EFL TEACHERS' PERCEPTIONS OF YOUNG LEARNERS' ENGAGEMENT IN LISTENING LESSONS

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Abstract:

In the context of EFL learning and teaching, listening skill is believed to be the most challenging of the four language skills due to typical challenges. Engaging learners in listening lessons is the desirable goal of most teachers to enhance the learners' listening performance and success. To keep young learners engaged in their learning, teachers need to implement various engaging techniques to increase learner engagement. This study aims to explore EFL teachers' perceptions of their young learner engagement through the three main aspects of behavioral engagement, cognitive engagement, and emotional engagement. The descriptive method was employed with 78 teachers of young learners in different foreign language centers in Mekong Delta in Vietnam. The results revealed that learning engagement in listening lessons is relatively emphasized, especially in the aspect of behavioral and cognitive engagement. Several important engaging techniques were suggested as effective ways to improve learners' listening performance.

Keywords: EFL teachers, learner engagement, listening, young learners

1. Introduction

Learners' engagement in learning is critical to their performance and success (Huang et al., 2022), and in a specific context such as teaching listening in EFL classes, engaging learners in listening lessons can help improve their listening skills and overall language proficiency (Suyono, 2016). Listening effectively requires learners to engage highly; however, engaging learners, especially young learners, in listening lessons is still a big challenge for many EFL teachers, because of their typical characteristics. For these reasons, it is essential to understand EFL teachers' perceptions regarding young learners' engagement in listening lessons to ensure effective learning and teaching practices. This study aims to uncover and comprehend the perceptions held by EFL teachers regarding

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the engagement levels of young learners during listening lessons. This includes raising awareness about teachers' viewpoints, attitudes, and insights into how young learners engage in the listening process. Furthermore, the research aims to identify and assess appropriate engagement techniques that can effectively enhance young learners' engagement during listening lessons. This involves investigating various strategies and methods employed by teachers to encourage active participation, interaction, and interest among young learners in different stages of listening activities. The study seeks to address the following questions: "What are EFL teachers' perceptions of young learners' engagement in listening lessons?" and "What are common engagement techniques teachers use in listening lessons?"

2. Literature review

2.1 The nature and the importance of engagement in learning

Learner engagement is an important aspect of teaching and learning that both educators and teachers aim to develop. There is no doubt that engagement is predictive of learners' success (Schreiber & Yu, 2016), and engaging young learners is more significant as literature on engagement has emphasized that children can gain better performance when they are focused and motivated. Good engagement with learning can help young learners to develop skills to succeed academically and build and maintain social relationships (Kjellin & Granlund, 2006).

Christenson et al. (2012) have defined learner engagement as learners' participation, commitment, investment, and identification with schooling and school-related activities and have classified learner engagement into academic engagement, behavioural engagement, affective engagement, and cognitive engagement. In general context of education, learner engagement refers to the level of active involvement in their courses through various measurable activities like completing assignments, participating in class activities, and producing good performance like test scores (Ali & Hassan, 2018). For a course to be successful, learners should be fully engaged.

2.2 Types of engagement in learning

Learner engagement is a multidimensional concept, meaning that there are different types of engagement. Conventionally, learner engagement can be divided into three types consisting of behavioral, affective, and cognitive engagement (Hiver et al., 2021). Behavioral engagement is easily observable, referring to learners' active involvement and participation in learning activities. Some typical examples of learners' behavioral engagement may include the frequency of class attendance, the frequency of asking questions in class, and the frequency of pair or group participation (Latipah, 2020). Affective engagement referring to learners' emotional reactions is the personal attitudes learners may have towards their school, classroom, classmates, and teachers. Common examples of this type of engagement may include the learners' desire or motivation to participate in class activities, tendency to be prepared for class, and effort to work to meet teachers'' expectations (Mandernach, 2015). The last type of learner engagement is

cognitive engagement which includes typical features such as self-regulated learning, task focus, and the amount of effort in mastering new knowledge and skills (Li, 2021). It is worth noting that these three types of engagement are closely linked and mutually beneficial. When learners can build a good relationship with their teachers and classmates and feel a sense of belonging towards their class (affective engagement), they may be more likely to participate in class activities (behavioral engagement), and over time this can lead to a stronger commitment and investment in their learning (cognitive engagement). Teachers, therefore, should be aware of these behavioral, affective, and cognitive types of engagement to enhance learners' active learning process.

