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Need Analysis Of CEFR Based Multisensorial Listening Activities For Middle School Students In Cirebon

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Abstract

This study explores the conceptual characteristics and classroom-based needs of implementing multisensory listening instruction aligned with the CEFR (Common European Framework of Reference) assessment. Using a qualitative needs analysis approach, the study aims to answer two research questions: (1) What are the characteristics of multisensory listening learning through the CEFR assessment? and (2) How are teachers and students' needs in teaching and learning multisensory listening through the CEFR assessment? The data were collected through conceptual synthesis of relevant literature and semi-structured interviews with two English teachers and two students at MTs Mafatihul Huda Cirebon, Indonesia. Findings revealed six core dimensions of multisensory listening: multimodal sensory engagement, emotional and motivational activation, cognitive-metacognitive scaffolding, technological and game-based facilitation, inclusivity and differentiated learning, and real-world cultural grounding. These dimensions support CEFR descriptors related to listening comprehension, sociolinguistic competence, and pragmatic awareness. Interview data further highlighted the need for CEFR-based listening materials that are emotionally engaging, culturally relevant, and adapted to the technological and pedagogical realities of local classrooms. Teachers expressed the need for practical resources and training in CEFR-oriented listening assessment, while students emphasized the importance of visual, contextual, and relatable content. The study concludes that effective implementation of multisensory listening through the CEFR requires an integrated approach that combines curriculum design, teacher support, and localized material development.

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INTRODUCTION

On the 4th podcast Dr. Mirjam Anugerahwati is of the opinion that the Indonesian curriculum has undergone many changes, these changes started from 1947 until now the merdeka curriculum. The curriculum in Indonesia has always been centralized, which means that everything is determined by the government, such as teaching methods and learning methods. Due to the covid-19 pandemic that hit the world, causing learning loss to occur. The effects of this pandemic have had an impact on the world of education. Apart from being left behind in learning, school closures have made children lose their enthusiasm for learning so that learning is lost. Loss of learning is the worst for kids. This learning loss is evidenced by a decrease in EPI and PISA. The levels of English proficiency in Asia vary widely, with Singapore ranked 6/72 in the world (Very High Proficiency

Country) in 2016, and Laos ranked 70/72 (Very Low Proficiency Country), according to the EF Proficiency Index (Lian, A. P & Sussex, R, 2018).

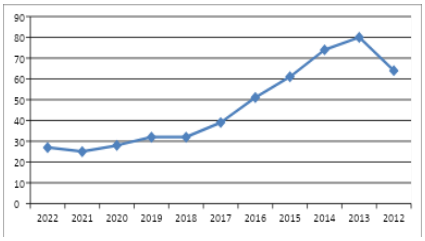

Figure 1.1 Chart of downgrades to Indonesia's EF EPI rating in the last ten years

Over the past decade, English proficiency in Asia has been more stable than in any other region, but that is not the case for individual countries. The results of the 2022 EPI survey put Indonesia in 81st place. This indicates that Indonesia is experiencing a decline, whereas, in the previous year, namely 2021, Indonesia was ranked 80th out of 122 countries. Indonesia experienced an increase in 2021, in 2020 it was ranked 74th and then increased to rank 80 in 2021. Then in 2022 Indonesia has decreased to rank 64th, which means we lost 64 points from 2012 to 2021. These results show that the level of literacy in Indonesia is truly in a literacy crisis situation.

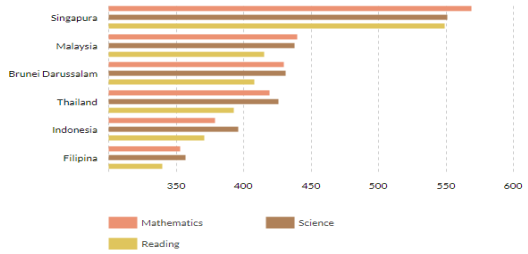

Figure 1.2 PISA 2018 in ASEAN

PISA stands for Program of International Student Assessment is an international study in the field of education organized by the OECD (Organization for Economic Co-operation and Development). PISA aims to encourage member countries to learn from each other about the education system so as to be able to build a better and more inclusive school culture effectively. The results of the 2018 PISA survey put Indonesia at 74th, or sixth from the bottom. There are three basic competencies surveyed by PISA, namely Science competence, Mathematics competence and reading competence. In the Science category, Indonesia received a score of 396, far below the OECD average score of 489. This score puts Indonesia in ninth place from the bottom (followed by 71 countries) with a decrease of 25 points. In the category of reading ability, Indonesia is ranked sixth from the bottom or 74th. Indonesia's average score is 371. This achievement is below the OECD average of 489. In the first podcast it was stated that Indonesia has suffered from severe learning losses in the last 10 years, dropping 64 points in the English prefix index. In the 5th podcast it is stated that there is a decline in English proficiency, only 50% of students have graduated at B2 level. All of these declines indicate that Indonesia is in a learning crisis. So that we can solve it, we must develop teaching materials that are in accordance with the existing curriculum by utilizing the CEFR as a test tool.

In the 21st century, people still seem to be hungry for information even more than before, they have the opportunity to enjoy the freedom to self-regulate their personal educational needs (Lian, A. P, 2016). The characteristics of the 21st century are innovative, creative and divergent thinking patterns. This places educational structures and educational leadership in the need to lower academic boundaries, create more connections and encourage everyone to think in more than one way in solving problems. According to Sumara (2015) that there are various problems in education, one of which is regarding formal education, namely with social institutions designed to gather and disseminate insights through enrollment and teaching students. Education in Indonesia is very slow because education in Indonesia only focuses on the idea of transmitting knowledge rather than transforming knowledge Sudimantara (2021). One of the problems is regarding the pedagogy applied in education in Indonesia, namely traditional pedagogy, where traditional pedagogy focuses on rote memorization and is

teacher-centered (Helyanti, 2022). Structured (Lian, 2017). In 21st century learning, the role of technological progress can be better for pedagogical approaches (Sudimantara, 2020). According to Lian & Hanum, (2017) that qualities and abilities that support higher-order thinking skills such as: critical thinking, professional expertise, intellectual curiosity, problem solving, independent thinking, creativity, ethical practice, integrity, communication, teamwork, independence-management, planning and organizing, technology skills, lifelong learning, initiative and effort.

