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REFLECTIVE TEACHING PRACTICE IN AN EFL LISTENING CLASS: LESSONS LEARNED FROM CLASSROOM EXPERIENCE

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ABSTRACT
Listening remains one of the most challenging yet underexplored skills in English as a Foreign Language (EFL) instruction, particularly in relation to teachers' reflective pedagogical practices. While previous studies have primarily focused on learners' listening strategies and metacognitive awareness, limited research has examined how teachers employ reflective teaching to adapt listening instruction in real classroom contexts. This study investigates how reflective teaching practices influence instructional decision-making and listening pedagogy in an undergraduate EFL listening classroom. Employing a qualitative reflective narrative inquiry design, the study was conducted in a third-semester listening course at an Indonesian Islamic university involving approximately twenty EFL students. Data were collected through reflective teaching journals, classroom observation notes, student written feedback, and peer reflection discussions over a fourteen-week semester. The data were analysed using thematic reflective analysis involving open coding, axial coding, and thematic synthesis. The findings reveal that reflective practice facilitated a gradual pedagogical shift from traditional comprehension-based listening instruction toward a more process-oriented and strategy-based approach. Reflection enabled the teacher to implement instructional scaffolding, including predicting activities, keyword identification, guided note-taking, and collaborative discussion, which contributed to greater student engagement and reduced listening anxiety. Furthermore, reflective teaching supported responsive instructional adaptation during classroom interaction through modifications of task delivery, pacing, and feedback strategies. The study highlights the importance of integrating systematic reflective practice into listening pedagogy and teacher professional development. The findings contribute to a more context-sensitive understanding of reflective teaching in EFL listening instruction and provide practical insights for language educators seeking to improve listening classrooms through reflective pedagogical engagement.
Keywords: reflective teaching, EFL listening, listening pedagogy, teacher reflection, narrative inquiry, listening strategies

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INTRODUCTION

Listening is widely recognized as a foundational skill in English as a Foreign Language (EFL) learning, as it plays a pivotal role in the development of communicative competence and academic achievement. In EFL contexts, listening functions not only as a primary source of linguistic input but also as a prerequisite for the acquisition of other language skills (Blanco, 2002). Despite its central importance, EFL learners continue to experience persistent difficulties in listening comprehension. These difficulties are commonly attributed to limited exposure to authentic spoken English, insufficient instruction in listening strategies, and classroom practices that emphasize the assessment of listening outcomes rather than the development of listening processes (Nurhayati et al., 2024).

Although listening occupies a central position in language learning, listening instruction itself remains insufficiently theorized and under-reflected in many classroom contexts. Conventional listening pedagogy often relies on repetitive instructional routines, such as playing audio recordings followed by comprehension questions, with minimal attention given to learners' cognitive

processing, metacognitive awareness, or reflective engagement with listening tasks (Siregar, 2024). Such practices tend to position listening as a passive activity and reduce it to a form of testing rather than a skill that can be systematically taught and developed. Consequently, many learners struggle to transfer listening skills beyond classroom tasks, revealing a persistent gap between pedagogical intentions and actual learning outcomes.

In response to these challenges, reflective teaching practice has gained increasing recognition as a meaningful approach to improving instructional quality. Rooted in Schön's conceptualization of reflection-in-action and reflection-on-action, reflective teaching emphasizes continuous self-observation, critical examination of instructional decisions, and deliberate pedagogical adjustment informed by classroom evidence. Within EFL contexts, reflective practice has been shown to enhance teachers' pedagogical awareness, promote responsiveness to learners' needs, and support sustained professional development (Ashraf et al., 2016; Widiastari & Fithriani, 2025). Through reflective engagement, teachers are encouraged to move beyond routine instructional practices and adopt more informed, context-sensitive approaches to teaching.

Despite the growing scholarship on reflective teaching in EFL education, existing studies have predominantly conceptualized reflection as a general professional development activity rather than as an instructional mechanism shaping skill-specific pedagogy. In particular, limited attention has been devoted to understanding how reflective teaching informs real-time instructional adaptation in listening classrooms, where pedagogical decisions must respond dynamically to learners' cognitive and affective difficulties.