2.3 The relationship between engagement and young learners' listening

The relationship between engagement and young learners' listening is a critical aspect of language learning. Unlike other language skills, such as reading or writing, where learners have some degree of control over the process, listening provides little chance for intervention. Although listening comprehension is a fundamental skill in the process of acquiring a language, it is deemed one of the hardest skills for learners to master (Tran & Duong, 2020). Although prior investigative attempts have been conducted on the issues of the learners' engagement in various learning practices, little is known about how learners' engagement can affect their performance in listening lessons.

3. Methodology

3.1 Research design

A descriptive-mixed method is employed in the current study. Both quantitative and qualitative data are collected from an online questionnaire and semi-structured interviews. The purpose of the questionnaire is to identify EFL teachers' perceptions of young learners' engagement in listening lessons. Besides, for the validity and reliability results, the qualitative data is collected by interviews with a small group of EFL teachers.

3.2 Participants

Table 1: Demographic Characteristics of Participants (N = 78)

Gender	Male	10 (12.8%)
	Female	68 (87.2)
Teaching experience	1-2 years	24 (30.8%)
	3-5 years	28 (35.9%)
	More than 5 years	26 (33.3%)
Professional qualification	Bachelor	74 (94.9%)
	Master or higher	4 (5.1%)

Seventy-eight EFL teachers from the Mekong Delta in Vietnam were randomly selected to participate in the research as presented in Table 1.

3.3 Instruments

The data collection methods are employed to discover the answer to the two research questions. A questionnaire is used to collect quantitative data about teachers' perceptions of engaging young learners into listening lessons whereas semi-structure interview is used to collect qualitative data about some useful techniques used to engage young learners.

3.3.1 Questionnaire

The questionnaire is employed as a crucial research instrument for this study since it can collect a wide range of information from a great number of participants. To discover the teachers' perceptions of young learners' engagement in listening lessons, the questionnaire is designed according to Finn's (1989) model and the two recent theories of Jimerson et al. (2003) and Fredericks et al. (2004). The questionnaire consists of two main sections. The first section of the questionnaire collects information regarding teachers' demographic characteristics (gender, qualification, and teaching experience). The second section of the questionnaire includes 30 items that are used to investigate teachers' perceptions regarding three main aspects of behavioral engagement, cognitive engagement, and emotional or affective engagement. This section asks the participants to indicate their level of engagement with each item on a scale from 0 (Not agree at all) to 4 (Strongly agree).

3.3.2 Interview

In order to explore the perceptions of teachers about young learners' engagement in listening lessons, six individual EFL teachers were asked to answer six interview questions within approximately 30 minutes. All interviews were conducted directly in a quiet place and recorded by using Audio Recorder Application on the mobile phone.

4. Results

4.1 Quantitative survey

The results of the survey were analysed and presented regarding to the participants' perceptions of behavioral engagement, cognitive engagement, and emotional engagement in listening lessons.

4.1.1 Teachers' perceptions of young learners' behavioural engagement

A Descriptive Test was run to examine teachers' perception of young learners' engagement with regard to behavior. The detailed results of learners' behavioral engagement are shown in Table 2 below.