Learning English in the Asian region is not an easy thing, because English is a second language in the Asian region (Lian, A. P & Sussex, 2018). English as a second language and a foreign language is certainly very important to be taught and learned. English is found in many levels of education in Indonesia, the level of education is expected to be able to bridge students to make it easier to interact with many people in the world and help them find work. Citing Lado's quote in the journal (Ihsan, 2016), learners who have been in contact with foreign languages will find that there are some features that are quite easy and very difficult. Quoting a quote from Sadiku (2015) in a journal (Yuyun Putri & Sari, 2021), in learning a language, four aspects are needed, namely listening, reading, writing, and speaking. All the aspects that have been mentioned play an important role in learning a language.

Listening skills are important skills, not only in communication but also in interpersonal relationships, these skills are considered the least important in school education. Teachers generally believe that listening skills arise spontaneously, just like breathing. However, actually listening skills can only be improved by hard work and repetition as happened with reading skills. According to (Ocak and Beydogan 199), achieving educational achievements is impossible for a student, who cannot understand what he hears or reads, and who is unable to express his ideas and feelings clearly and accurately through verbal or written communication (Kutlu, Ö. , & Aslanoglu, 2009). When listening again, students listen to input differently based on the feedback provided and construct/understand the input differently through "confrontation" of their modified understanding of the actual input signal and snippet (Lian, A.P & Sangaru,P, 2017). According to (Ocak and Beydogan 199), achieving educational achievement is impossible for a student, who cannot understand what he hears or reads, and who is unable to express his ideas and feelings clearly and accurately through verbal or written communication (Kutlu, ., & Aslanoğlu, 2009). Listening skills require a high level of absorption and memory. Expressing students' absorption of the material depends on the learning process experienced by students. One effort that can be done is to apply a multisensorial model in listening learning. Multisensory learning is oriented towards enhancing understanding and retaining it in long-term memory (Juwita & Rahayu, 2018). With multisensory we can improve listening skills, not on the sense of hearing but can also affect other senses.

Based on the experience of researchers when carrying out teaching practices in high schools, several times it was found that students had difficulty receiving information or material given orally. The mistakes that often occur are vocabulary foreign to students' ears so they cannot detect native speakers' speech, students who have difficulty remembering the sentences they listen to, and problems in receiving and understanding native speakers' speech. This is due to the background of the English learning method, especially on monotonous listening skills, only focusing on native speakers and not looking at students' ability to grasp the material provided. The way that teachers can do this is to measure the level of students' listening ability by using the CEFR test and creating innovations in the form of developing listening learning using multisensory methods packaged in digital learning.

In the field of the study, there are several studies related to this topic, including use of multisensory techniques in learning (O'Dea,

1998), (Hettiarachchi & Ranaweera, 2013), (Juwita & Rahayu, 2018), (Romero, 2020), (Broadbent et al., 2018), (Awad & Matter, 2022). Listening skill (Ma. Celeste A. Orbe, n.d.), (Dung, 2021), (Nawangsasi, 2015), (Widiati & Cahyono, 2009). Therefore, research on the use of CEFR for learning is still lacking. While researchers believe that using CEFR in the learning process can help students, each student will carry out learning according to their CEFR level so that it will make it easier and more effective. Many studies have examined listening activities on a multisensorial basis, but there are still few researchers who link it with CEFR.

This study aims to determine the needs of teachers and students in teaching and learning multisensory listening through CEFR assessments and what are the characteristics of multisensory listening learning through CEFR assessments.

METHOD

The population of this study was English teachers and eighth-grade students at Mts Mafatihul Huda. This study employed a case study design and qualitative techniques. Data collection instruments included interviews, observation, and documentation, and using conceptual synthesis and semantic analysis in analyzing data.

RESULTS AND DISCUSSIONS

A. The Needs of Teaching and Learning Multisensory Listening On Teacher and Students View

1. Need for Multimodal Input to Achieve CEFR Descriptors

   Interviews with teachers and students at MTs Mafatihul Huda Cirebon highlight a shared concern regarding the limited modality of current listening instruction. Teacher 1 admitted that most listening tasks in class still rely heavily on textbook and simple audio from the teacher directly, which presents a challenge when matched against CEFR listening standards. Teacher 1 explained, "If the CEFR tasks ask students to understand complex ideas, but with just audio, it's too difficult." This view underscores a pedagogical tension: while CEFR descriptors require learners to engage with nuanced, context-rich listening input, classroom practices often fall short in providing the multimodal scaffolding needed to support comprehension.

   Students' responses strongly reinforced this perspective. One student (S1) remarked, "Sometimes the topic is hard to imagine. I wish there were pictures or videos." Another student (S2) added, "If there is listening material with video, I think I can understand the gist of it more quickly." These comments reflect learners' cognitive need for visual anchoring particularly at beginner to intermediate CEFR levels where tasks such as identifying the main idea, understanding everyday expressions, or following a short narrative can be overwhelming if presented through audio alone. Without contextual cues, students may struggle to activate relevant schemata, especially when faced with unfamiliar vocabulary or fast-paced speech.

   This finding is consistent with current research on multisensory learning. Kucirkova and Kamola (2022), for instance, emphasized that learners, especially younger or less proficient ones, engage more meaningfully with story-based content when it involves visual and haptic input. Their study suggests that language learning is not a purely auditory process but a perceptual experience shaped by multiple senses. In a similar vein, Mayer's (2005) Cognitive Theory of Multimedia Learning argues that meaningful comprehension arises when learners can integrate visual and verbal channels simultaneously. In practice, this means listening activities should include images, gestures, or even movement to help learners interpret tone, structure, and intention, key aspects emphasized in CEFR descriptors across A2 to B2 levels.

   In the module, Rompas and Recard (2021) further supported this idea by showing that students demonstrated increased focus and comprehension when listening activities incorporated Total Physical Response (TPR), visual cues, and color coding. Their findings align with what students and teachers in this study called for: listening that is not

passive or abstract, but embodied and grounded in multisensory context. This approach does not merely entertain; it functions cognitively to distribute processing load and offer learners multiple entry points into meaning. From a CEFR standpoint, the need for multimodal input is directly linked to the descriptors themselves. At the A2 level, learners are expected to "understand phrases and expressions related to areas of immediate personal relevance," while at B1, they should be able to "understand the main points of clear standard speech on familiar matters." These objectives are difficult to achieve when listening input is stripped of supporting cues. In classrooms like MTs Mafatihul Huda, where linguistic and technological constraints intersect, multimodal design becomes even more critical to ensure accessibility, engagement, and linguistic development.