Most previous research on listening instruction has focused on learners' metacognitive strategies (Maftoon & Fakhri Alamdari, 2020), listening anxiety (Qiu & Luo, 2022), or comprehension outcomes (Chang, 2024), while paying comparatively little attention to the teacher's reflective role in mediating classroom interaction and instructional scaffolding. Consequently, there remains insufficient practice-based evidence documenting how teachers utilize reflective processes to redesign listening instruction, modify classroom procedures, and respond to students' emerging listening challenges.

The present study addresses this gap by examining reflective teaching as a dynamic pedagogical process that shapes instructional adaptation in an EFL listening classroom. Unlike previous studies that emphasize reflection as post-teaching evaluation, this study highlights reflection as an ongoing pedagogical mechanism operating before, during, and after listening instruction. The study further contributes methodological insight by demonstrating how reflective narratives, observation records, and peer reflections can be systematically employed to investigate listening pedagogy in context-sensitive ways.

Guided by this perspective, the study seeks to answer the following research questions: (1) How does reflective teaching practice influence the design and delivery of listening instruction in an EFL classroom? and (2) What pedagogical lessons does the teacher derive from the reflective process that contribute to improved listening instruction? By addressing these questions, the study aims to advance a more practice-oriented and context-sensitive understanding of reflective teaching in EFL listening contexts, while offering transferable insights for language teachers seeking to enhance listening pedagogy through reflective practice.

LITERATURE REVIEW

Listening Instruction in EFL Contexts

Listening comprehension is a complex and multidimensional skill that involves the integration of linguistic knowledge, cognitive processing, and contextual interpretation. In EFL contexts, listening is often regarded as the most challenging language skill due to learners' limited exposure to

authentic spoken input and the transient nature of oral language (Graham, 2017; Vandergrift & Goh, 2012). Unlike reading, listening requires learners to process input in real time, decode phonological features, recognize lexical items, and construct meaning simultaneously, making it particularly demanding for EFL learners.

Previous studies have consistently reported that EFL learners experience difficulty understanding spoken English because of unfamiliar vocabulary, fast speech rate, reduced forms, and varied accents (Field, 2008; Rost, 2016). In response to these challenges, research on listening instruction has increasingly emphasized the importance of explicit listening pedagogy rather than treating listening as a passive or test-oriented skill. However, despite these pedagogical insights, classroom practices in many EFL settings continue to rely heavily on traditional approaches that prioritize answering comprehension questions over developing listening processes (Goh, 2018).

Empirical studies examining listening instruction strategies highlight the effectiveness of metacognitive and strategy-based instruction. Vandergrift & Tafaghodtari (2010) demonstrate that learners who receive explicit metacognitive listening instruction show significant improvement in listening comprehension and self-regulation. Similarly, Goh & Taib (2006) report that structured listening cycles involving planning, monitoring, and evaluation enhance learners' awareness of listening processes. Nevertheless, these studies often focus on learner outcomes without sufficiently addressing how teachers conceptualize, implement, and reflect on listening instruction in real classroom contexts.

Reflective Teaching Practice in EFL Education

Reflective teaching practice has been widely recognized as a cornerstone of professional development in teacher education. Drawing on Schön's (1983) seminal work, reflection is conceptualized as a process through which practitioners critically examine their actions during and after teaching in order to improve future practice. In EFL education, reflective teaching has been linked to increased pedagogical awareness, instructional flexibility, and professional growth (Farrell, 2015; Richards & Lockhart, 1996).

Farrell (2015) proposes a comprehensive framework for reflective practice in language teaching, encompassing reflection on philosophy, principles, theory, practice, and beyond practice. This framework emphasizes that reflection should be systematic, evidence-based, and sustained over time. Empirical research supports this view, showing that reflective activities such as teaching journals, peer observation, and self-evaluation can lead to meaningful instructional change (Akbari et al., 2010).

In EFL contexts, reflective teaching has been shown to positively influence classroom practices and teacher cognition. Ashraf et al., (2016) find that reflective EFL teachers demonstrate greater sensitivity to learners' needs and adopt more adaptive instructional strategies. Similarly, Widiastari & Fithriani (2025) report that Indonesian EFL teachers perceive reflective practice as instrumental in identifying instructional weaknesses and improving classroom interaction. Despite these positive findings, much of the reflective teaching literature remains descriptive, focusing on teachers' perceptions rather than providing detailed accounts of how reflection informs specific pedagogical decisions.