Table 2: Mean Scores of Teachers' Perceptions of
Young Learners' Behavioral Engagement (N = 78)

Items	Mean	SD
I think young learners pay much attention in listening lessons.	3.24	.94
When they are in class, I think young learners act like they are interested.	3.03	.98
In listening lessons, I think young learners engage with their best effort.	3.17	.99
When they are listening, I think their minds completely stay focused.	3.21	1.01
I believe they never interrupt while I am playing the audio.	2.90	1.20
When they have listening problems, they are patient waiting for the second listening time.	3.15	1.19
I observe that they never make noise while listening.	2.83	1.19
I give young learners chances to participate in listening lessons.	4.09	.81
I observe young learners actively participate in listening activities.	3.36	1.01
I observe young learners raise their hands for my help when they don't understand a point in the listening task.	3.55	1.12
I observe young learners volunteer to do the listening task.	3.58	.95
I notice that young learners take an active role when doing group listening tasks.	3.47	.89
I notice that young learners get along with peers in listening tasks.	3.67	.95
I notice that young learners have good attendance in listening lessons.	3.33	.90
I believe that young learners respect teachers who teach listening skills.	3.90	.89

According to the data presented in Table 2, the overall mean scores of young learners' behavioral engagement was relatively high. It was evident that teachers generally believed that young learners paid attention during listening lessons (M=3.24, SD=0.94). However, their level of attention was not consistently high, as their minds tended to drift away from the lessons at times (M=3.21, SD=1.01). Evidence of young learners' passive engagement was noticeable when they made noise (M=2.83, SD=1.19) and interrupted while teachers were playing the audio. (M=2.90, SD=1.20). It could be understood that young learners have shorter attention spans, and maintaining focus during listening activities could be challenging for them (Asprilia et al., 2020). They might become easily distracted by external stimuli or their own thoughts. Furthermore, the listening material might not engage or be relevant to the learners' interests, they might lose interest and become disengaged, leading to disruptive behaviors (Harmer, 2001).

As a result, teachers offered opportunities for young learners to help them actively participate in listening lessons (M=4.92, SD=0.81). Young learners expressed their behavioral engagement by raising their hands for help (M=3.55, SD=1.12) and volunteering to do listening tasks (M=3.28, SD=0.95). In addition, young learners showed their collaboration in the listening process at an acceptable level. They actively engaged in pair work (M=3.47, SD=0.89) and group work (M=3.67, SD=0.65). As Vygotsky's theory about young learners' social interaction, they were naturally social beings, and working in pairs or groups allowed them to interact with their peers, share ideas, and collaborate on tasks. It provided them with opportunities to communicate and build relationships with their classmates. Besides, pair work and group work could make learning more enjoyable and engaging for young learners. Additionally, young learners also exhibited

a positive learning attitude by regularly attending listening lessons (M=3.33, SD=0.99) and showing respect to the teachers who teach listening skills (M=3.9, SD=0.89).

4.1.2 Teachers' perceptions of young learners' cognitive engagement

The teacher participants were asked to present their attitudes toward learners' cognitive engagement in listening lessons. The results were shown as in Table 3.

Table 3: Mean Scores of Teachers' Perceptions of
Young Learners' Cognitive Engagement (N = 78)

Items	M	SD
I believe that young learners recognize the importance of listening skills.	3.54	1.02
I think that young learners are confident of their listening ability.	3.18	1.02
I believe that young learners know some listening techniques (paying attention, interrupting appropriately, responding appropriately, …).	3.14	1.05
I believe that young learners can apply listening techniques to their listening.	3.27	1.04
I believe that young learners learn more about listening strategies in listening lessons.	3.46	1.03
When listening, I think young learners can combine different pieces of information from the listening task in a new way.	3.36	1.07
I believe that young learners can combine what they have learned before with listening lessons.	3.72	.91
I notice that young learners demonstrate appropriate effort to complete listening tasks.	3.63	.88
I believe that young learners can take responsibility for their own listening.	3.51	.98
I believe that young learners persist in challenging listening tasks.	2.95	1.09

From Table 3, it was seen that young learners know little about the importance of listening skills in the view of EFL teachers (M=3.54, SD=1.02). However, young learners still needed to be more confident about their listening ability (M=3.18, SD=1.02). The reasons for this were young learners' lack of knowledge about listening strategies (M=3.14, SD=1.05) and how to apply these strategies in practice (M=3.27, SD=1.04). EFL teachers supposed that young learners could combine different pieces of information from the listening task (M=3.36, SD=1.07), especially combining what they have learned before with the listening lessons (M=3.72, SD=0.91). It was speculated that teachers carefully select listening topics or themes that were appropriate for learners' level so that they could connect with their prior knowledge (Hatice & Melek, 2021).

