

Teacher's strategy in doing Listening Skill of CEFR B1 and B2 Level Test based on Self-Reflection

Ilma Nurlatifah

Universitas Negeri Jakarta, Jakarta Timur, Indonesia

Corresponding Email: ilmanurlatifah@gmail.com

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Abstract. Listening is a receptive skill that plays a crucial role in learning English because it is a language modality used in direct conversation. This study utilized a narrative inquiry approach, a qualitative research method that gathers data through documentation, reflective notes, and participant interviews. Six students from MPBI Class C participated, providing self-reflections on their experiences with listening tasks and strategies. Data collection included detailed self-reflections, semi-structured interviews, and teacher reflective notes, ensuring a comprehensive understanding of the strategies' impact. The primary instrument used in this study was: Self-reflection, Students maintained journals documenting their thoughts, feelings, and observations regarding the listening strategies used in their classes. Interviews with students provided deeper insights into their reflections and allowed for clarification and elaboration on their written reflections. Thematic analysis was employed to analyze the data from self-reflections, interviews, and teacher notes. Key themes related to listening strategies, student experiences, and instructional practices were identified and categorized. Narrative construction techniques were used to create detailed accounts of each participant's experiences, which were then compared and contrasted to identify common patterns and differences. In conclusion, the teacher's strategies significantly benefited students' listening skills development at the CEFR B1 and B2 levels. This study highlights the importance of reflective practices, tailored instruction, and continuous feedback in enhancing language proficiency. explore whether there was a difference in this self-reflection of six levels of learning strategies between the different levels of their English proficiency.

Keywords: *Teacher's Strategy, Listening Test, Self-Reflection*

Introduction

The Council of Europe created the Common European Framework of Reference (CEFR), (Byram & Parmenter, 2012) which is a collection of professional competency standards for a variety of areas. Standardized English language competency has long been a practice in Indonesian education. Indonesian students are familiar with a variety of assessments, including the TOEFL, IELTS, and TOEIC. (Iskandar et al., 2021). The CEFR itself as a course is probed within the scope of learners' expectations, learning outcomes, and course achievement via self-study, self-reflection, and discussion-based self-assessment practices (Nagai et al., n.d.). In this sense, the effectiveness of the CEFR and the allied language education tools are aimed to be uncovered as the components of a post-graduate course. To understand the processes and the potential strategies, the research on language learning strategies has increasingly attracted educators. Learning strategies play a prominent role in second/foreign language learning, contributing to improving learners' language competence in every respect (Rao, 2016).

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The study highlighted several benefits of the teacher's strategies in developing listening skills for students at the CEFR B1 and B2 levels, based on self-reflection from the participants in understanding how effective teaching practices can enhance language learning outcomes. The study demonstrated that the teacher's strategies significantly benefited students' development of listening skills at the CEFR B1 and B2 levels. These benefits were evident in enhanced comprehension, improved focus, critical thinking, metacognitive awareness, motivation, confidence, test performance, and autonomous learning. Understanding these benefits can help educators refine their teaching practices to better support students in achieving listening proficiency. (Iskandar et al., 2021)

As we know, in English there are four important skills learned: speaking, listening, writing, and reading. These four language skills are sometimes called the "macro-skills". It is often in contrast to the "micro-skills", which are grammar, vocabulary, pronunciation, and spelling. The mode of communication is divided into oral and written forms and direct communication to receive and produce the message.

As a teacher, facilitating the development of listening skills among students at the CEFR B1 and B2 levels has been both a rewarding and challenging endeavor. Engaging in this research study has provided me with a valuable opportunity to reflect on my teaching strategies and their effectiveness in enhancing students' listening proficiency.

Pre-Listening Preparation: One aspect of my teaching strategy that stood out during this study was the importance of thorough pre-listening preparation. Introducing key vocabulary, discussing the topic, and setting clear listening objectives proved instrumental in priming students for successful comprehension. Reflecting on these pre-listening activities, I realized the significance of establishing a solid foundation of understanding before students engage with listening tasks.

Active Listening Techniques: Throughout the study, the researcher emphasized the use of active listening techniques such as note-taking, identifying main ideas, and listening for specific information. Observing students' self-reflections reaffirmed the effectiveness of these strategies in improving their focus and comprehension during listening exercises. However, I also recognized the need to scaffold these techniques appropriately, especially for students at the B1 level who may require more guidance in developing active listening skills.