Reflective Practice and Skill-Specific Instruction

While reflective teaching has been extensively discussed in general EFL pedagogy, fewer studies have examined reflective practice within specific language skills, such as listening. Most skill-specific reflective studies have focused on writing or speaking instruction, where instructional processes are more visible and tangible (Borg, 2019). Listening, by contrast, is often treated as an

internal and learner-driven process, making reflective examination of listening instruction less common.

Existing research that connects reflection with listening instruction tends to emphasize learner reflection rather than teacher reflection. For instance, Pan (2015) investigates reflective learning activities in EFL listening and finds that student reflection can enhance metacognitive awareness and strategy use. However, such studies rarely address how teachers' reflective practices shape the design, sequencing, and scaffolding of listening tasks. As a result, the role of teacher reflection in mediating listening pedagogy remains underexplored.

Moreover, studies on listening pedagogy often advocate for pedagogical innovations, such as authentic materials, task-based listening, or strategy instruction, without sufficiently examining how teachers evaluate the effectiveness of these approaches through reflective processes (Rost, 2016; Goh, 2018). This disconnect suggests that listening instruction research would benefit from a stronger integration of reflective teaching perspectives.

METHOD

Research Design

This study employed a qualitative reflective narrative inquiry design to explore how reflective teaching practices informed instructional adaptation in an EFL listening classroom. Reflective narrative inquiry is appropriate for investigating pedagogical experiences because it enables teacher-researchers to critically examine classroom events, instructional decisions, and professional learning processes through systematic reflection (Farrell, 2015; Barkhuizen et al., 2014).

The study was informed by Schön's (1983) concepts of reflection-in-action and reflection-on-action. Reflection-in-action refers to teachers' immediate pedagogical responses during classroom interaction, while reflection-on-action involves retrospective evaluation of teaching experiences after instruction. These concepts guided both data collection and analysis throughout the study.

Rather than aiming for statistical generalization, the study sought to generate context-sensitive and practice-oriented insights into the evolving nature of reflective listening pedagogy.

Context and Participants

The study was conducted in a third-semester undergraduate listening course at the English Education Study Program of UIN Fatmawati Sukarno Bengkulu, Indonesia. The course consisted of approximately twenty EFL students with varying levels of listening proficiency and met once a week for 100 minutes over a fourteen-week semester.

The course instructor simultaneously served as the researcher. While this dual role may raise concerns regarding subjectivity, reflective narrative inquiry recognizes teacher subjectivity as a legitimate source of pedagogical knowledge when accompanied by reflexive awareness, triangulation, and systematic documentation (Farrell, 2015).

Data Collection

Data were collected from multiple sources to capture the reflective process comprehensively and to support triangulation:

1. Reflective Teaching Journal

   The researcher maintained weekly reflective journals documenting instructional goals, classroom events, students' responses, pedagogical challenges, and post-lesson evaluations. The journals followed guiding prompts adapted from Farrell's (2015) reflective framework.
2. Classroom Observation Notes

Observation notes were recorded during and immediately after classroom sessions. These notes focused on student participation, listening difficulties, classroom interaction patterns, and moments that triggered instructional adjustment.

3. Student Feedback

   Students provided written feedback three times during the semester (early, middle, and end of semester). The feedback focused on listening difficulties, perceptions of classroom activities, and responses to instructional changes.

4. Peer Reflection

   The researcher engaged in periodic reflective discussions with a colleague teaching a similar course. These discussions functioned as peer debriefing to strengthen analytical interpretation and reduce unchecked researcher bias.

Data Analysis

Data analysis followed a thematic reflective analysis approach. All data sources were first read iteratively to gain familiarity. Initial open coding was conducted on reflective journal entries and observation notes to identify recurring issues, instructional decisions, and reflective insights. Codes were then grouped into broader themes related to listening pedagogy and reflective practice. The analysis proceeded through the following stages:

1. Open Coding: identifying recurring classroom events, reflective moments, instructional difficulties, and pedagogical responses.
2. Axial Coding: Connecting reflections to instructional changes and student responses.
3. Thematic Development: grouping categories into broader themes related to reflective listening pedagogy.
4. Narrative Synthesis: constructing an interpretive narrative linking reflection, classroom interaction, and instructional transformation.

Trustworthiness

To ensure methodological rigor, the study applied established qualitative trustworthiness criteria (Lincoln & Guba, 1985):

a. Credibility was enhanced through data triangulation across journals, observations, student feedback, and peer reflection.
b. Dependability was addressed by maintaining an audit trail documenting reflective entries, coding decisions, and analytical memos.
c. Confirmability was supported through reflexive awareness and peer debriefing, which helped minimize unchecked personal bias.
d. Transferability was facilitated by providing thick descriptions of the instructional context and reflective processes, allowing readers to judge relevance to their own settings.