In sum, the integration of visual and contextual elements into listening instruction is not simply an instructional innovation, but a foundational need aligned with both student experiences and CEFR principles. The consistency between interview data and scholarly literature reinforces the idea that multimodal scaffolding whether through images, movement, or storytelling is essential for helping EFL learners construct meaning, stay engaged, and progress meaningfully across CEFR levels. Without it, listening risks becoming a mechanical decoding task rather than a meaningful act of understanding.

2. Need for EmotionallyEngaging Content to Support Retention

Need for EmotionallyEngaging Content to Support Retention

In addition to the need for multimodal input, participants in this study emphasized the importance of emotional engagement in listening activities. Teacher 2 reflected on her classroom experience, stating, "Students often forget what they hear unless the material is a story. This is especially true when the story touches their hearts, such as by making them feel sad, happy, or angry." This insight highlights a deeper pedagogical dimension: listening comprehension is not only a cognitive activity but also an effective one. Emotional connection with content appears to strengthen memory, attention, and overall engagement during listening tasks. From the learner's side, Student 1 (S1) confirmed this connection, explaining, "I still remember the story about bawang merah and bawang putih that was constantly treated unfairly by its mother. It made me want to listen." These responses suggest that emotionally resonant content helps learners retain information and sustain attention, which are both critical for meeting CEFR listening objectives.

The significance of emotion in listening is well supported in the literature. Zak (2014) argues that storytelling stimulates multiple areas of the brain by triggering emotional responses, thus increasing retention and meaning-making. Stories that evoke empathy, curiosity, or personal identification can activate deeper cognitive processes than neutral or purely factual audio input. This aligns with Bandura's (1986) social learning theory, which suggests that affective modeling plays a key role in how learners attend to, remember, and imitate language use. In the CEFR framework, especially from B1 onwards, learners are expected not only to understand literal meaning but also to grasp tone, implication, and speaker attitude all of which are better communicated through emotionally rich input.

The module underscores this point through Jayanti and Sudimantara's (2023) approach to "Reading for Emotion," which frames listening and reading not as passive decoding tasks but as opportunities to evoke affective response. In their model, digital stories that reflect real-life struggles or personal experiences are used to generate emotional engagement. This strategy mirrors what the teachers and students in this study described: listening activities become more memorable and effective when learners feel something. Emotional content helps students stay present, focus more deeply, and make personal connections especially valuable in contexts where attention span is often limited. Furthermore, Mitchell (2023) conceptualizes listening as an ethical and

political act, not simply a cognitive one. She writes, "Embodied listening becomes an ethical, political, and aesthetic practice". In other words, when students listen to stories of failure, resilience, or social dilemmas, they are not only learning language but also participating in acts of empathy and meaning-making. These forms of engagement can deepen intercultural and sociolinguistic competence key components of CEFR's broader vision of communicative ability. This theoretical lens strengthens the interpretation that emotionally engaging content is not supplementary, but central to the CEFR-aligned listening curriculum.

The students' preferences for stories that reflect struggle, humor, or real-life dilemmas suggest that their emotional landscape should be considered in instructional design. A student who listens to a character's failure or joy does not simply absorb vocabulary; they simulate the experience internally. This level of engagement supports CEFR's pragmatic and sociocultural descriptors, which include the ability to interpret speaker intentions and emotions. For example, at level B1, learners are expected to "understand the main points of clear standard speech on familiar matters," including "stories and narratives." Emotion makes those narratives resonate and enhances long-term retention. Ultimately, the integration of emotionally engaging content into listening instruction serves both pedagogical and psychological functions. It allows learners to process language through affective as well as cognitive routes, supporting comprehension and recall in ways that purely informational input cannot. For learners in secondary-level Islamic schools like MTs Mafatihul Huda, whose engagement may vary based on content familiarity and relevance, emotionally driven narratives offer an effective pathway for building listening proficiency and meeting CEFR standards in a more humane and memorable way.

3. Need for Practical CEFR-Based Materials Adapted to Local Context

One of the most prominent needs expressed by teachers in this study was the lack of practical, CEFR-based listening materials that are adaptable to the local learning context. Teacher 1 candidly stated, "We want to teach based on CEFR, but there's not much material that fits our students' reality." This concern reflects a broader issue of contextual mismatch between global language frameworks like CEFR and the everyday experiences of learners in rural or semi-urban Indonesian schools. Although CEFR provides a comprehensive progression of language competencies, it does not prescribe culturally specific content, leaving teachers with the challenge of adapting abstract descriptors to familiar themes, tasks, and values relevant to their students' lives. If CEFR is used, we need stories or tasks that reflect their daily life, like talking to parents, friends, or teachers. This statement underscores the need for localization of CEFR aligned materials not simply translating English texts into Bahasa Indonesia, but reconstructing content that reflects students' lived realities while still meeting the linguistic complexity expected by CEFR levels' When students encounter listening tasks that are too far removed from their social experience, motivation and comprehension drop. The connection between content relevance and learner engagement is particularly critical in the listening domain, which often demands real-time processing of implicit cues and contextually grounded speech.

The literature supports these pedagogical concerns. In their study, Jayanti and Sudimantara (2023) emphasized the importance of developing CEFR-based listening materials that embed local stories, voices, and cultural patterns. Their digital storytelling model draws on culturally proximate themes while still aligning with CEFR descriptors, such as identifying main ideas, following a sequence, or inferring meaning. Similarly, Talaván and Ávila-Cabrera (2015) proposed the use of mobile-assisted authentic listening tasks, but warned against overreliance on native-speaker-centric or Westernized content, particularly when learners come from linguistically and culturally distant backgrounds. This echoes the teachers'

view that CEFR implementation must begin with content accessibility, not merely grammatical or lexical difficulty. From a theoretical perspective, this need aligns with the cultural dimension of CEFR's communicative competence, which includes sociolinguistic and pragmatic components. These dimensions are not assessed through decontextualized vocabulary quizzes, but through the learner's ability to interpret register, politeness norms, and culturally appropriate expressions in speech. If the listening input lacks contextual familiarity, learners are less likely to develop such competencies. Kucirkova and Kamola (2022) stress the value of story-driven listening with real-life settings, showing that even children engage more deeply when narratives reflect their social world. This becomes even more relevant in settings like MTs Mafatihul Huda, where students may have limited exposure to global English, and thus require localized scaffolding to bridge the gap between CEFR descriptors and communicative meaning.

Furthermore, CEFR listening levels, especially A2 to B1, often expect learners to comprehend "everyday conversations on familiar topics," or "understand the main point in short, clear, simple messages." This implies not only clarity of language, but also cultural accessibility of content. For instance, listening to a narrative about a subway commute in London may meet linguistic benchmarks, but fail to support comprehension if students have never experienced such a setting. In contrast, a story about losing a phone at school or helping a parent at the market offers both cognitive and emotional relevance, allowing learners to connect prior knowledge with linguistic input key to scaffolding listening success.