Post-Listening Reflection: Engaging students in post-listening discussions was another key aspect of my teaching strategy that emerged from this study. These discussions provided an opportunity for students to review and analyze the content of the listening tasks, clarify misunderstandings, and reflect on their learning process. Through their self-reflections, I gained insights into the importance of encouraging metacognitive awareness and self-evaluation among students, empowering them to take ownership of their learning.

Differentiated Instruction: One notable finding from this study was the differences in strategy use between students at different proficiency levels. While B1 level students primarily relied on basic strategies, B2 level students demonstrated more advanced techniques such as summarizing content and inferring meaning from context. This reinforced the importance of differentiated instruction, tailoring teaching strategies to meet the diverse needs and abilities of students at various proficiency levels.

Continuous Improvement: Overall, this research study has prompted me to reflect critically on my teaching practices and explore ways to enhance the effectiveness of my strategies in developing students' listening skills. Moving forward, I am committed to incorporating feedback from students' self-reflections, refining my instructional approaches, and fostering a supportive learning environment that empowers students to become confident and proficient listeners of English.

In conclusion, this self-reflection process has been invaluable in deepening my understanding of the complexities involved in teaching listening skills at the CEFR B1 and B2 levels. I am grateful for the opportunity to engage in this research study and look forward to implementing lessons learned to further support the growth and development of my students.

In this study, the researcher tries to focus on Listening skills, caused by figuring out what the strategies are in doing listening skills of CEFR B1 and B2 Level based on their self-reflection. Listening itself is the receptive skill within the oral mode while reading is the receptive skill in the written mode. On the other hand, writing and speaking are productive skills. Writing is produced in written mode while speaking is produced in oral mode (Harmer, 2007). In conclusion, this self-reflection process has been invaluable in deepening my understanding of the complexities involved in teaching listening skills at the CEFR B1 and B2 levels. I am grateful for the opportunity to engage in this research study and look forward to implementing lessons learned to further support the growth and development of students. Based on the situation above, there are two problems throughout this study:

1. What are the teachers' strategies based on self-reflection to improve their ability in listening skills for the CEFR test?
2. How do the strategies achieve their goals in listening skills of the CEFR test?

Theoretical Framework

Listening Skill

According to (Gulam, 1966) Listening is the ability to accurately receive and interpret messages in the communication process, When someone is unable to listen clearly, messages could be easily misunderstood.

The complex process by which we can understand spoken language is referred to as "listening" in language training. Speaking, reading, and writing are frequently paired with listening, which is the language skill that is used the most.

To listen, one must be receptive (hearing what the speaker says); constructive (constructing and reflecting meaning); collaborative (negotiating meaning with the speaker and responding); and transformative (generating meaning through interaction, creativity, and empathy).

Successful listening can also be evaluated and learners' approaches and methods for handling tasks can be used to teach strategies, and listeners will be taught efficient methods for handling and approaching listening. Listeners can participate in the listening process with these exercises. (Rost, 2013).

Teacher Strategy in Doing CEFR B1-B2 Level

The three primary categories of learning methods, which include listening skills, are typically recognized as cognitive, metacognitive, and socio-affective. (Brown, 2007). First, the cognitive strategy manipulates the content more directly and is more focused on the particular learning task. When it comes to how pupils think when processing instructional materials, cognitive strategies play a role. Secondly, the term "metacognitive strategy" in information processing theory refers to an "executive" function that includes preparing for learning, reflecting on the learning process while it is happening, keeping track of one's production of comprehension, and assessing learning after an activity is finished. (Jaya, 2019)

In other words, students' strategies and methods of organization for the information they are acquiring are referred to as metacognitive strategies. Finally, the socio-affective strategies involve socio-mediating and interacting with others in learning activities. Students' collaboration with peers in achieving their educational goals is correlated with social strategy (Myers et al., 2011)

Materials and Method

This study engages a narrative inquiry in which collected narrative data from the student of the MPBI class's perception and their experience when doing the CEFR test. Following its purpose. Narrative inquiry is a qualitative research method focused on the study of stories or narratives to understand human experiences. Researchers using narrative inquiry aim to explore how individuals make sense of their lives and experiences through the stories they tell. (Creswell, 2014) The instruments or tools of narrative inquiry include various

methods and approaches to collect, analyze, and interpret these stories. Here, we detail the specific steps and approaches used in this narrative inquiry.