On the positive side, teachers noticed that young learners demonstrated appropriate efforts to complete listening tasks (M=3.63, SD=0.88) and they could take responsibility for their own listening (M=3.51, SD=0.98). Nevertheless, young learners' persistence in challenging tasks was relatively low (M=2.95, SD=1.09). As mentioned above, young learners had limited listening skills. When confronted with difficult listening tasks, they might struggle to comprehend the content or keep up with the pace, which can be overwhelming. In addition, young learners typically have shorter attention spans (Asprilia et al., 2020), and difficult listening tasks might require sustained focus

and concentration. They might become easily distracted or lose interest, making it challenging to persist.

4.1.3 Teachers' perceptions of young learners' emotional engagement

The affective elements including learners' feelings, motivation, communicative openness, and positive and negative attitudes during task performance were presented in Table 4 below.

Table 4: Mean Scores of Teachers' Perceptions of
Young Learners' Emotional Engagement (N = 78)

Items	M	SD
I think young learners seem interested in listening to topics.	3.27	.91
I believe that young learners feel enthusiastic in listening lessons.	3.29	.94
I notice that young learners seem to care about grades.	3.88	.93
I think young learners feel enthusiastic when given listening tasks.	2.99	1.15
Young learners are self-motivated in listening.	3.15	1.08

According to the data presented in Table 4, young learners highly valued their grades (M=3.88, SD=0.93). Achieving good grades brought them feelings of happiness and pride, and they were eager to share their accomplishments with others. They also enjoyed receiving compliments for their achievements and new skills as praise produced an increase in intrinsic motivation (Qasserras et al., 2023). Young learners showed considerable interest in the listening lessons and the topics being discussed (M=3.27, SD=0.91). However, their enthusiasm decreased when they were assigned specific listening tasks (M=2.99, SD=1.15). This lack of enthusiasm could be attributed to the fact that the listening tasks might not align with their preferred learning styles or might not be presented in an engaging manner. If the tasks were overly challenging or lacked proper support and guidance, it could lead to feelings of frustration or disinterest. To foster greater enthusiasm and engagement, it was essential for teachers to design listening tasks that catered to the young learners' preferences and provided adequate support and scaffolding to help them succeed.

4.2 Qualitative interview

The interview was conducted to investigate the techniques employed by teachers to engage young learners in listening lessons and the specific activities used in different stages of the lessons. Six interviewees were asked about the activities they typically used to engage young learners during listening lessons. Five of the six participants indicated that approximately 60% of learners actively engage in listening lessons. This suggested that teachers faced challenges in fully engaging their learners during listening activities. Besides external distractions within the listening environment, various factors impacted learners' listening engagement. These factors included learners' individual characteristics, the complexity of vocabulary used, their prior knowledge, the listening material topic, the audio quality, and even their classmates. The following section presented the interview data findings regarding the techniques teachers employ to

enhance engagement. Overall, the results indicated that all participants employed effective techniques in each stage of the listening lessons to actively engage young learners and improve their listening skills.

In the pre-listening stage, all of the participants realized the importance of input before listening (Gilakjani & Sabouri, 2016). They focused on providing input in different ways. Technology integration was considered as the most frequently used to make the atmosphere in the pre-listening stage. It provided interactive and dynamic learning experiences. Incorporating various technological tools and resources into listening lessons could captivate learners' attention, stimulate curiosity, and foster a deeper connection to the material. During the while-listening stage, technology offered diverse options for presenting audio materials. Participants used online songs, clips, pictures to provide vocabulary that related to the listening content. In addition, digital platforms could deliver authentic and culturally diverse listening materials, exposing learners to different accents and speech patterns. Interactive listening exercises, quizzes, and game-based activities could be incorporated to promote active engagement and assess learners' understanding in real-time.

