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LISTENING COMPREHENSION COMPETENCE DEVELOPMENT IN VIRTUAL ENVIRONMENTS

The purpose of this article is to present a theoretically grounded and practically oriented four-stage model for developing the professionally oriented listening comprehension competence (POLC) of pre-service German language teachers within a virtual learning environment (VLE). Listening comprehension has consistently been identified as the most neglected receptive skill in foreign language teacher education, receiving systematically less methodological attention than speaking, reading, or writing. Surveys of foreign language teachers confirm that despite believing listening is teachable, instructors infrequently employ research-informed strategies; the dominant approach tests listening comprehension rather than teaching it. In DaF/DaZ teacher education specifically, certification programmes subsume listening comprehension within broader skill modules, rarely addressing it systematically. The shift to virtual learning environments intensifies this gap: while platforms such as Moodle offer H5P interactive modules, learning analytics, and asynchronous audio delivery, their potential for staged listening comprehension competence development has not been operationalised for DaF teacher education.

Methodology. *The study employs theoretical analysis and synthesis of current scholarship in L2 listening development, the CEFR Companion Volume framework, DaF-specific listening methodology, professional development stage models, and empirical findings on VLE-based listening instruction.*

Scientific novelty. *The article proposes a four-stage developmental model – (1) Receptive Awareness, (2) Strategic Practice, (3) Interactive-Mediative Competence, and (4) Professional Autonomy – specifically adapted to pre-service DaF teacher education in a VLE. Each stage is operationalised through CEFR Companion Volume descriptors (B2–C2), H5P task types, and a three-phase lesson structure. The model integrates two axes rarely combined in existing research: language proficiency growth (from B2 to C2) and professional competence growth (novice to autonomous practitioner). The model is instantiated through a curated corpus of 15 CC BY-licensed German-language podcasts from Bildung auf die Ohren (Deutscher Bildungsserver).*

Conclusions. *The proposed model provides a principled, replicable framework for VLE-based listening instruction which coherence rests on simultaneous alignment of professionally relevant audio genres, students' linguistic proficiency levels, platform technical affordances, and measurability of outcomes against CEFR standards. Future research should empirically validate the model and examine its effects on POLC gains across the B2–C2 proficiency range.*

Keywords: *listening comprehension competence; virtual learning environment; German language teacher education; CEFR; H5P.*

Problem statement in general terms and its relation to important scientific and practical tasks. Listening comprehension remains the most consistently neglected receptive skill in terms of explicit instruction in foreign language education, with frequently cited estimates suggesting it accounts for approximately 45% of human communication time [16]. Graham, Santos, and Francis-Brophy [14] surveyed 115 foreign language teachers in England and found that while they overwhelmingly believed listening comprehension is teachable, they infrequently applied research-informed strategies; instead, a «comprehension approach» – listen, answer questions, check answers – predominated, effectively testing rather than teaching listening. Field [8] identified this as the «process approach» gap: instruction must target the cognitive operations underlying listening, not merely measure its outcomes.

In DaF/DaZ teacher education specifically, certification programmes subsume Hörverstehen (listening comprehension) within broader skill modules, where it receives brief treatment compared to grammar, vocabulary, and reading. Dietz [6] attributes this to the «Unsichtbarkeit des Hörens» (invisibility of listening) – the fact that listening comprehension processes cannot be directly observed – and notes that the systematic development of Hörverstehenskompetenz remains inconsistently implemented across DaF teacher education programmes, a finding echoed in major professional development frameworks for German language teachers [21]. The pandemic and post-pandemic shift to virtual learning has made this gap more consequential: research has consistently identified listening instruction as among the most difficult skills to deliver effectively in online and blended formats [15; 18]. What is needed is a theoretically grounded developmental model that maps progression from receptive awareness to professional autonomy in listening, operationalised through VLE-specific task types, authentic German-language materials, and systematic assessment.

Analysis of key research and publications on the issue. Contemporary L2 listening research converges on a fundamental critique of traditional instruction. Field [8] proposes a «process approach» focusing on bottom-up processing (phoneme discrimination, lexical segmentation, word recognition) and top-down processing (contextual cues, world knowledge, discourse structure). Anderson's [2] three-stage cognitive model – perception, parsing, utilisation – remains the dominant framework. Goh [11] mapped L2 learners' real-time cognitive problems onto these three stages, finding that four of the five most common difficulties occur at perception and parsing levels.