Research Design

Narrative Inquiry Framework: The study was grounded in the principles of narrative inquiry, which emphasize understanding human experiences through the stories individuals tell. This approach was chosen to capture the nuanced and contextualized experiences of teachers and students in the process of developing listening skills.

Participants

1. **Selection:** The study involved six students from the MPBI Class C, each representing different levels of proficiency within the B1 and B2 range of the CEFR. These participants were selected based on their enrollment in the English language program and their willingness to engage in reflective practices.
2. **Teacher's Role:** The participating teacher, who implemented various strategies to enhance listening skills, also contributed reflective notes and insights on their instructional practices.

Data Collection

Self-Reflections: Participants were asked to write self-reflections detailing their experiences, thoughts, and feelings about the listening strategies used during their lessons and tests. These reflections focused on how the strategies helped them understand listening tasks, process information, and improve their skills.

Reflective Notes: The teacher maintained reflective notes documenting the rationale behind chosen strategies, observations of student responses, and perceived effectiveness of different instructional approaches.

Interviews: Semi-structured interviews were conducted with both the students and the teacher. These interviews provided additional depth to the self-reflection, allowing participants to elaborate on their written reflections and discuss their experiences in more detail.

Documentation: Additional data were gathered from classroom materials, lesson plans, and audio recordings of listening tasks used in the classroom. These documents helped contextualize the strategies and provided a comprehensive view of the instructional environment.

Data Analysis

Narrative Construction: Individual narratives were constructed for each participant, highlighting their unique experiences and reflections on the listening strategies. These narratives were then compared and contrasted to identify common patterns and divergences.

Reporting

Narrative Reports: The findings were reported through detailed narrative accounts, capturing the richness of participants' experiences and the impact of the teaching strategies on their listening skills development. (Ford, 2020)

Reflection and Implications: The study concluded with a reflective discussion on the implications of the findings for teaching practices and future research in language education.

Through narrative inquiry, this study provided an in-depth understanding of the strategies used by teachers to develop listening skills and the experiences of students engaging with these strategies at the CEFR B1 and B2 levels. The method allowed for a comprehensive exploration of the personal and contextual factors influencing listening comprehension and instructional effectiveness.

Results and Discussion

Results

In this study, the researcher retells the stories shared by the participants' perspectives about their self-reflection in doing the CEFR Listening B1 and B2 Level tests. Narrative of each participant - includes knowledge about learning media, the steps when they are doing the CEFR test and this study examined the effectiveness of teacher strategies in enhancing listening skills among students at the CEFR B1 and B2 levels through their self-reflections. The results reveal several key findings regarding the impact of these strategies on students' listening proficiency and their learning experiences. Here are some perspectives from 6 participants when doing listening tests B1 and B2 levels:

Participant 1's perspective

B1 Level: Topic "Sport"

"The topic for this listening section is easy to follow. While listening to the audio, I can find the information from two speakers that are talking. To achieve a high score for this topic, I had to listen to every detail of the audio to understand what the speakers meant to say. In addition, I have to understand the implied and stated questions"

B2 Level: Topic "Tourism"

"This section has a simple topic so it was easy to follow. Throughout listening, I can easily enjoy the audio and follow the conversation. Therefore, the information and answers can be found easily. To achieve the high score, I only have to pay attention to the whole section and understand the main ideas & supporting details"

Participant 2's perspective

B1 Level: Topic "Sport"

"There are 6 questions and each question had the audio itself, it makes me not be fooled and missed the previous question. I found a new vocabulary related to sports, such as rugby, and hockey. I had a mistake in the 3rd number, just because the speaker said 'high jump', I immediately clicked on the answer 'high jump', even though it was about diving. I got 5/6 score"

B2 Level: Topic "Education"

"In this topic, there were 5 questions that related to education. I was asked to listen to a radio show about the value of a university education and to choose the statement that best represents the opinions of all callers. The challenge is what each caller deliberately said was not stated in the options, and I needed to conclude the mean. It is implied mean and I have to think it more."

Participant 3's perspective

B1 Level: Topic "Describing people"

"I asked to listen to two students talking about the teachers at their college and match the teacher's names to the photos. I think the topic is difficult because of the speaker's intonation and I can't hear so I have to repeat it. I got a score of 9 out of 10 on this topic. I will need to focus on improving my listening skills."