> *"I used flashcards or online images extensively to teach vocabulary and make it easier to remember. Additionally, I incorporated online songs or clips to create a classroom atmosphere because the listening environment captivates learners during the lesson."* (Teacher 1)

> *"Especially in current classrooms, it was advisable to incorporate technology-related elements to enhance the listening experience. For example, using Internet screens could provide additional support for learners' listening skills, making it more effective and enjoyable. This interactive approach made students feel more enthusiastic and engaged in learning."* (Teacher 2)

The use of TPR combined with songs was a popular technique employed in teaching young learners. In the interview, two participants utilized the TPR approach during the pre-listening stage. The TPR song technique created a sense of motivation and relaxation among the students before engaging in listening activities. This approach facilitated vocabulary acquisition and prepared students for the upcoming listening activities. Numerous research findings, such as the study conducted by Shi in 2018, have indicated the positive outcomes associated with using the TPR method in teaching English to young learners. In this study, several teachers commented as follows.

> *"Vocabulary would be introduced in the pre-listening stage. I used songs combined with doing actions along with songs to engage children because they enjoyed singing and moving around more."* (Teacher 3)

> *"Before listening, we did warm-up activities for the learners by playing a video clip that included vocabulary related to the listening material. The learners could follow along with*

the clip, engaging in physical activities to generate interest and excitement before the listening task." (Teacher 6)

Games were widely recognized as one of the most effective and popular techniques for engaging young learners in lessons. In listening lessons, games could be employed in both the pre-listening stage to warm up and provide input (Krashen, 1985), as well as in the post-listening stage to consolidate the listening content. Games provided an element of fun and competition, fostering a positive and enjoyable learning environment (Syafil et al., 2020). As a result, learners were motivated to actively participate and apply their listening skills while having a great time. Two other participants used games in the pre-listening stage to capture learners' attention and create a positive learning environment. These games could be designed to introduce key vocabulary, concepts, or themes related to the listening material. In the post-listening stage, games could be utilized to reinforce and consolidate understanding. They provided opportunities for learners to reflect on the content they have listened to and apply their knowledge in an interactive and enjoyable way. Two participants employed games in the post-listening stage to engage young learners in the post-listening stage.

"Typically, I organized games such as puzzles, guessing, matching, etc., to build vocabulary and establish a foundation before starting the listening task." (Teacher 4)

"Before listening, I organized games through which vocabulary is introduced." (Teacher 5)

"In the post-listening stage, it was interesting to incorporate games or brainstorming activities. The combination of learning and playing engaged learners fully in the learning process." (Teacher 3)

"After listening, I organized games that helped learners review the vocabulary and structures they had heard in the lesson. The purpose of these games was to reinforce knowledge and stimulate memory retention." (Teacher 6)

In the while-listening stage, collaborative listening was the commonly employed method used by most teacher participants. This approach promoted peer collaboration, communication, and critical thinking as learners could work together to comprehend and analyze the content in real-time. By utilizing collaborative listening, teachers could create a dynamic and interactive learning environment, fostering deeper comprehension and engagement among learners throughout the listening process (Kirbaş, 2017).

"During the listening part, we can have collaborative listening where learners can interact with each other and with the listening materials, even reflecting on the activities they have done in the previous stage." (Teacher 2)

In the post-listening stage, teachers grasped up and consolidated the listening. When learners engage in this stage, they can fully achieve what they have learned in the lessons. The questioning technique was an effective way to engage young learners after listening. By asking thought-provoking questions related to the content being listened to, teachers could stimulate learners' critical thinking, encourage active participation, and deepen their understanding (Alutaybi & Alsowat, 2020). This technique enhanced learners' engagement and promotes their listening skills and overall language development. By incorporating questioning techniques, teachers could create a dynamic and interactive listening environment that encourages young learners to process and engage with the material actively.