Ethical Consideration

All participants were informed about the purpose of the study and voluntarily agreed to participate. Student identities were anonymized throughout the analysis and reporting process to ensure confidentiality.

FINDING AND DISCUSSION

RESULTS

The findings of this study are organized into four interrelated themes emerging from the reflective journals, classroom observations, student feedback, and peer reflection discussions

conducted throughout the fourteen-week semester. These themes illustrate how reflective teaching shaped the gradual transformation of listening pedagogy in the observed EFL classroom.

Table 1 Summary of Observed Themes in the Listening Classroom

Theme	Main Classroom Issue	Reflective Pedagogical Response
Traditional listening structure	Listening activities focused mainly on comprehension testing	Teacher gradually implemented process-oriented listening stages
Strategy scaffolding	Students struggled to identify important information during listening	Teacher introduced predicting, keyword identification, and guided note-taking
Affective challenges	Students experienced hesitation, confusion, and listening anxiety	Collaborative discussion and instructional support were increased
Instructional adjustments	Students showed difficulty following task instructions and audio pacing	Teacher modified task delivery, replay frequency, and classroom interaction

From Comprehension Testing to Process-Oriented Listening Instruction

During the early weeks of the semester, listening instruction primarily followed a conventional pattern in which students listened to audio recordings and subsequently answered comprehension questions. Observation notes indicated that students often waited passively for the recording to finish before attempting the worksheet tasks.

One classroom observation documented:

"Students waited until the recording ended before answering the comprehension questions."

Reflective journal entries later revealed the teacher's growing concern that listening activities were functioning more as assessment procedures than as learning processes. This realization prompted the teacher to gradually restructure listening instruction by incorporating pre-listening discussion and post-listening interaction.

By the middle of the semester, classroom observations documented several instructional changes, including topic prediction activities before listening and collaborative answer verification after listening tasks.

For example, an observation note from Week 6 stated:

"Before playing the audio, the teacher asked students to discuss possible topics based on the recording title."

Similarly, a Week 8 observation recorded:

"Students compared answers with partners before whole-class discussion."

These findings suggest that reflective teaching contributed to a pedagogical shift from product-oriented listening instruction toward a more process-oriented approach emphasizing preparation, interaction, and meaning-making.

Reflective Scaffolding Through Listening Strategies

Another important finding concerns the implementation of strategy-based listening activities as a result of reflective instructional adaptation. Reflective journals repeatedly documented students' uncertainty regarding which information should be prioritized during listening tasks.

In response, the teacher introduced several forms of listening scaffolding, including predicting activities, keyword identification, guided note-taking, and peer verification. Table 2 presents the observed strategy-based classroom activities.

Table 2 Strategy-Based Listening Activities

Listening Strategy	Classroom Activity	Observed Pedagogical Purpose

Predicting	Students discussed possible listening topics before hearing the audio	Activating background knowledge
Keyword identification	Students were asked to write important words they heard	Focusing selective attention
Guided note-taking	Students completed note-taking worksheets during listening	Supporting information retention
Peer verification	Students compared answers with classmates after listening	Encouraging collaborative comprehension

Observation notes indicated that these activities gradually increased students' active engagement during listening tasks.

A Week 7 observation recorded:

"Students were instructed to write key words while listening to the recording."

Similarly, a Week 9 observation documented:

"Students continued adding notes during the replay of the audio."

Student feedback also reflected positive responses toward these activities. One student commented:

"The note-taking worksheet helps me remember the main points."

Another student stated:

"Listening becomes easier when we focus on key words."

The findings indicate that reflective teaching enabled the teacher to transform listening instruction into a more scaffolded and strategy-oriented learning process.

Students' Affective Challenges During Listening Activities

Table 3 summarizes the major affective responses observed during listening activities throughout the semester.