B2 Level: Topic "Describing place"

"I was asked to listen to a radio journalist describing the Champs-Elysees in Paris and choose true or false. I thought the writer here would recommend the Champs Elysees to tourists visiting Paris but not. I think I should be able to understand well."

Participant 4's perspective

B1 Level: Topic "Accommodation"

"This audio contains a conversation between Marcel and the accommodation college provider. They talk about Marcel's accommodation for this year. Marcel wants to stay at the university hall again but he cannot afford it. So, he asks about the accommodation that has still been left After listening to the audio, I have to answer six questions by choosing five answers available in the text. This listening test is quite easy and simple, but I missed several questions. It is because I am afraid of missing the audio."

B2 Level: Topic "Environment"

"When I do the listening test, I have difficulty understanding the context of audio. Since I don't know anything about moths' caterpillars, surely, it's added to my vocabulary list and knowledge about the English phenomenon"

Participant 5's perspective

B1 Level: Topic "Free time"

"In this part, there were 10 questions dealing with activities being offered to holidaymakers on a cruise ship. Listeners were required to choose the true or false questions based on the descriptions. The challenges in this activity came from the speaker whose intonation was hard to get. Another one was dealing with numbers. The listeners might be distracted by the time the activity started and lasted. E.g. the art class starts at 10 o'clock and lasts two hours. They might choose the true option for the question stating the art class is at 2 o'clock. Consequently, listeners should pay attention to numbers."

B2 level: Topic "Health"

"One of the two made me confused as to why the answer was wrong. The recording stated that these women may be illiterate so just delivering leaflets everywhere isn't necessarily going to work. The question asked if leaflets are not effective in advertising immunization programs then I chose the option that stated some people can't read. But it turned out that the answer was they do not reach people in isolated areas."

Participant 6's perspective

B2 level: Topic "Education"

"In this test, I was assigned to listen to a radio show about the value of a university education and to choose the statement that best represents the opinions of all callers. This activity was not difficult as we needed to get the main point of what each caller stated what's on their mind about the value of a university education. The challenge in doing this is the way each speaker said something that was not explicitly stated in the options. Therefore, I predict some of the points of discussion to get the best answers."

From their self-reflection when doing their listening test, almost all participants had different tests and every test had different difficulties too. So, the researcher gave them 10 questions in questionnaire forms to make some strategy when doing listening tests of CEFR B1 and B2 levels. Here, below is the data that the researcher collected from all participants.

Time to do the listening test

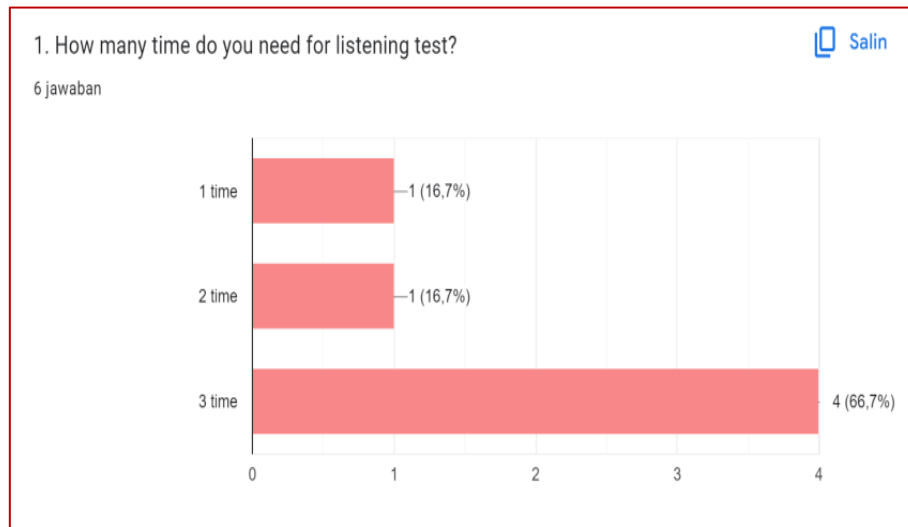


Figure 1.
Time for listening test

Most of the respondents answered 3 times for the listening test with a percentage (of 66,7%) which means 4 participants chose 3 times, 1 participant chose 2 times, and 1 participant chose 1 time.

