the literature, the researchers conducted a frequency and percentage analysis. This quantitative approach allowed them to rank the strategies based on how frequently they appeared across the reviewed sources, a method commonly employed in thematic content analysis (Riffe et al., 2023). Finally, each identified strategy was explained and contextualized within the broader literature on second language listening pedagogy and learner autonomy.

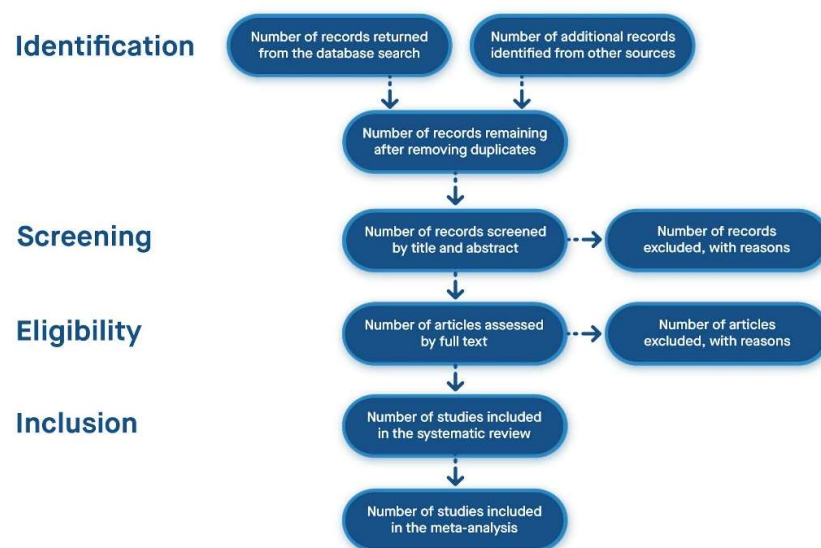


Figure 2. PRISMA Flow Chart

3. RESULTS AND DISCUSSION

Results

Teaching Strategies for Listening Comprehension

Table 2 presents a comprehensive list of teaching strategies for listening comprehension, consolidated from 24 reviewed articles. These strategies are categorized into directive and supportive strategies, each accompanied by its frequency and percentage of mentions. The strategies are ranked in descending order, with Rank 1 representing the most frequently cited.

Table 2. Teaching Strategies for Listening Comprehension

Strategy	Sources	Frequency	Percentage	Rank
<i>Directive Strategies</i>				
Conducting regular and repetitive listening activities	Temur (2021); Abed et al. (2022); Chang (2022)	3	18.75%	1
Using visual aids for listening	Wang and Hsiao (2022); Wandah et al. (2024)	2	12.50%	2
Integrating technological tools (MALL) for listening enhancement	Shaojie et al. (2024); Wandah et al. (2024)	2	12.50%	2
Implementing strategy-based instruction for listening development	Hocaglu and Ocak (2024); Shahani et al. (2022)	2	12.50%	2
Performing Reader's Theater for listening practice	Lo et al. (2021)	1	6.25%	5
Administering video-mediated listening tests	Kwon and Yu (2024)	1	6.25%	5
Teaching explicit note-taking strategies for listening	Irgin (2025)	1	6.25%	5
Using dictation activities for listening reinforcement	Abed et al. (2022)	1	6.25%	5
Customizing listening strategies through visual, auditory, and hands-on activity	Wandah et al. (2024)	1	6.25%	5
Total		14	87.50%	
<i>Supportive Strategies</i>				
Applying structured teaching based on Cohesion Theory	Fu (2021)	1	6.25%	1
Adopting flipped teaching to enhance listening skills	Shahani et al. (2022)	1	6.25%	1
Total		2	12.50%	
Grand Total		16	100%	