Table 3 Major affective responses

Affective Response	Classroom Behaviour	Observed Pedagogical Purpose
Listening anxiety	Students appeared nervous before listening tasks began	Students lacked confidence in processing spoken English
Confusion during listening	Students frequently requested audio repetition	Listening input exceeded students' processing readiness
Hesitation in answering	Students relied heavily on peers before responding	Students were uncertain about their comprehension accuracy
Increased collaborative confidence	Students gradually discussed answers more actively	Peer interaction reduced anxiety and supported comprehension

The data further revealed that students experienced considerable affective difficulties during listening tasks, particularly during the early stages of the semester. Observation notes documented hesitation, confusion, requests for repetition, and visible anxiety during listening activities.

One observation entry stated:

"Several students asked the teacher to replay the recording because they could not follow the speaker."

Another note documented:

"Some students appeared confused after the first listening attempt and asked classmates about the answers."

Student written feedback similarly reflected feelings of listening anxiety and processing difficulty.

For example, one student explained:

"Sometimes the speaker talks too fast and I cannot understand the words."

Another student reported:

"I feel nervous when the listening audio starts."

Reflective journal entries showed that these observations encouraged the teacher to provide more supportive classroom interaction and collaborative listening activities. As the semester progressed, classroom observations documented increased peer interaction and reduced hesitation during listening discussions.

A Week 10 observation noted:

"Students discussed their answers actively in pairs before sharing with the class."

These findings suggest that reflective teaching helped the teacher recognize the importance of affective support in listening pedagogy, not merely cognitive comprehension.

Instructional Adaptation During Classroom Interaction

Table 4 presents the instructional modifications implemented during classroom interaction as part of the teacher's reflective adaptation process.

Table 4 Instructional modifications implemented

Classroom Challenge	Reflective Instructional Response	Pedagogical Purpose
Students could not follow audio pace	Teacher replayed selected audio segments	Supporting listening comprehension
Students appeared confused during tasks	Teacher simplified and clarified instructions	Reducing task ambiguity
Students stopped writing during listening	Teacher paused audio temporarily	Allowing additional processing time
Limited student participation	Teacher introduced pair discussion activities	Increasing interaction and engagement

The final theme concerns instructional adaptation occurring during classroom interaction. Observation notes and reflective journals documented several situations in which the teacher modified instructional procedures in response to students' immediate classroom difficulties.

Examples of instructional adaptation included pausing audio recordings, replaying specific segments, simplifying instructions, slowing classroom pacing, and clarifying listening objectives. One observation note documented:

"The teacher paused the audio after noticing several students stopped writing and appeared confused."

Another observation stated:

"The teacher replayed a short segment and clarified the listening instructions."

Reflective journal entries revealed that these modifications emerged directly from reflective awareness of students' responses during classroom interaction. One reflective entry stated:

"Some students seemed unsure about which information they should focus on during listening tasks."

Peer reflection discussions also influenced instructional adaptation. A colleague suggested incorporating short pre-listening discussions to support students' comprehension readiness.

Overall, the findings demonstrate that reflective teaching functioned as an ongoing pedagogical mechanism enabling responsive instructional decision-making throughout the listening course.

DISCUSSION

From Comprehension Testing to Process-Oriented Listening Instruction

The findings indicate that listening instruction in the observed classroom initially reflected a traditional product-oriented approach in which listening activities primarily functioned as comprehension assessment tasks. Students were expected to listen to audio recordings and answer comprehension questions with minimal instructional preparation or post-listening reflection. Such practices are consistent with earlier observations in EFL listening pedagogy literature suggesting that listening is frequently treated as a testing activity rather than as a teachable process (Field, 2008; Goh, 2018). In many EFL classrooms, listening instruction still prioritizes correct answers over the development of listening strategies and meaning-making processes (Looi-Chin et al., 2017).

However, reflective teaching gradually transformed the instructional structure throughout the semester. Reflective journal entries demonstrated the teacher's growing awareness that students were engaging passively with listening materials and experiencing difficulty constructing meaning independently. This reflective awareness encouraged the implementation of pre-listening discussion and post-listening interaction activities, which shifted listening instruction toward a more process-oriented model.

This finding aligns with Vandergrift and Goh's (2012) argument that effective listening pedagogy requires instructional stages that support learners before, during, and after listening activities. Similarly, Rahma (2022) found that structured listening stages improved students' listening engagement and comprehension in Indonesian EFL contexts. Nevertheless, the present study extends previous research by demonstrating how reflective teaching itself functioned as the mechanism driving pedagogical transformation. While previous studies often emphasize the effectiveness of process-oriented listening instruction, they rarely explain how teachers arrive at such pedagogical changes through reflective classroom evaluation.