Participants find some unfamiliar words

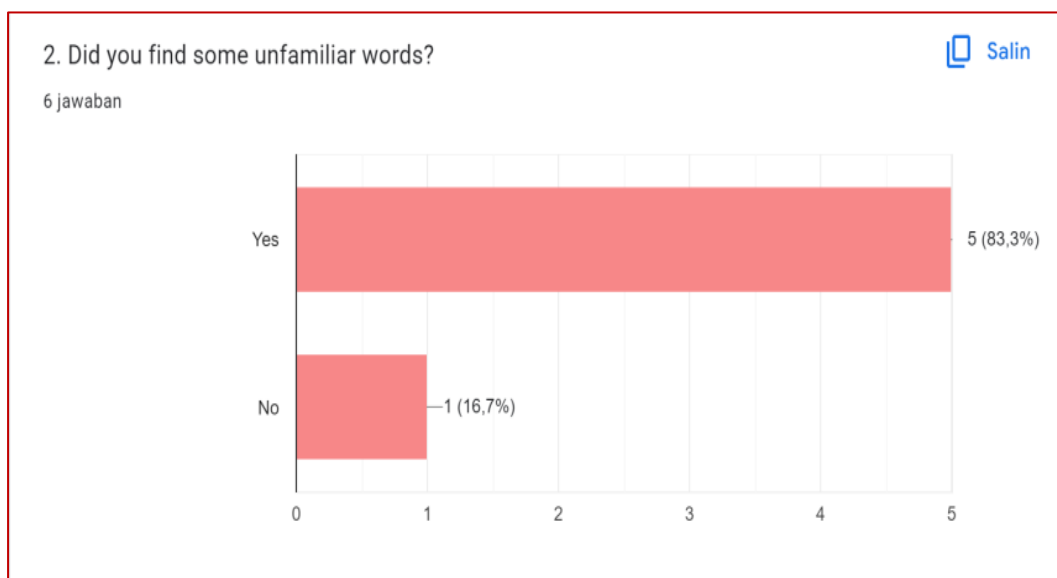


Figure 2.
Familiar or unfamiliar words

From the figure above 5 participants found some unfamiliar words and 1 participant didn't find unfamiliar words.

Vocabulary is important

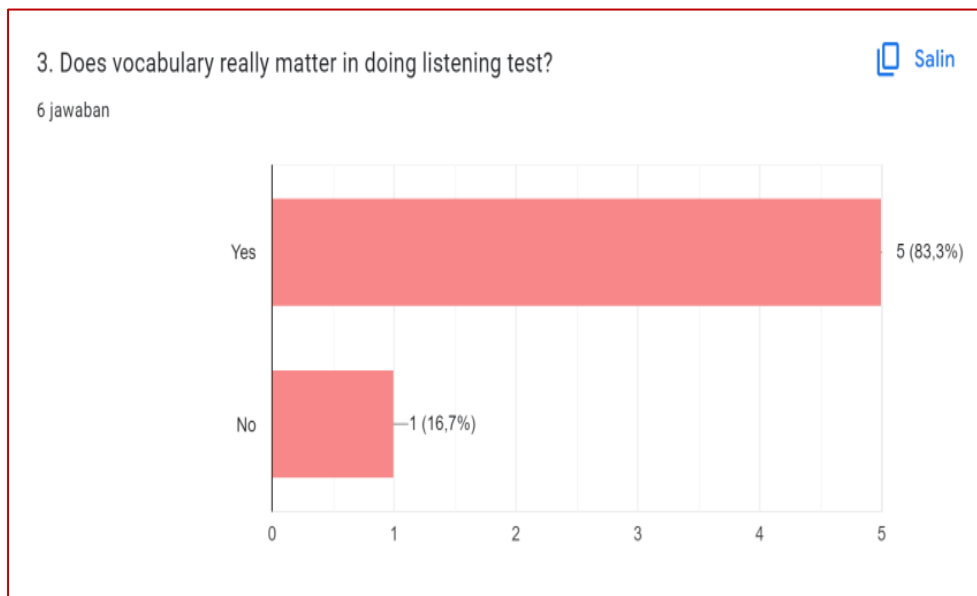


Figure 3.
Vocabulary in listening test

Based on the result; 5 participants answered 'yes' that vocabulary matters in doing the listening test.