Goh and Vandergrift [12] provide the most influential pedagogical framework by placing metacognition at the centre of listening instruction. Their Metacognitive Pedagogical Cycle (MPC) operationalises metacognitive strategy development through six sequential steps: prediction/planning, first listen with monitoring, peer discussion and replanning, second listen with problem-solving, verification, and reflection/evaluation. Vandergrift and Tafaghodtari [24] demonstrated that MPC-based instruction significantly improved listening comprehension among 106 L2 French learners, with less-skilled listeners showing the greatest gains. Graham [13] contributes evidence that listening self-efficacy – learners' belief in their capability to succeed at listening tasks – is both a critical predictor of performance and amenable to development through explicit strategy instruction.

The CEFR Companion Volume [5] substantially extends the listening framework available for curriculum design. Beyond updated sub-scales for Overall Oral Comprehension, Understanding Conversation, and Listening as Member of Live Audience, it introduces new descriptor scales for Mediation (mediating a text, mediating concepts, mediating communication) and Online Interaction (online conversation and discussion, goal-oriented online collaboration). These descriptors are particularly relevant for pre-service DaF teachers, for whom mediating texts, concepts, and communication across registers is a core professional competence, not merely a language skill.

DaF-specific listening methodology has developed distinctive approaches. Dietz [6] represents the most innovative recent contribution with his Mikrohören (micro-listening) approach, shifting pedagogical focus from content-oriented comprehension questions to exercises targeting «die Lautsubstanz des Gehörten» [the sound substance of what is heard] – specifically phoneme discrimination, lexical segmentation, and prosodic parsing. Folkerts [9] establishes quality criteria for good listening comprehension instruction in the DaF context, arguing that task quality – not text complexity alone – determines learning outcomes. Rösler and Würffel [21] provide foundational frameworks for blended learning in DaF through the Goethe-Institut DLL series.

Research on VLE-based listening instruction has accelerated since 2020. Bazurto Palma and Ocaña Garzón [3] investigated VLE-based listening improvement with 100 EFL learners using H5P activities, videos, quizzes, and forums, confirming benefits of ICT tools for developing all listening sub-skills. Khan and Khan [15] found blended LMS-based instruction significantly outperformed traditional instruction in listening achievement. Latha et al. [18] demonstrated that a Flex blended model combining face-to-face top-down strategy instruction with asynchronous LMS exercises significantly enhanced listening while reducing anxiety. H5P specifically has been shown to increase learner engagement, provide immediate formative feedback, and generate xAPI data for learning analytics [19; 25]. Despite these developments, no existing model addresses staged professionally oriented listening comprehension competence (POLC) development specifically for pre-service DaF teachers in a VLE – a gap the present article addresses.

The Dreyfus and Dreyfus [7] five-stage model of adult skill acquisition – Novice, Advanced Beginner, Competent, Proficient, and Expert – provides the professional development scaffolding for the proposed model. Berliner [4] applied this taxonomy to teacher expertise, demonstrating that expert teachers develop automaticity for routine operations, exhibit superior sensitivity to task demands, and display faster pattern recognition. Although originally developed in non-educational domains, the Dreyfus model has been extensively validated in teacher education research as a

framework for describing how professional competence develops from rule-governed novice performance toward intuitive expert practice [4]. These professional development phases align with CEFR-referenced teaching competence descriptors, providing an external validation framework for the progression criteria proposed in the model.

The purpose of the article. The aim of this article is to propose and describe a theoretically grounded four-stage model for developing the POLC of pre-service German language teachers within a VLE, and to operationalise each stage through CEFR descriptors, H5P task types, and a three-phase lesson structure.

Description of the theoretical-methodological and/or experimental research procedure, specifying the research methods. The study employs theoretical analysis and synthesis of L2 listening comprehension theory, the CEFR Companion Volume framework, DaF listening methodology, VLE/LMS research, and professional development stage models. The Dreyfus-Berliner novice-to-expert trajectory provides the professional development scaffolding; the CEFR Companion Volume (2020) provides the proficiency descriptors; Dietz's [6] Mikrohören and Folkerts' [9] quality criteria provide the DaF methodological grounding; and empirical VLE research provides the evidence base for task design and assessment.