In conclusion, the development of CEFR aligned listening instruction must go beyond structural accuracy to include cultural and contextual alignment. Teachers at MTs Mafatihul Huda have clearly articulated the need for materials that are not only CEFR-informed, but also socially meaningful and contextually grounded. This calls for curriculum designers, textbook writers, and teacher educators to invest in locally responsive content that retains global standards while honoring learners' identities, backgrounds, and everyday realities.

4. Need for Teacher Training on CEFR Listening Practices

Another critical theme that emerged from the interviews is the need for professional development and teacher training specifically focused on implementing CEFR-aligned multisensory listening practices. Teacher 1 said, "I know about CEFR from the internet, but only skimmed it and did not go in depth, and I also still don't know how to assess listening ability as CEFR suggests, especially with multisensory input." This quote reflects a gap not only in technical application but also in conceptual understanding. While awareness of CEFR as a policy or framework may be increasing among teachers, there remains a lack of structured, practice-oriented training on how to design, deliver, and assess listening tasks in accordance with CEFR descriptors, especially in a way that leverages multisensory principles. This sense of uncertainty aligns with broader issues in curriculum reform where policy implementation outpaces teacher capacity. In the Indonesian context, CEFR has been gradually introduced as a reference for aligning assessment and learning outcomes, particularly in English education. However, many teachers especially those in under-resourced or rural Islamic schools like MTs Mafatihul Huda have not received sustained or contextualized training. As a result, their ability to translate and understand the clear key points of the CEFR standards into actionable classroom practices remains limited.

The literature in the teaching module reflects similar concerns. Goh and Vandergrift (2021) argue that teachers often lack clear guidance on integrating metacognitive and multisensory strategies into listening instruction, even though these strategies are crucial for supporting comprehension and learner autonomy. They stress the need for explicit training that includes task design, modeling of strategies, and formative assessment aligned with CEFR levels. Without such training,

listening instruction tends to default to test-based or audio-only models, which do not reflect the complexity of real-world listening competencies outlined by CEFR. Furthermore, the integration of multisensory elements into CEFR-aligned instruction adds another layer of pedagogical complexity. As highlighted by Susanti et al. (2025), multisensory approaches can significantly enhance listening comprehension, but only when teachers are skilled in managing cognitive load, selecting appropriate stimuli, and facilitating reflective processing. These skills cannot be improvised; they require training that combines theory, design, and classroom-based experimentation. The teachers' hesitation in the interviews is understandable; they are being asked to apply a cognitively demanding framework (CEFR) through a multimodal lens, without the necessary scaffolding for themselves. Moreover, a lack of training also limits teachers' ability to differentiate instruction, a core expectation in CEFR's emphasis on transparency and learner adaptability. In the interviews, Teacher 2 expressed that even when CEFR based tasks are available, he is unsure how to adapt them to varying proficiency levels. This reveals a dual challenge: not only designing tasks that reflect CEFR standards, but also knowing how to scale them across different learners' needs, while maintaining multisensory engagement.

In conclusion, the success of CEFR implementation in multisensory listening classrooms is contingent upon meaningful and sustained teacher development. Teachers must be supported not only through policy documents or brief workshops, but through practical, reflective, and context-specific training. This includes opportunities to observe modeled lessons, co-develop listening tasks, and receive feedback on their assessment strategies. Without this foundation, the potential of CEFR-aligned multisensory listening pedagogy will remain theoretical detached from classroom realities and disconnected from teacher agency.

5. Technological & Resource-Related Needs for Implementation

The implementation of multisensory listening instruction through the CEFR framework is also shaped by practical realities, particularly regarding technological access and classroom resources. In the interviews, Teacher 1 expressed a pragmatic concern: "We lack stable internet and equipment. If multisensory listening is to be done well, we need simple, offline tools that still match CEFR standards." This statement captures a tension faced by many teachers especially in rural or semi-urban Islamic schools who are willing to innovate but constrained by infrastructure. The introduction of multisensory tools such as videos, animations, or interactive audio requires not only pedagogical readiness but also material feasibility, which cannot be assumed uniformly across schools. Such limitations are not uncommon in the Indonesian context, where educational inequality often leads to gaps in access to digital tools and electricity. Even when teachers understand the benefits of multisensory engagement as described in previous themes they may be unable to apply these methods consistently due to technological fragility or lack of equipment. The same applies to students. In many classrooms, learners are not equipped with personal devices or steady connectivity, making online or app-based CEFR materials impractical without adaptation. This reflects the urgent need for low-tech or offline-friendly materials that retain CEFR alignment and multisensory value.

The literature addresses this issue directly. Koniah et al. (2023), for example, developed CEFR-based digital resources using Aesop's fables and included offline-accessible features such as gesture-based storytelling, printed visuals, and simplified annotation tools. Their approach illustrates that technological sophistication is not a prerequisite for multisensory success what matters more is the intentional design of materials that stimulate multiple modalities while remaining accessible to learners and teachers alike. Similarly, Goh et al. (2017) noted that even in low-resource environments, effective listening instruction can be achieved using printed picture sequences, teacher dramatization, and

analog tools when supported by clear pedagogical goals. This also relates to the CEFR's commitment to transparency and adaptability across learner contexts. The framework emphasizes that learners must be supported in ways appropriate to their environment and learning profiles. Plass et al. (2013) argue that cognitive engagement can be achieved through low-tech multimodal inputs, such as printed comic panels or teacher-led visualization, as long as they trigger meaningful cognitive processing. Teacher 1's reflection that "offline materials would be very useful in our context" shows a clear awareness of this principle and a desire to translate CEFR not through idealized digital platforms, but through realistic, context-sensitive delivery.

Moreover, technological constraints also affect how listening tasks are assessed. CEFR-oriented listening comprehension often involves sustained interaction with media-rich input, yet in resource-limited classrooms, assessments may still be based on basic recall or transcription. This calls for the development of multisensory assessment models that are compatible with simple classroom tools, such as printed storyboards, teacher narration, or guided reflection. As discussed in Pho and Dinscore (2015), such assessment can still meet CEFR goals if designed around key competencies like identifying main ideas, interpreting speaker attitude, and following narrative flow. In summary, the integration of CEFR-based multisensory listening practices requires not only conceptual innovation, but technological pragmatism. Teachers and learners in schools like MTs Mafatihul Huda must be equipped with tools that align with their operational reality—tools that are pedagogically rich but technologically modest. The challenge is not merely about accessing devices, but about designing materials and assessment strategies that maintain fidelity to CEFR standards while responding flexibly to infrastructure gaps. Only by bridging this divide can multisensory listening become both inclusive and sustainable across diverse educational contexts.