Furthermore, unlike prior studies that largely conceptualize listening pedagogy as predetermined instructional design, the present findings reveal that listening instruction evolved dynamically through reflective interaction with classroom realities. Reflection enabled the teacher to reconsider the limitations of comprehension-based instruction and gradually adopt more interactional and learner-centered listening practices. In this sense, reflective teaching operated not only as professional evaluation but also as pedagogical reconstruction.

The findings therefore reinforce the view that reflective teaching can mediate the transition from traditional listening assessment toward more process-oriented listening pedagogy. This transformation is particularly important in EFL classrooms where listening is often perceived as one of the most difficult and anxiety-inducing language skills.

Scaffolding Through Listening Strategies

Another important finding concerns the integration of listening strategies as a reflective pedagogical response to students' listening difficulties. The findings showed that the teacher gradually implemented predicting activities, keyword identification, guided note-taking, and peer verification after observing students' confusion and lack of strategic engagement during listening tasks. These instructional modifications indicate that reflective teaching facilitated more scaffolded and supportive listening instruction.

This finding strongly supports previous studies emphasizing the importance of metacognitive listening strategies in improving listening comprehension. Vandergrift and Tafaghodtari (2010) reported that learners receiving explicit metacognitive instruction demonstrated greater listening achievement and self-regulation compared to those receiving conventional listening instruction. Similarly, Goh & Taib (2006) found that strategy-based listening instruction enhanced learners' awareness of listening processes and improved comprehension performance.

However, the present study differs from these earlier investigations in an important way. Previous studies primarily focused on learners' outcomes after strategy instruction, whereas the present findings highlight the teacher's reflective role in identifying the need for scaffolding and adapting instructional practices accordingly (Dousti & Abolfathiasl, 2013). In other words, strategy implementation did not emerge from predetermined curriculum design alone, but from reflective interpretation of classroom interaction and learner difficulties.

The findings also demonstrate that reflective teaching contributed to a gradual shift in students' listening behavior from passive reception toward more strategic engagement with listening materials. For instance, note-taking and keyword identification activities encouraged learners to selectively focus on essential information rather than attempting to process every word simultaneously. This finding is consistent with Al-Khresheh & Alruwaili (2024), who argue that strategic listening behaviors reduce cognitive overload and support more efficient listening processing.

Nevertheless, unlike some previous studies that present strategy instruction as universally effective, the present findings suggest that the effectiveness of listening strategies depends heavily on reflective instructional mediation. Strategy instruction alone may not automatically improve listening performance unless teachers continuously evaluate students' responses, emotional readiness, and interactional participation. Therefore, reflective teaching appears to function as a critical pedagogical bridge connecting listening theory with practical classroom implementation (Suyono, 2010).

Overall, the findings reinforce the argument that reflective scaffolding can transform listening instruction into a more learner-centered and cognitively supportive process. Reflection enabled the teacher not only to introduce listening strategies, but also to contextualize and adjust those strategies according to students' evolving classroom needs.

Students' Affective Challenges During Listening Activities

The findings further reveal that listening instruction involved substantial affective challenges, particularly during the early stages of the semester. Observation notes and student feedback consistently documented nervousness, hesitation, confusion, and requests for repetition during listening tasks. These findings confirm previous research suggesting that listening comprehension is frequently associated with anxiety in EFL learning environments.

Khulel (2021) argues that listening anxiety often emerges when learners encounter rapid speech, unfamiliar vocabulary, limited processing time, and uncertainty regarding comprehension accuracy. Similar patterns were observed in the present study, where students frequently expressed concern about the speed of spoken English and their inability to capture important information during listening tasks. Such difficulties indicate that listening problems are not solely linguistic or cognitive, but are also strongly shaped by emotional and psychological factors.

The present findings also support studies emphasizing the importance of supportive classroom environments in reducing listening anxiety (Cantos et al, 2024). As reflective teaching encouraged more collaborative activities, students gradually became more willing to discuss answers and participate in classroom interaction. Pair discussion and peer verification appeared to reduce

students' fear of making mistakes because learners could negotiate meaning collaboratively before responding publicly.

However, unlike previous studies that mainly conceptualize listening anxiety as an individual learner problem (Li et al., 2023), the present findings demonstrate that affective difficulties are closely connected to instructional structure and classroom interaction patterns. Students' anxiety decreased not merely because of repeated listening exposure, but because reflective teaching modified classroom procedures in ways that increased interactional support and reduced performance pressure.