Presentation of the main research material. Main Results: The Four-Stage Developmental Model. The proposed model integrates Anderson's [2] cognitive processing stages, Goh and Vandergrift's [12] metacognitive framework, Dietz's [6] micro-listening approach, CEFR Companion Volume descriptors [5], and the Dreyfus-Berliner professional development trajectory [7; 4]. Each stage aligns with a CEFR proficiency band, a professional development phase, targeted sub-skills, VLE task types, and assessment criteria (Table 1).

Table 1

Overview of the four-stage POLC developmental model

Stage	Name	CEFR band	Professional phase	Primary VLE tools
1	Receptive Awareness	B2 entry	Novice	H5P Dictation, Interactive Video, Fill in the Blanks
2	Strategic Practice	B2	Advanced Beginner	H5P Course Presentation, MPC task sequences, Moodle Quiz
3	Interactive-Mediative Competence	B2-C1	Competent	Moodle Forum, Workshop, BigBlueButton, H5P Column
4	Professional Autonomy	C1-C2	Proficient/Expert	H5P authoring, Moodle editing tools, analytics dashboard

Stage 1 - Receptive Awareness (B2 entry level) - building the perceptual foundation. At this initial stage, pre-service teachers occupy the Novice phase [7] and function primarily as language learners. The overarching goal is to develop accurate bottom-up decoding of authentic German speech – the foundation upon which all subsequent listening comprehension competence will be built. The theoretical rationale draws on Anderson's [2] perception stage and Goh's [11] finding that the majority of L2 listening difficulties occur at perception and parsing levels.

Four perceptual sub-skills are targeted: (a) phoneme discrimination in connected speech, including the reduced vowels, assimilation, and elision characteristic of spoken German; (b) lexical segmentation – identifying word boundaries in the continuous speech stream; (c) prosodic parsing – using stress, intonation, and rhythm to segment discourse into meaningful units; and (d) recognition of Bildungssprache (academic/professional register), identifying field-specific terminology and formal discourse markers characteristic of educational discourse. These sub-skills align with the CEFR B2 listening descriptors for Overall Oral Comprehension and Understanding as a Member of a Live Audience [5].

In the VLE, Stage 1 is implemented through H5P Dictation tasks that present short audio segments (10–30 seconds) from the podcast corpus, requiring learners to transcribe exactly what they hear – directly implementing Dietz's [6] Mikrohören approach in digital form, with automated feedback highlighting discrepancies. H5P Interactive Video activities embed comprehension checkpoints at moments of perceptual difficulty: a podcast excerpt pauses at a compound noun or a passage with reduced speech, and learners must identify the word or phrase before proceeding. H5P Fill in the Blanks provides cloze exercises based on podcast transcripts, with strategically deleted

content words, function words, or discourse markers. Assessment is primarily formative and automated: H5P auto-scoring provides immediate feedback on dictation accuracy, comprehension question correctness, and cloze completion rates. Learners advance when they demonstrate consistent accuracy ($\geq 75\%$ – a threshold consistent with mastery-learning criteria common in LMS-based formative assessment) on B2-level tasks and measurable growth in Metacognitive Awareness Listening Questionnaire (MALQ) [23] planning-evaluation scores.

Stage 2 - Strategic Practice (B2) - deploying metacognitive strategies. Stage 2 marks the transition from perceptual skill-building to conscious strategic regulation of the listening process. Pre-service teachers now occupy the Advanced Beginner phase [7; 4], where context begins to guide behaviour and strategic knowledge emerges. The theoretical foundation is Goh and Vandergriff's [12] metacognitive framework and Graham's [13] work on strategy instruction and self-efficacy.