> *"The children listened twice, and to help learners grasp everything, I used guided questions or simpler Yes/No questions."* (Teacher 4)

> *"During the listening class, it was common for learners to struggle with maintaining focus. To address this, we could ask questions about important details in the listening material to help them stay engaged and attentive."* (Teacher 6)

One effective technique was summarizing, where learners were encouraged to summarize the main points or key ideas of the listening material in their own words (Khavazi et al., 2018). Simply, young learners could retell the listening content. The summarization could consist of retelling or rewriting a story or passage after listening. It was crucial for teachers to carefully select the appropriate form of summarization based on the learners' achievement levels. By doing so, educators could effectively cater to the individual needs of their learners and optimize the benefits of summarization as a valuable tool for improving listening comprehension and language acquisition.

> *"I combined listening with speaking. I played the audio again and then asked the learners to use the listening material as a basis to retell it, almost like giving a presentation."* (Teacher 1)

> *"I had the children practice short summaries, but at a simple level. Each child would say or write a sentence that they remember, and we would correct it together to determine which ideas were correct and which were not."* (Teacher 2)

Another technique for high achievers was rewriting the listening, where learners were given the opportunity to share their thoughts, opinions, and reactions to the content they listened to. This promoted critical thinking and encourages active participation. Besides, learners could practice their English proficiency.

> *"Organizing speaking activities to reinforce learning in the post-listening stage was more feasible for mixed-level classes, as learners simply need and retell the information they have heard. For higher-level classes, the teacher could focus on developing writing skills based*

on the listening materials as it emphasized vocabulary usage, spelling, and sentence structure in written responses." (Teacher 4)

Additionally, activities such as role-plays based on the listening material could be employed to further engage young learners and allow them to apply what they have learned. Role-plays nurtured emotional engagement, as learners become emotionally invested in the characters and situations they portray. This emotional connection to the material deepened their understanding and motivated them to actively participate in the listening activities. In the post-listening stage, role-plays provided an opportunity for learners to reflect on the listening material and express their interpretations. They could engage in reacting to the listening content. This fosters collaborative learning among young learners. Furthermore, employing role-play activities helped them consolidate their understanding and reinforce their listening comprehension skills (Kimsesiz, 2017).

"In the listening of a dialogue, learners could be given the opportunity to role-play. They could pair up and engage in conversations with each other." (Teacher 1)

"It was also possible to provide a script and then have the children role-play to re-enact the scene." (Teacher 2)

Every stage of a listening lesson was important for engaging young learners, as each stage served a specific purpose in enhancing their listening skills and comprehension. However, the pre-listening stage was often considered crucial for engaging young learners for these reasons. First, in the pre-listening stage, teachers could activate learners' prior knowledge, introduce key vocabulary, and create a supportive learning environment. This stage sets the foundation for the listening task by building interest, establishing relevance, and preparing learners to focus their attention on the upcoming content. Second, engaging techniques used in the pre-listening stage, such as brainstorming, prediction activities, or visual aids, could generate curiosity, motivate learners, and establish a context for the listening activity. Third, when teachers organized successful engagement techniques in the pre-listening stage, learners were motivated and relaxed before involving themselves in the listening sessions.

"The pre-listening stage was very important because it would determine whether the following listening steps would succeed. Therefore, I focused more on the Pre part." (Teacher 4)

"It was essential to focus on this preparation stage to ensure that learners concentrate during the listening task. For example, I could list some vocabulary or structures that might appear in the listening material, so the learners had some prior knowledge. Then, I helped them build step-by-step, and at that stage, they were ready to listen to a specific question or event, making their engagement in the listening stage much better." (Teacher 2)

In applying engagement techniques to young learners, teachers possessed the expertise to choose and adapt these techniques to suit the age, language proficiency, and interests of young learners. Flexibility, creativity, and a supportive learning environment were keys to engaging young learners in listening lessons. In addition to these techniques, how teachers organized and implemented engagement techniques also influence young learners' engagement. They could adapt games, songs, role plays, and other activities to align with their young learners' specific needs and developmental stages. By incorporating elements of fun, interactivity, and suitable to learners' achievement, teachers could create a dynamic and enjoyable learning environment that fosters active participation. Additionally, the instructional design and sequencing of engagement activities were essential. Teachers must ensure a smooth flow of activities and carefully scaffold learning experiences to progressively challenge and engage their learners. By providing clear instructions and setting achievable goals, teachers could promote a sense of autonomy and accomplishment among young learners, further motivating them to participate actively. Moreover, teachers' encouragement, enthusiasm, and positive reinforcement played a vital role in nurturing young learners' engagement. Providing praise and recognition for learners' efforts and contributions could boost their confidence and foster a sense of accomplishment, making them more eager to participate and learn.