6. Learners Need Scaffolded Listening to Reach CEFR Goals

A final yet crucial theme that emerged from the interviews was the need for real-life and culturally relevant materials in multisensory listening instruction. Teacher 2 reflected on this issue with insight, stating, "When stories relate to students' lives, such as something funny at school or in their neighborhood, they listen with more focus and are very interested." This perspective suggests that learners are more engaged when the content reflects their lived experiences, environments, and sociocultural contexts. Students also affirmed this idea. S1 mentioned, "I remember better if the story is about something familiar, like fairy tales," while S2 added, "If it is audio about fairy tales or about everyday life, I seem to understand it more quickly, because I've experienced it so I can imagine it." These quotes point to a clear need for listening materials that are not only linguistically accessible but also emotionally and culturally resonant.

This finding is especially significant when situated within the CEFR framework, which emphasizes the importance of sociolinguistic and pragmatic competence, including the ability to understand culturally appropriate expressions, discourse conventions, and speaker intentions. The use of foreign or culturally distant materials in listening tasks can hinder learners from grasping these nuanced dimensions. As Kucirkova and Kamola (2022) noted, learners are more likely to engage deeply with narrative texts that mirror real-life situations and familiar environments. This engagement is not merely affective it supports deeper cognitive processing, helping students draw inferences and build meaning beyond the surface of the text. Jayanti and Sudimantara (2023) provide a relevant model in this regard. Their CEFR-aligned digital storytelling initiative embeds local contexts and emotional narratives into listening instruction, allowing learners to connect more personally with the material. They argue that such culturally grounded content enhances students' ability to interpret intention and tone key aspects

of CEFR's pragmatic descriptors. Similarly, Talaván and Ávila-Cabrera (2015) emphasize the pedagogical value of authentic audiovisual texts, but caution against relying solely on materials designed for native speakers or unfamiliar global contexts. For learners in Islamic secondary schools like MTs Mafatihul Huda, localized storytelling through scenarios involving family, community, or school life offers a far more effective gateway to developing CEFR-aligned listening skills. From a pedagogical standpoint, real-life and culturally relevant listening materials also function as cognitive scaffolds. When learners are able to activate prior knowledge related to the content, they are better equipped to follow the storyline, interpret meaning, and predict outcomes—skills directly aligned with CEFR level descriptors from A2 to B1. For instance, understanding a dialogue about helping a neighbor or losing a phone at school is more cognitively manageable and emotionally engaging than processing an unfamiliar conversation about airport procedures or weather in Europe. This connection between relevance and retention reinforces the argument that content familiarity is not a compromise, but a catalyst for meaningful learning.

The implications of this theme extend beyond materials design to assessment and curriculum planning. When CEFR-aligned listening tasks are built upon culturally relevant themes, they not only improve learner engagement but also promote intercultural awareness and ethical listening practices, as proposed by Mitchell (2023). Her view that listening is an "ethical, political, and aesthetic act" reinforces the idea that students should not only understand what is being said but also who is speaking, why, and from what context. In this sense, culturally grounded multisensory listening can foster empathy, identity formation, and critical thinking—outcomes that resonate deeply with the holistic vision of CEFR.

In conclusion, the integration of real-life and culturally familiar content is not a secondary concern but a foundational component of effective CEFR-aligned multisensory listening. Both teachers and students in this study voiced the need for materials that reflect their own realities, emotions, and linguistic environments. This theme calls educators and material designers to ground CEFR implementation not in imported scripts or distant examples, but in the social imagination and lived narratives of the learners themselves.

B. The Characteristics Of Multisensory Listening Learning Through The Cefr Assessment

1. Multimodal Sensory Engagement

Multisensory listening learning is grounded in the belief that language input is best internalized when learners engage multiple channels of perception simultaneously. In line with CEFR's (Council of Europe, 2001) view that listening comprehension is a subjective process of constructing meaning from oral texts, this theme underscores the pedagogical value of activating not just auditory skills, but also visual, kinesthetic, and emotional faculties. Shams and Seitz (2008) famously noted that multisensory integration often leads to better learning and memory retention than unisensory input. This principle is echoed in Mayer's (2005, 2009) Cognitive Theory of Multimedia Learning, which highlights that meaningful learning occurs when verbal and visual information are presented together, enabling deeper cognitive engagement. The application of these theories within CEFR-aligned classrooms suggests that listening tasks should not be limited to auditory decoding but expanded to include images, movement, gestures, and tactile interaction—particularly for learners at A1 to B1 levels who benefit from contextual and multimodal support (Fraga Viñas, 2021; Talaván & Ávila-Cabrera, 2015).

In one study, Kucirkova and Kamola (2022) revealed that children engaged most intensively with visual and haptic stimuli during story-listening activities. Their findings affirm that even in early language development, learners process stories not merely as linguistic input but as sensorial experiences shaped by touch, movement, and spatial orientation. Similarly, Rompas and Recard (2021) reported that learners

showed stronger engagement when listening activities incorporated Total Physical Response (TPR), color coding, and interactive visuals indicating that physical participation fosters attentional stability, particularly among younger learners with shorter concentration spans (Harmer, 2015; Jubran, 2012).

The relevance of such findings extends to digital contexts. Koniah et al. (2023) developed CEFR-based digital resources using Aesop's fables, integrating elements such as rhythm, intonation, gesture, and animation to reduce cognitive load and enhance listening focus. This aligns with the argument by Lian (2018, 2023) that multi-sensory perception lies at the heart of meaning-making and should not be treated as peripheral in language instruction. Moreover, multisensory design is not only pedagogically effective, but also inclusive. As noted by Himmawan & Rinih (2022), audiovisual materials accommodate diverse learning styles visual, auditory, kinaesthetic making instruction more accessible and equitable. This corresponds to Gardner's (1999) theory of multiple intelligences and supports the CEFR's commitment to transparent and adaptable language descriptors that suit a wide range of learner profiles (Jones, 2022).

From a neurocognitive standpoint, studies such as O'Sullivan et al. (2021) demonstrate that audiovisual speech processing activates distinct pathways in the brain, facilitating more efficient phoneme recognition especially in noisy conditions. These neurophysiological insights support classroom practices that integrate gestures, facial cues, and video-based input in listening tasks.