The defining feature of Stage 2 is the implementation of Vandergriff's Metacognitive Pedagogical Cycle (MPC) [22] within the VLE. Using H5P Course Presentation combined with Moodle activities, each listening task is structured as a six-step sequence: (1) pre-listening planning (learners record predictions in a Moodle text field, guided by prompts: «What key terms do you expect to hear? What do you hope to learn?»); (2) first listen with monitoring (post-listen Moodle questionnaire: «Which predictions were confirmed? Where did comprehension break down?»); (3) peer discussion using Moodle Forum or BigBlueButton, comparing notes and formulating specific questions for the second listen; (4) second listen with problem-solving using H5P Interactive Video with timestamp-specific comprehension questions at identified difficulty zones; (5) verification through full transcript access and H5P Fill in the Blanks; and (6) metacognitive reflection in a Moodle Journal: «What strategies helped me most? What will I do differently next time?»

H5P Branching Scenario provides additional differentiation: learners scoring below threshold are routed to supplementary micro-listening exercises targeting specific sub-skills, while those demonstrating strong comprehension advance to more challenging analytical tasks. Assessment combines H5P auto-scored comprehension checks with rubric-assessed metacognitive reflections, evaluating specificity of strategy identification, evidence of monitoring awareness, quality of planning for future listening, and development of self-efficacy. Learners advance when they demonstrate consistent use of at least three distinct listening strategies, ability to identify specific comprehension breakdown points with reference to linguistic features, and MALQ growth in planning-evaluation and problem-solving dimensions [23].

Stage 3 - Interactive-Mediative Competence (B2-C1) - from listener to mediator. Stage 3 represents a qualitative shift: pre-service teachers move from individual listening development to socially situated, professionally relevant listening-mediation activities. At the Competent phase [7], they take deliberate responsibility for outcomes and make conscious choices about priorities. The theoretical rationale integrates the CEFR Companion Volume's [5] mediation descriptors with Rost's [20] pragmatic processing dimension and Adamczak-Krysztofowicz's [1] integrative listening approach.

Three core task types operationalise Stage 3. First, summary-mediation tasks: after listening to a podcast on an educational topic (e.g., AI in schools, inclusive education, early multilingualism), learners write a policy brief (300–400 words) relaying the key arguments to a specified audience – a school principal, a parent group, or a ministry official – directly exercising CEFR mediation descriptors for «relaying specific information» and «explaining data» while requiring register adaptation. Second, collaborative forum analysis in structured Moodle Forum discussions, where learners are assigned roles: one student summarises the main argument, another identifies supporting evidence, a third raises counterarguments, and a fourth connects the content to their teaching context. This operationalises Rost's [20] interactive listening through structured peer collaboration within the VLE. Third, synchronous mediation practice using BigBlueButton: in pairs, Student A listens to a podcast excerpt and must orally mediate its content to Student B, who then asks clarifying questions – exercising real-time mediation under conditions approximating authentic professional demands.

Assessment shifts toward rubric-based evaluation of complex products. The mediation rubric evaluates four dimensions aligned with CEFR descriptors [5]: content accuracy (faithful representation of source information), audience adaptation (appropriate register, terminology, and level of detail), critical engagement (evaluating rather than merely reproducing source content), and discursive quality (coherent argumentation, logical structure, appropriate hedging). Peer assessment through the Moodle Workshop module introduces pre-service teachers to assessment practices they will later use professionally. Learners advance when they produce accurate, audience-adapted mediations of C1-level texts, demonstrate effective real-time oral mediation, and receive a passing rubric score (minimum 3 out of 4) on at least two mediation products assessed by the instructor.

Stage 4 - Professional Autonomy (C1-C2) - the teacher as listening pedagogue. Stage 4 completes the trajectory by positioning pre-service teachers as designers and facilitators of listening

instruction. At the Proficient/Expert phase [7; 4], they develop the holistic perception and adaptive flexibility characteristic of autonomous professionals. The theoretical rationale draws on Freeman's [10] distinction between teacher training and development, Korthagen's [17] ALACT reflection model, and the integration of language proficiency with teaching competence development as described in CEFR-referenced professional frameworks [5].

The signature activity of Stage 4 is the Listening Task Design Project. Pre-service teachers select an authentic German-language podcast episode from the Bildung auf die Ohren corpus, conduct a didactic analysis (topic, linguistic features, CEFR level, potential difficulties), and create a complete VLE-based listening module including: pre-listening activities (H5P Dialog Cards for vocabulary, Course Presentation for context); while-listening activities (H5P Interactive Video with embedded questions, Dictation for key segments); post-listening activities (Moodle Forum discussion prompts, summary/mediation assignments); assessment rubrics aligned with CEFR descriptors; and adaptive pathways using H5P Branching Scenario. These modules are uploaded to a shared Moodle course and peer-reviewed using an evaluation form based on Folkerts' [9] quality criteria. The best modules become part of a growing resource bank available to subsequent cohorts – modelling sustainable professional learning community practices.