In short, the interview results match the questionnaire results. The results provided a comprehensive insight into how teachers effectively integrate engagement techniques into each listening stage. Teachers applied diverse techniques at each listening stage to actively engage young learners. In the pre-listening stage, they utilized methods such as Total Physical Response (TPR), incorporating movements to reinforce vocabulary and create a lively learning atmosphere. Songs and technology integration captivated learners' interest, previewing key content and vocabulary related to the listening material. During the while-listening stage, collaborative activities involving pair or group work fostered peer interaction and enhanced comprehension. In the post-listening stage, teachers implemented questioning techniques that encourage critical thinking and promote active participation. Furthermore, role-play, summarizing, and retelling tasks consolidated understanding and encouraged learners to apply their knowledge creatively. This comprehensive approach ensured that young learners remained engaged throughout the listening process, fostering effective language acquisition and communication skills.

5. Discussion

In this current study, the three components of learners' engagement, namely behavioral engagement, emotional engagement, and cognitive engagement were examined from teachers' perspectives. The findings revealed that EFL learners were not actively engaged in the listening process on a general basis. They engaged in the listening lessons behaviorally and cognitively but they were uncertain about their emotional engagement in the listening process. It could be explained that young learners might not fully comprehend the importance of emotional engagement in the listening process. They

might lack the awareness of how emotions could impact their learning experience and overall comprehension. Additionally, young learners might not yet possess the necessary self-awareness to identify and express their emotional responses during listening activities. They might be uncertain about how to connect their emotions to the listening material, leading to a lack of emotional engagement. Furthermore, the learning environment and teaching methods might not effectively promote emotional engagement, focusing more on behavioral and cognitive aspects. Hence, the participants might pay more attention to listening emotionally and get young learners involved in the listening process. These findings underscored the importance of addressing emotional engagement in teaching practices to foster a more positive and enriching learning experience for young learners. Strategies to enhance emotional engagement, such as creating a supportive and inclusive classroom environment and incorporating activities that connect with learners' interests and emotions, could be beneficial in promoting a higher level of engagement during listening lessons.

The current study positively supported many previous studies about common techniques that can be employed to engage young learners in learning to listen (Kasim & Luwiti, 2020; Latupono & Nikijuluw, 2022). Teachers could maximize young learners' listening comprehension skills by implementing suitable techniques in each listening stage.

From the discussions above, it could be concluded that young learners sometimes might not actively engage in the listening process because of some listening problems. Young learners seemed to be more behaviorally and cognitively rather than emotionally. Teachers should take into account the emotional engagement of young learners during the listening process. They created a positive and nurturing learning atmosphere where learners feel comfortable and enthusiastic to participate actively. By incorporating fun, creativity, and interaction elements, teachers could evoke emotional connections to the listening material, making the learning experience more rewarding and memorable. Furthermore, to effectively engage young learners in listening lessons, teachers could create a supportive and stimulating learning environment where young learners feel motivated and encouraged to participate actively in listening activities. They could employ a diverse range of engagement techniques, such as games, role plays, songs, technology integration, collaborative listening, questioning, and summarizing, among others, to cater to their learners' varied learning preferences and developmental stages.

6. Conclusion

Learning from the findings of the study, it can be concluded that learner engagement is important for their listening performance and success through the three aspects of behavioural, cognitive, and emotional engagement. The findings of the study suggest that there are a number of teaching listening techniques teachers can utilise in their lessons. For future researchers, it is suggested to conduct a more in-depth study with young learner participants so that the same issue can be investigated through both perspectives of teachers and learners.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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