Accent in listening test

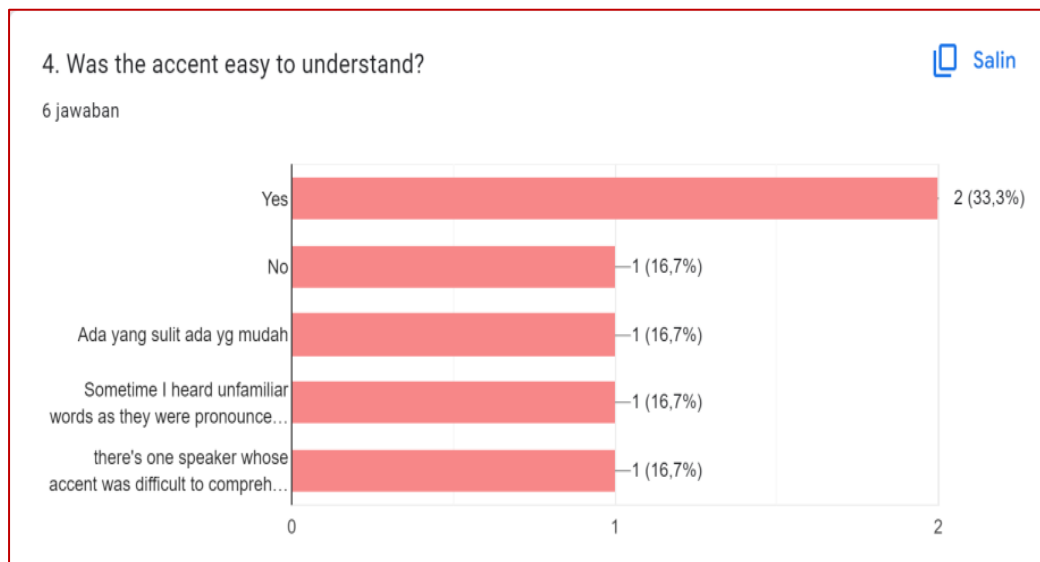


Figure 4.
Accent

Of 6 participants; only 2 participants had accents easy to understand, 1 participant answered 'No', and the other participant had different problems, such as; (Sometimes I heard unfamiliar words as they were pronounced in an unfamiliar accent, There's one speaker whose accent was difficult to comprehend and others speakers' accent was just fine).

Participants' challenging

the challenge is what each caller deliberately said was not stated on the options. As a result, I needed to draw a conclusion the most important point of each caller said about their university or work experience. The challenge was to see the pictures carefully as they were arranged randomly. There were times when speakers revised the names of their teachers as well. The challenge might be about typing the answers while the recording kept playing. The challenges in this activity came from the speaker whose intonation was hard to get. Another one was dealing with numbers. The listeners might be distracted with the time the activity started and lasted. The challenge in this part, for me, was when speakers talked about a certain place but there's no flight so they changed their destination. The challenges were about the plane that experienced delay in its departure but it took a shorter route that made it arrive on time. Listeners might choose the plane will not arrive on time. Another one was with the number talking about the traffic ahead that caused the bus arrived about 40 minutes late. Yet, the driver decided to take a different route that was further than the usual one in order to keep moving instead of being stuck in the traffic. Listeners might assume that the bus will arrive in 40 minutes, if they didn't get the detailed ideas.

5. What is your challenging when doing listening test B1 and B2 level? can you describe it?

6 jawaban

Tidak familiar dengan accent dan vocabulary yg ada

So many unfamiliar vocabulary, it make me confused

most of difficulties that I found during listening is the accent and unfamiliar words

I can recall ideas or words when the topics are familiar to everyday life but when they are far from my background knowledge, they will be a real challenge for me

I think the part of listening, because there are unfamiliar words and unclear sounds from speakers.

Figure 5.
Challenging in listening test

From the figure above, the participants have different challenges when doing the listening test, and almost all participants answered that listening has many difficulties and that the listener needs to conclude the most important point of each listening test.

Listening skill

6. How to improve your listening skills in your version?

6 jawaban

Listening more audio and reading book with audio

Listen to my fav song (english)

to overcome the challenges found, I usually look for the keywords to understand the main idea

Improving my literacy to any kinds of topics by reading various topics, listen to English-based conversation etc

I usually listen the music and watch the movie.