Throughout Stage 4, pre-service teachers maintain a digital portfolio documenting their development across all four stages: MALQ results showing metacognitive growth, mediation product samples from Stage 3, designed listening modules from Stage 4, and reflective narratives applying Korthagen's [17] ALACT cycle to their evolving understanding of listening. Learners complete Stage 4 upon successful expert evaluation of at least one fully designed listening module (minimum 3 out of 4 on the design rubric), demonstrated ability to interpret learning analytics data, and a coherent reflective portfolio documenting growth across all four stages. Assessment focuses on expert evaluation of designed listening modules, peer review quality, learning analytics interpretation accuracy, and portfolio coherence as evidence of reflective integration

The Authentic Corpus: Bildung auf die Ohren Podcasts

The model is operationalised through a curated corpus of 15 episodes from Bildung auf die Ohren – a podcast produced by the Deutscher Bildungsserver (a joint federal-state service operated by DIPF, Leibniz-Institut für Bildungsforschung und Bildungsinformation), licensed under CC BY 4.0. The podcast employs four primary genres, each presenting distinct listening challenges: expert interviews/Fachgespräche (featuring turn-taking, academic vocabulary, and spontaneous reformulations), curated resource recommendations (planned discourse with enumerative structure – appropriate for Stage 1-2), thematic multi-part series (requiring integration of information across episodes – suited to Stage 3 mediation), and reflective editorial commentary (opinion-marking, hedging, and implicit persuasive strategies – targeting Stage 3 critical evaluation). The mapping of corpus episodes to developmental stages is presented in Table 2.

Table 2

Mapping corpus episodes to developmental stages

Stage	Selection criteria	Genre emphasis	Linguistic features	Sample topics
1	Shorter episodes (8–12 min); clear articulation; familiar topics	Resource recommendations; short interviews	Standard Hochdeutsch; explicit discourse markers; predictable vocabulary	DaF/DaZ materials; STEM education; children's web resources
2	Medium-length (12–18 min); semi-familiar topics; some specialised vocabulary	Expert interviews on accessible topics	Complex sentence structures; topic-specific terminology; some hedging	Reading promotion; digital competence; vocational education
3	Longer episodes (15–25 min); complex argumentation; multiple perspectives	Thematic series; policy-oriented interviews	Register variation; implicit argumentation; evaluative language; abstract concepts	AI in schools; educational equity; early multilingualism; Future Skills
4	Full corpus access; learners select and didactise independently	All genres	Full range of discourse features; spontaneous speech; dialectal variation	Self-selected based on professional interest and target learner group

The corpus provides several advantages for professionally oriented listening development. The content directly addresses the German Bildungswesen (education system), ensuring that listening practice simultaneously builds the cultural and institutional knowledge pre-service DaF teachers need for professional functioning in German-speaking educational contexts. The CC BY 4.0 licence permits unlimited didactisation, segmentation, and redistribution within the VLE without copyright constraints. Each episode is accompanied by full metadata (duration, date, licence) and a Lesefassung (written transcript) – a prerequisite for constructing controlled H5P tasks and enabling diagnostic comparison between learner perception and actual text. The corpus was selected according to a four-group system of 12 criteria covering content and professional relevance, linguistic complexity, technical suitability for VLE, and didactic manageability. The full list of 15 episodes with titles, durations, and URLs is available at: <https://www.bildungserver.de/podcasts/podcasts-13219-de.html> (episodes selected: podcast_id=895, 892, 894, 913, 870, 872, 944, 942, 855, 875, 890, 930, 910, 899, 908).

Assessment Framework. The assessment framework integrates three complementary approaches calibrated to the four-stage developmental trajectory. Formative assessment through H5P auto-scoring operates primarily at Stages 1-2: Dictation exercises score transcription accuracy with configurable tolerance for minor spelling errors; Interactive Video questions score comprehension at specific timestamps; Question Sets generate composite scores across multiple question types. All scores are recorded via xAPI and aggregated in the Moodle gradebook, enabling learners and instructors to track performance trajectories over time.