In short, multimodal sensory engagement bridges cognitive, emotional, and physiological aspects of listening. It elevates the role of listening from passive comprehension to embodied experience, aligning with CEFR's descriptors while addressing the real-world complexity of language use. As Taljaard (2016) emphasizes, sensory-rich instruction transforms abstract listening goals into tangible, lived interactions—allowing learners to not only understand spoken language but also feel and respond to it.

2. Emotional & Motivational Activation

Emotions are not auxiliary to learning, they are integral to how learners attend to, process, and retain information. In the context of CEFR-based listening instruction, emotional and motivational activation emerges as a key factor that enhances learners' engagement and deepens their cognitive involvement with oral texts.

Storytelling has consistently been highlighted as a powerful emotional tool in language learning. Jayanti and Sudimantara (2023) argue that "stories evoke emotions" and thus send signals to the brain that the experience is meaningful and worth remembering. This aligns with Zak's (2014) neurobiological insight that a compelling narrative can trigger the release of oxytocin, a hormone associated with empathy and trust, which in turn facilitates attention and memory. Such emotional responses are particularly important in CEFR listening levels A2–B2, where learners are expected to go beyond literal comprehension and grasp nuance, tone, and intent.

Multisensory input enhances these emotional effects. For instance, audiovisual storytelling not only conveys linguistic meaning but also provides paralinguistic cues such as intonation, facial expressions, and music—all of which deepen emotional resonance (Mitchell, 2023; Kim, 2021). Studies by Kucirkova & Kamola (2022) and Rompas & Recard (2021) confirm that sensory-rich materials increase learner motivation, especially when stories are grounded in relatable experiences. Emotions, in this way, become cognitive scaffolds: they help learners focus, sustain attention, and form durable memory traces (Fredricks et al., 2019).

Motivational activation is further reinforced by self-efficacy. According to Bandura (1986), learners who believe they are capable of succeeding are more likely to exert effort and persist in challenging tasks. The use of multisensory strategies—such as interactive videos, animation, and expressive audio—has been shown to enhance this sense of competence. Yalap & Gazioğlu (2023) demonstrated that

storytelling through multisensory modes improved listening self-efficacy significantly, particularly among students with low previous academic performance. This is echoed in the findings by Susanti et al. (2025), where short video-based listening enriched with cognitive and metacognitive prompts led to a 35% increase in students' critical listening skills and reflective confidence.

The ARCS model by Keller (2010), frequently cited in the literature (e.g., Mizwar et al., 2025), further supports this view. Attention, Relevance, Confidence, and Satisfaction are all activated through engaging multisensory design, suggesting that emotional and motivational dimensions are not accidental byproducts, but designable learning outcomes. Moreover, differentiated learning designs—such as those advocated by Lian et al. (2018) and Koniah et al. (2023) allow students to engage emotionally with materials that align with their interests, needs, and proficiencies. This alignment is essential for CEFR's learner-centered ethos, where learners are not just recipients of input but active constructors of meaning within affective, social, and cultural dimensions.

In conclusion, emotional and motivational activation in multisensory listening tasks is not a peripheral enhancement but a central pedagogical strategy. It aligns with CEFR's emphasis on real-life communication and socio-pragmatic awareness. By engaging learners' hearts as well as their minds, multisensory listening becomes a holistic, human-centered experience that fosters both language competence and learner confidence.

3. Cognitive-Metacognitive Scaffolding

Effective listening instruction does not only target input comprehension—it must also equip learners with the *strategic awareness* to monitor, evaluate, and direct their own listening processes. In this regard, multisensory listening learning serves not merely as an input-rich experience, but as a cognitive–metacognitive environment, where learners actively engage with the material and reflect on their own processing. According to Flavell (1979), metacognition encompasses both the knowledge of one's cognitive processes and the regulation of those processes. In listening learning, this includes predicting content, monitoring comprehension, inferring meaning from context, and repairing misunderstandings. Sulistyowati (2019) explains that combining bottom-up (sound-to-word) and top-down (schema-driven) processes is crucial for developing deep listening skills, especially in CEFR levels B1 and above, where interpretation and integration of ideas are required.

Multisensory tools significantly enhance these processes. Short video texts, for example, support dual coding (Paivio, in Plass, 1998) by combining visual and verbal cues. This allows learners to cross-reference information through multiple channels, strengthening decoding and inference-making. Susanti et al. (2025) found that when short videos were paired with cognitive-metacognitive strategies, such as summarizing, questioning, and evaluating, learners showed a 35% improvement in critical listening and reflective learning.

The CEFR framework itself encourages such strategic use of language through its descriptors, which stress functional and reflective abilities (Council of Europe, 2001). For instance, B2-level listening outcomes involve identifying speaker viewpoints and reasoning, which cannot be achieved through passive listening alone but require active monitoring, synthesis, and interpretation, capacities developed through metacognitive scaffolding. Moreover, integrating multisensory design with scaffolding promotes distributed cognition. As Clark & Mayer (2016) argue, well-designed multimedia environments can offload some of the learner's cognitive burden, enabling them to focus on meaning-making rather than decoding. This aligns with the concept of *cognitive load theory*, where reducing extraneous processing allows for better germane processing (Mayer, 2020).

Strategic instruction is also inherently social. Vandergrift and Goh (2021) emphasize that listening strategies

are best developed in dialogic and reflective environments—such as when learners compare interpretations after watching the same clip or justify their understanding using visual cues. This dialogic aspect enhances both metacognitive awareness and self-regulation, contributing to higher l evels of learner autonomy (Zhao et al., 2022).

Lastly, differentiated scaffolding supported by digital tools, helps meet the needs of diverse learners. Maryanti (2023) and Koniah et al. (2023) highlight how tiered CEFR-aligned tasks combined with digital sensory input can support learners in progressing through levels of complexity at their own pace. These tools facilitate *just-in-time* metacognitive prompting, such as reflection checkpoints, comprehension maps, and feedback cycles, empowering learners to take ownership of their listening development. In essence, multisensory listening becomes pedagogically potent when paired with cognitive and metacognitive scaffolding. It empowers learners not just to hear, but to think, reflect, and grow with what they hear. This is the kind of learning CEFR envisions: not only communicative competence, but also strategic, autonomous, and deeply engaged learners.

4. Technological and Game-Based Facilitation

In the landscape of 21st-century education, the integration of technology in language learning is no longer an enhancement it is a necessity. Within the CEFR-aligned multisensory listening framework, technology and game-based facilitation not only support engagement but also function as cognitive and pedagogical tools that elevate the quality, accessibility, and responsiveness of listening instruction. When thoughtfully implemented, these digital modalities enable a more immersive, differentiated, and interactive experience, aligned with both learners' needs and CEFR descriptors.