Taking notes will help much.

Figure 6.
To improve listening skill

Almost all participants said that to improve their listening skills are usually listen to music or more audio read books with audio and take notes it will help much to improve in listening skills.

Tried the other listening test

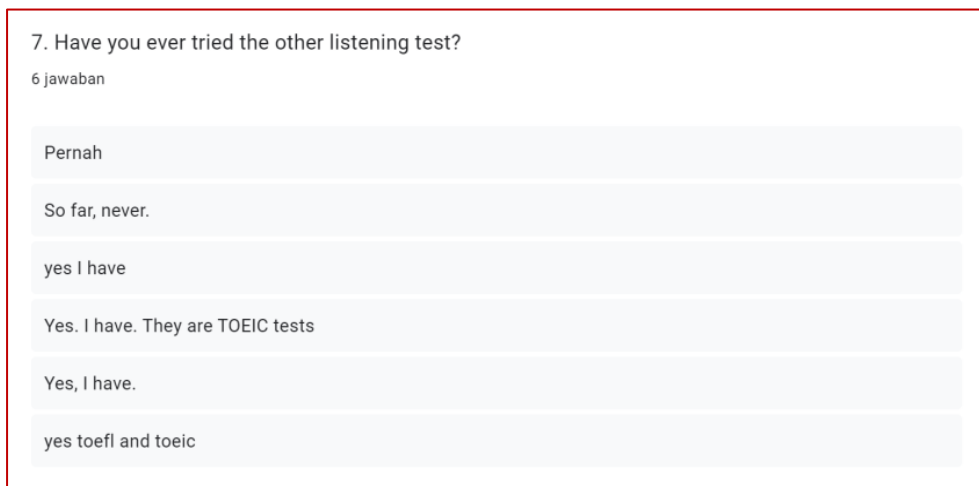


Figure 7.
Listening test

Of all the participants only 5 tried the other tests, such as; the Test of English Foreign Language and Test of English International Communication.

Listening test B1 and B2 Level

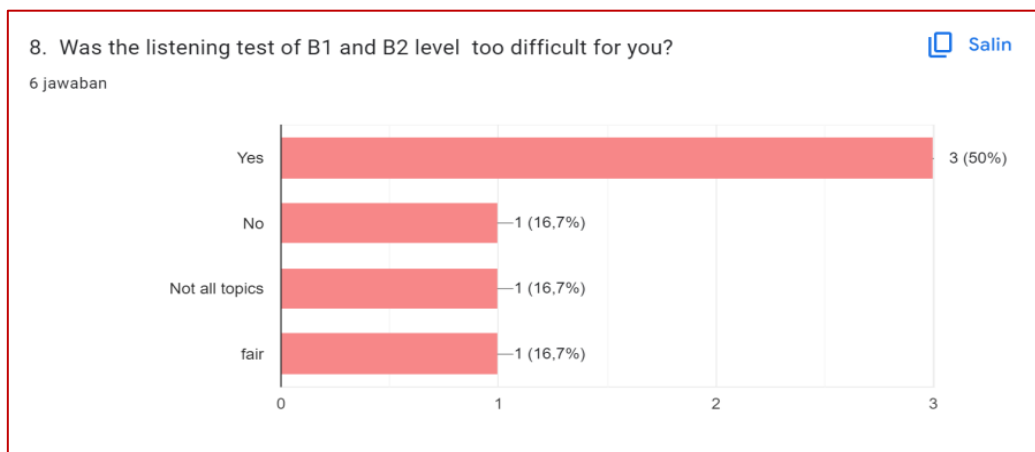


Figure 8.
B1 and B2 Level

From the result, 3 participants answered B1 and B2 levels too difficult.

Strategy in listening test

9. What is your strategy in doing listening test of B1 and B2 level?

6 jawaban

Listening carefully, put on greater concentration

Repeated the audio more than 1

similar to the previous answer, I was looking for the keywords. In addition, I also tried to understand the second speaker's speaking

Do the tests more regularly

i listen to the speaker over and over again, usually 2 or even as many times according to the difficulty.

think about the implied meaning of what the callers said, listening for details, should not be too hurry in reading the questions and be more careful, Taking notes was helping to get the answers

Figure 9.
Participants' strategy

Strategy in a listening test is important, it because will help the listener to answer their listening test of CEFR. All participants have various of strategy in a listening test.