Under directive strategies, conducting regular and repetitive listening activities ranked first with 18.75%, based on studies by [Temur \(2021\)](#), [Abed et al. \(2022\)](#), and [Zhang \(2022\)](#). Three strategies tied for second place, each with 12.50%: using visual aids to support listening ([Wang & Hsiao, 2022](#); [Wandah et al., 2024](#)), integrating technological tools such as Mobile-Assisted Language Learning (MALL) for listening

enhancement (Shaojie et al., 2024; Wandah et al., 2024), and implementing strategy-based instruction for learning development (Hocaoğlu & Ocak, 2024; Shahani et al., 2022). Four strategies ranked fifth, each with 6.25%: performing Reader's Theater for listening practice (Lo et al., 2021), administering video-mediated listening tests (Kwon & Yu, 2024), teaching note-taking strategies using the Cornell Method (Irgin, 2025), and customizing listening strategies through visual, auditory, and hands-on activities (Wandah et al., 2024). For supportive strategies, applying structured teaching based on cohesion theory (Fu, 2021) and adopting flipped teaching to enhance listening skills (Shahani et al., 2022) ranked first, each with a percentage of 6.25%.

Thus, the findings imply that most studies on teaching listening still focus on teacher-led or directive strategies, with the strongest emphasis on having students do regular and repetitive listening practice, which is considered the most effective. Other common strategies involve using visuals, adding technology like mobile apps, and teaching learners specific strategies to improve. A few more creative or specialized methods, such as reader's theater, video-based tests, note-taking techniques, and hands-on listening tasks, are also used but appear less often. In contrast, supportive strategies like flipped teaching or using cohesion theory are mentioned much less, suggesting that research and practice still rely more on structured, repetitive activities rather than approaches that shift responsibility to students or use broader teaching frameworks.

Learning Strategies for Listening Comprehension

Table 3 provides a detailed list of consolidated learning strategies for listening comprehension, also categorized into directive and supportive strategies. Like Table 2.1, it includes the frequency of mentions across the 24 reviewed articles and ranks the strategies in descending order.

Table 3. List of Learning Strategies for Listening Comprehension

Strategy	Sources	Frequency	Percentage	Rank
<i>Directive Strategies</i>				
Practicing metacognitive strategies	Shaojie et al. (2024); Al-Khresheh and Alruwaili (2024); Robillos and Bustos (2022); Chitprarop (2024); Temur and Mehmet (2021); Polatcan et al. (2025); Kok (2022)	7	19.40%	1
Using cognitive strategies to enhance listening to comprehension	Hocaoğlu and Ocak (2024); Kök (2023); Aslanoğlu (2021); Irgin (2025); Kurudayıoğlu et al. (2021)	5	13.89%	2
Practicing note-taking behavior while listening	Aslanoğlu (2021); Irgin (2025); Kurudayıoğlu et al. (2021)	3	8.33%	3
Using mobile-assisted language learning (MALL) for listening practice	Shaojie et al. (2024)	1	2.78%	4

Strategy	Sources	Frequency	Percentage	Rank
Applying “getting the gist” strategies during listening	Deregözü (2021)	1	2.78%	4
Using scanning strategies for better listening comprehension	Deregözü (2021)	1	2.78%	4
Incorporating nonverbal strategies in listening	Deregözü (2021)	1	2.78%	4
Focusing on word-oriented strategies to improve comprehension	Deregözü (2021)	1	2.78%	4
Using the LSU (Listening Strategy Unit) for better listening practice	Deregözü (2021)	1	2.78%	4
Utilizing post-listening and pre-listening strategies	Kurudayıoğlu et al. (2021)	1	2.78%	4
Raising metacognitive awareness through specific approaches	Temur (2021)	1	2.78%	4
Taking video-mediated listening tests to assess comprehension	Kwon and Yu (2024)	1	2.78%	4
Applying metacognitive strategies for self-regulation in listening	Chitprarop (2024)	1	2.78%	4
Raising metacognitive awareness and practicing self-regulation in listening	Robillos and Bustos (2022)	1	2.78%	4
Implementing self-regulated learning practices for listening	Zhou and Thomas (2023)	1	2.78%	4
Using comprehension-based listening strategies	Fu (2021)	1	2.78%	4
Preparing for the IELTS Listening Test with focused strategies	Bi et al. (2024)	1	2.78%	4
Performing Reader’s Theater to improve listening skills	Lo et al. (2021)	1	2.78%	4
Total		30	83.32%	
<i>Supportive Strategies</i>				
Reading many books to improve reading skills	Aslanoğlu (2021)	1	2.78%	1