CEFR's (Council of Europe, 2001) vision of language proficiency centers on real-life communicative tasks, and technology allows educators to simulate those contexts through audiovisual storytelling, animated scenarios, podcasts, subtitled videos, and interactive apps. Talaván & Ávila-Cabrera (2015) emphasize that language learning should not be limited to assessment-driven models; instead, structured technological tasks—such as video-based listening with scaffolds—enhance audiovisual reception (AVR) skills and foster spontaneous interaction with authentic discourse. Their VIOLIN project, for example, exemplifies how CEFR-aligned mobile-assisted learning can bridge the gap between listening as a testable skill and as a lived communicative experience.

Multisensory input, when facilitated by technology, allows for the synchronization of auditory, visual, and kinesthetic modalities, a design principle grounded in Mayer's (2005, 2009, 2020) cognitive theory of multimedia learning. In this model, dual coding (verbal and visual) combined with controlled cognitive load supports better comprehension and retention. Dwi Rara Saraswaty et al. (2024) confirm that multimedia tools significantly enhance listening comprehension, particularly when learners are provided with guided strategies and self-efficacy scaffolds. Likewise, the use of YouTube, short video, and animation was shown to enhance metacognitive awareness and critical listening (Susanti et al., 2025), which are core to CEFR levels B1 and above. Gamification and interactive design offer another compelling layer. In the study by Goh et al. (2017), a game-based "learning by ear" activity in group piano teaching not only fostered listening acuity but also strengthened creative thinking and class participation. This finding is echoed by Pho & Dinscore (2015), who assert that game-based learning "motivates students to engage with learning materials in a playful and dynamic way." When applied to language learning, particularly in listening tasks, gamified design fosters sustained attention, repetition, and emotional resonance critical factors for mastering CEFR-aligned listening descriptors across levels.

The Indonesian context also reveals promising innovations. Qorina et al. (2025) developed CEFR-based comic media integrating audio and visuals, resulting in a product that was validated

as "very feasible" by both students and teachers. The comic format, rooted in Mayer's principles, simplifies complex auditory information through expressive imagery, enabling learners, especially at A2–B1 levels to follow dialogues with enhanced comprehension. This resonates with Lazarinis et al. (2015), who found that "comic strips improve learning quality" by making auditory-linguistic input more relatable and less intimidating. Meanwhile, Koniah et al. (2023) explored digital storytelling using Aesop's fables within a multisensory listening framework. Their use of voice modulation, rhythm, and visual movement served as a load-reduction strategy that supports listening fluency and narrative comprehension, while also engaging learners emotionally. This multimodal configuration promotes what Clark & Feldon (2014) describe as "intrinsic motivation and deeper learning through interactive multimedia."

Beyond learner engagement, technology also enhances pedagogical agility. Tools like Google Sites (Hidayad et al., 2024), mobile apps, and interactive platforms allow teachers to construct adaptive learning environments, curate CEFR-based materials, and personalize listening practice. These platforms support *formative feedback*, audio annotation, and multi-track listening assignments—enabling students to revisit, pause, and reflect in ways that printed or live-only instruction cannot. However, as highlighted by Sudimantara (2023), technological facilitation requires teacher capacity. Pre-service teachers must be trained as curriculum engineers, capable of designing CEFR-aligned resources that are not only multimodal but also pedagogically meaningful. This entails understanding the interaction between technology, language proficiency descriptors, and student motivation, a triadic relationship best illustrated by the *entangled pedagogy* model (Fawns, 2022).

In summary, technology and game-based facilitation enable multisensory listening to meet learners where they are cognitively, emotionally, and experientially while guiding them toward CEFR-defined communicative goals. When embedded with clear scaffolds and emotional resonance, these tools transform listening from a static skill into an interactive, reflective, and human centered experience. In doing so, they expand not just language competence, but also confidence, creativity, and learner agency.

5. Inclusivity and Differentiated Learning

One of the defining characteristics of multisensory listening learning, particularly when aligned with CEFR is its inherent capacity to accommodate learner diversity, provide differentiated progression, and engage students in real world language use. In contexts like Indonesia, where learner backgrounds, access to resources, and levels of English proficiency vary widely, these elements are not optional they are essential.

Inclusivity is central to the multisensory approach. By nature, multisensory tasks activate multiple channels, visual, auditory, kinesthetic, emotional, which makes them more accessible to learners with varied strengths, needs, and even learning challenges. According to Himmawan & Rinih (2022), audiovisual materials "accommodate diverse learning styles, creating an inclusive educational environment." This is consistent with Gardner's Theory of Multiple Intelligences, which posits that learners engage through different cognitive entry points (Gardner, dikutip dalam Yalap & Gazioğlu, 2023). When learners see, hear, move, and feel in response to input, the likelihood of comprehension and retention increases across a broader spectrum of student profiles.

Further, differentiated instruction is made more practical and pedagogically coherent when tied to CEFR's leveled descriptors. CEFR does not prescribe content, but rather outlines *what learners can do* at specific levels, allowing for flexible yet targeted instruction. Maryanti (2023) demonstrated how CEFR-informed digital expository texts were designed with varying complexity, allowing learners to access materials that matched their current proficiency while scaffolding toward more complex understanding. Koniah et al. (2023) applied a similar approach using curated

fables from Aesop, adjusted for rhythm, intonation, and visual support, thereby combining language leveling with sensory scaffolding. Importantly, differentiation through multisensory design also fosters student agency. Lian et al. (2018, 2023) emphasize that differentiated learning empowers learners to progress "at their own pace and in their own way," and this autonomy enhances motivation, resilience, and ownership of learning. In the study by Yalap & Gazioğlu (2023), learners with lower previous achievement showed significant improvement in listening self-efficacy when engaged through storytelling that appealed to multiple senses. This points to the *equity-promoting potential* of multisensory listening: not only does it improve comprehension, but it can also bridge achievement gaps.