This finding extends prior listening pedagogy research by highlighting the relational dimension of reflective teaching. Reflection enabled the teacher to recognize students' emotional experiences during listening tasks and subsequently redesign classroom interaction to create more supportive learning conditions. In this sense, reflective teaching functioned not only as cognitive instructional adjustment, but also as affective pedagogical responsiveness.

Moreover, the findings challenge traditional assumptions that effective listening instruction primarily depends on input exposure and comprehension practice. Instead, the study suggests that emotional safety, collaborative participation, and supportive interaction are equally important components of successful listening pedagogy. Teachers therefore need to consider students' affective experiences as an integral part of listening instruction rather than as secondary classroom concerns.

Instructional Adaptation During Classroom Interaction

The final theme highlights the role of reflective teaching in enabling responsive instructional adaptation during classroom interaction. Observation notes and reflective journals documented multiple situations in which the teacher modified instructional procedures after recognizing students' immediate learning difficulties. These modifications included replaying audio segments, pausing recordings, simplifying instructions, and slowing classroom pacing.

Such findings strongly reflect Schön's (1983) concept of reflection-in-action, which emphasizes teachers' ability to make immediate pedagogical decisions during classroom interaction. Rather than rigidly following predetermined lesson plans, the teacher continuously evaluated students' responses and adapted instruction accordingly. This demonstrates that reflective teaching in listening classrooms is not limited to retrospective evaluation after lessons, but also involves dynamic decision-making during instructional interaction itself.

The findings are consistent with Farrell's (2015) argument that reflective teaching promotes greater pedagogical awareness and instructional flexibility in language classrooms. Similarly, Widiastari & Fithriani (2024) found that reflective EFL teachers tend to modify classroom practices more responsively after evaluating students' learning difficulties. Nevertheless, while previous studies generally discuss reflective teaching in broad professional terms, the present study provides concrete classroom-based evidence illustrating how reflection shapes micro-level pedagogical decisions during listening instruction.

Importantly, the instructional adjustments observed in this study were not random procedural modifications. Instead, they emerged from reflective interpretation of students' verbal and non-verbal classroom responses. For example, the teacher paused audio recordings after noticing students had stopped writing or appeared visibly confused. Such actions indicate that reflective teaching required attentiveness not only to planned instructional objectives but also to learners' real-time classroom experiences.

The findings also reveal that peer reflection discussions contributed to instructional adaptation. Suggestions from colleagues encouraged the teacher to incorporate additional pre-

listening interaction and collaborative support activities. This finding supports previous research emphasizing that reflective teaching is strengthened through dialogic and collaborative reflection rather than isolated self-evaluation alone.

Overall, the study demonstrates that reflective teaching enabled the development of more adaptive, responsive, and learner-sensitive listening instruction. Reflection allowed instructional procedures to evolve continuously in response to classroom realities, thereby creating more flexible and supportive listening environments. The findings therefore reinforce the importance of reflective adaptability as a central component of effective EFL listening pedagogy.

CONCLUSION

This study investigated how reflective teaching practices shaped listening instruction in an undergraduate EFL classroom. The findings demonstrate that reflective practice contributed to significant instructional adaptation throughout the semester, particularly in relation to listening strategy scaffolding, classroom interaction, and responsive teaching practices.

Initially, listening instruction relied heavily on traditional comprehension-based procedures. However, reflective engagement enabled the teacher to gradually implement more process-oriented listening pedagogy through predicting activities, keyword identification, guided note-taking, collaborative discussion, and adaptive instructional support. Reflection also encouraged greater sensitivity toward students' cognitive and affective listening difficulties, leading to more responsive classroom interaction.

The study highlights that reflective teaching functions not merely as post-teaching evaluation but as an ongoing pedagogical mechanism shaping instructional decision-making before, during, and after classroom interaction. These findings therefore reinforce the importance of integrating systematic reflective practice into EFL listening pedagogy and teacher professional development.

Nevertheless, the study remains limited by its context-specific nature and relatively small participant scope. Future research may employ longitudinal or mixed-method approaches to examine the relationship between reflective teaching practices and measurable listening achievement across broader instructional settings. Further investigation into reflective listening pedagogy across diverse EFL contexts would also contribute to a more comprehensive understanding of teacher reflection in language education.

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