Achieve their goals in doing listening skills of CEFR test

10. How do the strategies achieve your goals in doing listening skill of CEFR test?

6 jawaban

It's help to achieve better score

As mentioned before, i repeated the audio and write some important clue

overall, to achieve high score in listening skill, I keep practicing to overcome the challenges found

Do more tests

Listen carefully or repeatedly.

the strategies i did during the listening helped me to find the correct answer

Figure 10.
Goals in listening skill

To achieve their goals some of the participants answer that listening carefully to achieve better scores and keep practicing to overcome the challenges in a listening test.

Discussion

As mentioned in the literature review (Gilakjani, 2012) "listening is the activity of paying attention to the speaker and trying to get meaning from what we hear. From the data collected before, the researcher found that the participants needed a technique that could help them overcome their problems in listening to improve their listening skills. The participant's problems included the lack of vocabulary, the low motivation in learning, and low listening comprehension.

Listeners need a technique to help them develop their listening skills, which can be facilitated through functional and formal practice. They also state that listening is an action performed to obtain the message and information of what is heard in the target language. As

a result, efforts to improve listening skills involve a few basic concepts such as pre-listening, while-listening, and post-listening (Cook, 2001:132).

1. Pre-listening activities help students make some decisions about what they heard from a listening test, to focus attention on meaning while listening. A listening objective must be established. So, students understand the exact information or level of detail necessary. Students are expected to be able to use their knowledge and language competence.
2. While listening: Techniques include listening to a discussion and determining where the conversation took place, as well as listening to a conversation and determining what the people are talking about. - listening activities, focus their attention on key topics in the text, such as asking students to identify the number of speakers, how frequently they hear specific terms, and how many questions they hear.
3. Post-listening: This activity is designed to ensure that the instructional material is understood and retained by students. It consists of the extension and development of the listening task. Students need to evaluate the results of decisions made during a listening task. In this part, the lesson is about giving a task related to the topic to ensure the students' comprehension and retention of the message and reflection on the language of the passage, asking the students to express and develop the written forms or listening task in spoken.

All participants explained that many a variety of strategies in doing listening skills of CEFR B1 and B2 level test, and it will help everybody to do the test and help to achieve better scores.

Based on feedback and reflection, the teacher should be prepared to make adjustments and adaptations to their teaching strategy as needed. This might involve modifying the types of pre-listening activities used, providing additional support during the listening task, or designing different post-listening tasks to better address student needs.

For long-term planning the teacher should use feedback and reflection to inform long-term planning for listening skill development. This could involve identifying recurring areas of difficulty for students and incorporating targeted practice activities into future lessons, or exploring new teaching techniques and resources to enhance student engagement and learning outcomes

So, by implementing this strategy and continuously reflecting on teaching methods, teachers can effectively enhance students' listening skills at B1 and B2 levels, preparing them for real-world communication challenges and all participants explained that many a variety of strategies in doing listening skills of CEFR B1 and B2 level test, and it will help everybody to do the test and help to achieve better scores.

Conclusion

CEFR has been used in many countries, especially in Europe and Asia and the involvement of countries from other continents is an acknowledgment of the framework that is considered as this standard. CEFR itself 6 levels of CEFR (A1, A2, B1, B2, C1, C2). This study focuses on listening tests of CEFR B1 and B2 level. The study concluded that teachers' strategies significantly impact students' listening skills development at the CEFR B1 and B2 levels. Pre-listening activities, active listening techniques, and post-listening discussions were particularly effective. Additionally, students' self-reflections highlighted the importance of understanding and evaluating their learning strategies, which contributed to enhanced listening proficiency and greater confidence in their language abilities.

Acknowledgment

The researcher would like to express our deepest gratitude to all those who contributed to this study on the strategies used by teachers to develop listening skills for the CEFR B1 and B2 level tests. First and foremost, we extend our heartfelt thanks to the students of MPBI Class C for their active participation and invaluable self-reflections. Their

willingness to share their experiences and insights was crucial for the success of this research. The researcher was immensely grateful to the teachers who implemented and shared their strategies for improving listening skills. Their dedication to teaching and their innovative approaches to language instruction provided a solid foundation for this study. Last, the researcher is grateful to our families and friends for their unwavering support and understanding, which motivated us to pursue and complete this study.

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