Simultaneously, authenticity and real-world relevance are essential pillars in the CEFR-aligned multisensory listening framework. Listening in CEFR is framed as a functional, real-life skill whether it is following directions, interpreting a speaker's opinion, or inferring meaning in a conversation. As Talaván & Ávila-Cabrera (2015) contend, traditional assessment-centered models fail to capture the real-life nature of listening. Instead, video-based, audiovisual, and interactive tasks simulate the spontaneity and unpredictability of authentic oral communication, enabling learners to construct meaning dynamically, as they would outside the classroom. Jayanti & Sudimantara (2023) echo this with their CEFR-based storytelling design, noting that emotionally embedded stories activate critical listening while mimicking real social discourse. "Storytelling affects the brain in strange and wonderful ways," they argue precisely because it engages the learner emotionally, semantically, and cognitively. Lian (2017) also connects this to *Reading for Emotion*, a pedagogy in which listening is not just about decoding meaning, but *inhabiting the context* of the speaker's perspective. This perspective shifts listening from a technical skill to a human encounter. Moreover, cultural and social grounding strengthens this real-world orientation. According to Mitchell (2023), listening must be approached not only as linguistic decoding but as a form of embodied attention that is ethical, political, and aesthetic. This is particularly relevant in multicultural classrooms or in contexts where English is learned as a global lingua franca. Stories, discussions, and listening tasks that reflect diverse identities and lived experiences offer learners a chance to locate themselves *within* the language they are learning.

Finally, the integration of technology supports both inclusivity and contextualization. Digital tools such as animated comics (Qorina et al., 2025), Google Sites (Hidayad et al., 2024), or mobile apps (Talaván & Ávila-Cabrera, 2015) allow for the creation of multisensory listening environments that are not only differentiated but also adaptable and scalable. These tools can present CEFR-aligned tasks in a multimodal format, enriched with subtitles, visuals, and interactivity—making them accessible across a range of literacy levels and learning conditions.

In conclusion, multisensory listening within a CEFR framework achieves its greatest impact when it is deliberately inclusive, pedagogically differentiated, and anchored in the real-world purposes of communication. It supports not only language acquisition, but also learner confidence, autonomy, and cultural connection, ultimately fulfilling CEFR's vision of communicative competence as both a personal and social act.

6. Real-World Context & Cultural Grounding

Multisensory listening is not solely a matter of perception, it is also a cultural and experiential act. This theme centers on the idea that listening becomes meaningful when learners engage with authentic, real-world content that reflects the sociocultural contexts of language use. CEFR (Council of Europe, 2001) explicitly recognizes the role of *sociocultural awareness* and *pragmatic competence* in listening, emphasizing that language comprehension includes not only decoding linguistic input but also

interpreting cultural references, social cues, and context-specific norms. Kucirkova and Kamola (2022) highlighted the value of grounding listening activities in children's real-life stories, noting that narratives involving familiar environments and sensory details (e.g., smells, movement, textures) foster deeper emotional and cultural resonance. Their study revealed that learners responded more vividly to stories rooted in everyday life than to abstract or artificial texts, an insight that supports the shift toward *experiential listening pedagogy*. Similarly, Talaván and Ávila-Cabrera (2015) advocated for the use of real audiovisual materials in foreign language instruction, stressing that the integration of spontaneous, contextualized speech enables learners to engage with language as it is genuinely used. Rather than isolating listening skills in classroom simulations, their CEFR-informed mobile learning project brought learners into contact with culturally rich, unscripted discourse, bridging the gap between pedagogical intention and lived communication.

The cultural dimension of listening also emerges in *digital storytelling* practices. Jayanti and Sudimantara (2023) developed CEFR-aligned digital narratives that immerse Indonesian learners in both local and global contexts. Their model, "Reading for Emotion," positions stories as emotional and cultural experiences rather than textual artifacts. As they argue, "Stories evoke emotions. Emotions are signals to the brain that everything we experience matters". In this view, listening becomes a multisensory act of cultural empathy, one that cultivates not only linguistic proficiency but also intercultural sensitivity. Mitchell (2023) expands this perspective through the concept of *embodied listening*, calling for a departure from the traditional orality-literacy binary toward a more ethical, political, and aesthetic engagement with sound. She writes, "Listening becomes an act of perceiving and responding to power, history, and emotion," suggesting that the listening classroom can be a site of social consciousness and cultural reflection. These arguments are further supported by findings from Qorina et al. (2025), whose comic-based CEFR media incorporated real-life scenarios and culturally familiar characters to improve English literacy among high school students in Cirebon. Their work shows that even visual narratives, when grounded in learners' lived experiences, can serve as springboards for authentic listening and meaning-making. Within the CEFR framework, this theme reinforces the importance of *pragmatic comprehension*—the ability to infer meaning from tone, register, and cultural context—and supports descriptors at the B1–C2 levels, where learners are expected to follow complex narratives, appreciate humor, and understand implicit meaning. Real-world grounding thus not only enhances cognitive processing but also situates listening within the ethical, social, and emotional life of learners.

In essence, *real-world context and cultural grounding* elevate listening from skill practice to human encounter. As Lian (2020) asserts, "meaning is not an abstraction but an embodied, affective, and cultural act." Through this lens, multisensory listening becomes a site for encountering difference, building empathy, and fostering global-minded citizens—aligning with CEFR's vision of language learning as both personal development and intercultural dialogue.

CONCLUSION

This study identified six core characteristics of multisensory listening learning as aligned with the CEFR assessment framework. Drawing from literature and conceptual synthesis, the approach integrates multimodal sensory engagement, emotional activation, cognitive scaffolding, technological facilitation, inclusive differentiation, and cultural grounding. These dimensions position listening not merely as an auditory decoding task, but as a holistic, embodied process involving visual, kinesthetic, emotional, and sociocultural participation. Within the CEFR framework, multisensory listening supports learners' ability to interpret oral texts globally, engage with pragmatic and sociolinguistic features, and comprehend complex speech across levels A2 to C1.

In responding to the second research question, the interviews with teachers and students from MTs Mafatihul Huda Cirebon

revealed a strong alignment between classroom realities and the conceptual framework. Teachers emphasized the need for CEFR-aligned materials that are locally contextualized, emotionally engaging, and technologically practical—especially given infrastructure limitations. Students, on the other hand, expressed clear preferences for multimodal input and real-life, relatable content that enhances comprehension and retention. Both groups highlighted gaps in current practice, particularly the lack of teacher training and the dominance of audio-only instruction, which limits learners' ability to meet CEFR listening descriptors effectively.

In conclusion, the findings suggest that effective implementation of CEFR-aligned listening pedagogy in Indonesian secondary education depends not only on aligning with cognitive benchmarks, but also on integrating emotional, sensory, and contextual elements into instruction. Multisensory listening offers a promising pathway to enhance learner engagement, scaffold comprehension, and promote equity in diverse classroom settings. However, its success is contingent upon responsive curriculum design, practical resource development, and sustained teacher support that bridges policy ideals with pedagogical realities.

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