Strategy	Sources	Frequency	Percentage	Rank
Engaging in self-annotation activities to enhance listening	Jung (2024)	1	2.78%	1
Incorporating movement during group discussions to aid listening comprehension	Wandah et al., (2024)	1	2.78%	1
Creating a quiet, distraction-free environment for listening practice	Wandah et al., (2024)	1	2.78%	1
Engaging in English videos, accompanied by advanced organizers to enhance comprehension	Wang and Hsiao (2022)	1	2.78%	1
Listening to expert explanations and discussing reference videos	Wandah et al. (2024)	1	2.78%	1
Total		6	16.68%	
Grand Total		36	100%	

Similarly, it was found that under directive strategies, practicing metacognitive listening strategies ranked first with 15.38%, cited by six authors: [Shaojie et al. \(2024\)](#), [Al-Khresheh and Alruwaili \(2024\)](#), [Robillos and Bustos \(2022\)](#), [Chitprarop \(2024\)](#), [Temur \(2021\)](#), and [Polatcan et al. \(2025\)](#). Using cognitive strategies to enhance listening comprehension ranked second with 12.82%, mentioned by [Hocaoğlu and Ocak \(2024\)](#), [Kök \(2023\)](#), [Aslanoğlu \(2021\)](#), [Irgin \(2025\)](#), and [Kurudayıoğlu et al. \(2021\)](#). Practicing note-taking behavior while listening and implementing the Metacognitive Listening Strategies Instrument ranked third, each with 7.69%. Mobile-assisted Language Learning (MALL) ranked fifth with 5.13%.

Several strategies ranked sixth, each with a percentage between 2.54% and 2.94%. These include getting the gist during listening, using scanning strategies for better comprehension, incorporating nonverbal strategies, focusing on word-oriented strategies, and using the Listening Strategy Unit (LSU), all mentioned in [Deregözü \(2021\)](#). Other sixth-ranked strategies include utilizing post-listening and pre-listening strategies ([Kurudayıoğlu et al., 2021](#)), raising metacognitive awareness through specific approaches ([Temur, 2021](#)), taking video-mediated listening tests, employing metacognitive strategies, and implementing Self-Regulated Learning Practices (SRLP). [Fu \(2021\)](#) introduced a strategy that applied cohesion theory to improve listening comprehension, ranking sixth with a frequency of one and a percentage of 2.94%. [Bi and Wang \(2024\)](#) discussed using metacognitive and cognitive strategies during the IELTS listening test, which appeared once and accounted for 2.94% of the strategies studied. [Lo et al. \(2021\)](#) introduced the use of Reader's Theater (RT) to develop

students' listening comprehension skills, which also ranked sixth with a frequency of one and a percentage of 2.56%.

On the other hand, supportive learning strategies accounted for a total frequency of six and a percentage of 15.38%. Each of the six strategies was mentioned once (2.56%) and ranked equally. These include reading a large number of books to improve listening skills (Aslanoğlu, 2021), engaging in self-annotation activities to enhance listening (Jung, 2024), incorporating movement during group discussions, creating a quiet and distraction-free environment for listening practice, engaging with English videos accompanied by advanced organizers, and listening to expert explanations followed by discussions of reference videos.

Discussion

In discussing the findings, attention is given to the strategies that shape listening comprehension, considering not only how teachers design and implement instructional methods but also how learners actively manage and regulate their own listening processes. First, under directive strategies, regular and repetitive listening activities (18.75%) emerged as the most common approach, underscoring the foundational role of consistent exposure to the target language in developing listening skills. Temur (2021), for instance, emphasized the importance of using repeated listening and speaking activities, such as riddles, to support learners' vocabulary growth, comprehension, and fluency. Similarly, Abed et al. (2022) highlighted the value of repetitive dictation in strengthening language ability, especially when dictation exercises are sequenced to progressively build learners' vocabulary and listening comprehension. Zhang (2022) further reinforced this point by demonstrating how repeated exposure to explicit vocabulary instruction through dictation, semantic mapping, and lexical input significantly improves learners' listening proficiency. Collectively, these findings suggest that sustained, repeated listening practice enhances comprehension and provides a reliable structure for language development.

The next group of directive strategies (12.50% each) reflects a growing trend toward multimodal and technology-integrated instruction. Visual aids, such as diagrams and images, have been shown to reduce cognitive load and enhance comprehension during listening tasks (Wang & Hsiao, 2022; Wandah et al., 2024). Similarly, the use of Mobile-Assisted Language Learning (MALL) tools has proven effective in providing learners with flexible, interactive listening practice beyond the classroom (Shaojie et al., 2024; Wandah et al., 2024). Finally, strategy-based instruction, which involves explicitly teaching learners how to plan, monitor, and evaluate their listening processes, was also emphasized as an effective approach (Hocaoğlu & Ocak, 2024; Shahani et al., 2022). These strategies highlight the importance of combining teacher-led structure with learner-centered techniques that promote autonomy and skill development.

Meanwhile, strategies such as Reader's Theater (Lo et al., 2021), video-mediated listening tests (Kwon & Yu, 2024), explicit note-taking instruction through methods like the Cornell system (Irgin, 2025), and customizing listening activities to different learning styles (Wandah et al., 2024) ranked lower at 6.25% each. While less common,

these approaches represent innovative methods that expand learners' opportunities to practice listening in interactive, evaluative, and personalized ways. For supportive strategies, only two were identified: structured teaching based on cohesion theory (Fu, 2021) and flipped teaching models (Shahani et al., 2022), both at 6.25%. The limited representation of supportive strategies suggests that most research continues to prioritize directive methods, which remain the dominant framework for listening instruction.

On the other hand, from the perspective of learners, metacognitive strategies were the most prominent (25%). This indicates that learners place strong emphasis on consciously planning, monitoring, and evaluating their listening processes. Temur (2021), for example, showed that learners who engage in repeated listening and speaking activities develop greater awareness of their comprehension and become more strategic in processing input. Similarly, Zhang (2022) demonstrated that when learners repeatedly encounter vocabulary through various input activities, they actively refine their listening approaches. Abed et al. (2022) also observed that learners who practiced dictation regularly developed improved comprehension by monitoring their progress across multiple tasks. Taken together, these studies show that repetition enhances listening skills and trains learners to self-regulate their performance over time.

Cognitive strategies accounted for 18.75% and centered on practical techniques for processing input, such as dictation, semantic mapping, and note-taking. For instance, Irgin (2025) illustrated how the Cornell Note-Taking Method equips learners with concrete tools to capture and review information, thereby improving comprehension and retention. Similarly, activities like Reader's Theater (Lo et al., 2021) engage learners in active rehearsal of input, allowing them to strengthen listening while also developing pronunciation and fluency. These findings suggest that learners often rely on hands-on, structured techniques that make listening more manageable and interactive.

Social/affective strategies were less commonly identified (12.50%). Studies such as Wang and Hsiao (2022) and Wandah et al. (2024) indicated that collaboration, peer support, and the use of visual or multimodal resources help learners manage anxiety and improve confidence in listening. By working with peers and receiving immediate feedback, learners create supportive environments that reduce the affective barriers often associated with listening tasks.

Here, the distribution of learning strategies highlights the dominance of metacognitive and cognitive approaches, suggesting that learners actively engage in both reflective and practical techniques to improve their listening. While social and affective strategies appear less frequently, their contribution to reducing anxiety and fostering motivation remains valuable. These findings reinforce the importance of equipping learners not only with structured listening tasks but also with opportunities to reflect on their processes, collaborate with others, and build confidence in their abilities.

4. CONCLUSION

This study consolidated the most frequently used teaching and learning strategies in Asian classrooms for enhancing listening comprehension. The findings revealed that regular

and repetitive listening activities, classified under directive strategies, were the most commonly used, reflecting teachers' emphasis on structured practice to strengthen students' listening skills. At the same time, metacognitive strategies emerged as equally important, as they enable learners to plan, monitor, and evaluate their listening process, fostering deeper understanding and long-term retention. These results highlight the complementary roles of directive teaching methods and reflective learner-driven approaches in supporting listening comprehension. However, since the studies reviewed were limited to only eight countries, such as China, Iran, Indonesia, Taiwan, Thailand, Turkey, Saudi Arabia, and South Korea, further research is needed to capture the diversity of Asian classrooms and refine strategies that can more effectively address learners' needs across varied educational contexts.

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