At Stages 3-4, complex products require rubric-based evaluation aligned with CEFR descriptors and professional competence standards. The mediation assessment rubric (Table 3) evaluates four dimensions: content accuracy, audience adaptation, critical engagement, and discursive quality, each scored on a four-point scale. The Listening Task Design Project rubric at Stage 4 evaluates pedagogical soundness, technical functionality, CEFR alignment, and creative use of VLE affordances.

Table 3

Rubric for assessing listening-mediation products (Stage 3)

Criterion	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Content accuracy	All key information faithfully represented; no distortions	Most key information accurate; minor omissions	Some key information missing or distorted	Major inaccuracies or omissions
Audience adaptation	Register, terminology, and complexity consistently appropriate for target audience	Mostly appropriate with occasional lapses	Inconsistent register; some inappropriate complexity	No evident adaptation to audience
Critical engagement	Evaluates source claims; identifies assumptions; notes limitations	Some evidence of critical evaluation	Reproduces content without evaluation	No critical engagement
Discursive quality	Coherent argument; logical structure; appropriate hedging; accurate discourse markers	Generally coherent with minor structural issues	Partially coherent; some logical gaps	Incoherent or fragmented

Adaptive feedback templates bridge automated and human assessment across all stages. Decoding feedback (Stages 1-2) targets specific perceptual sub-skills identified from Dictation errors: «Your transcription shows difficulty with connected speech reduction. The phrase you wrote as [learner's version] is actually [target]. Notice how the unstressed syllable [X] is reduced in natural speech.» Strategy feedback (Stage 2) is anchored to the MALQ sub-scales and the MPC phase where breakdown occurred: «Your reflection mentions feeling lost during the middle section. Before your next listen, try selektives Hören: identify one specific question to answer, and focus only on relevant information.» Professional development feedback (Stage 4) references analytics patterns: «Your Interactive Video effectively targets lexical segmentation through well-placed pause points. Learning analytics from similar tasks show learners at B2 entry level frequently encounter difficulty with compound nouns in the first two minutes – consider adding pre-listening Dialogue Cards for the three

key compound nouns». The longitudinal portfolio serves as the integrative assessment vehicle, documenting the developmental trajectory from Receptive Awareness through Professional Autonomy.

Conclusions and prospects for further research. This article has proposed a four-stage developmental model – Receptive Awareness, Strategic Practice, Interactive-Mediative Competence, and Professional Autonomy – for developing the POLC of pre-service German language teachers in a VLE. It is important to note that the model is theoretical in nature and has not yet been subjected to empirical validation; the findings reported here are based on synthesis of existing research rather than original experimental data. The model's contribution is threefold. First, it integrates two developmental axes rarely combined: language proficiency growth (from B2 to C2) and professional competence growth (novice to autonomous practitioner), ensuring listening instruction always remains oriented toward real professional demands. Second, it operationalises process-based listening instruction through specific VLE task types and H5P content configurations, giving teacher educators a practical toolkit for implementation and overcoming the «comprehension approach» dominance documented by Field [8] and Graham [13]. Third, it exploits VLE affordances not as a compromise but as a genuine pedagogical advantage: temporal flexibility, unlimited replay, adaptive branching, learning analytics, and collaborative tools available in Moodle and H5P environments provide capabilities that exceed what is typically possible in face-to-face listening instruction.

Future research should focus on empirical validation through implementation in real teaching contexts and measurement of stage-specific POLC gains across the B2–C2 proficiency range. Comparative studies examining the differential impact of selection criteria compliance on task performance would further refine the framework. The «invisibility of listening» [6] can be rendered visible through the data traces learners leave in virtual environments – and these traces, properly interpreted, can transform listening from a systematically neglected skill into a rigorously developed professional competence.

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РОЗВИТОК АУДИТИВНОЇ КОМПЕТЕНТНОСТІ У ВІРТУАЛЬНОМУ НАВЧАЛЬНОМУ СЕРЕДОВИЩІ

Метою статті є представлення теоретично обґрунтованої та практично орієнтованої чотириетапної моделі формування професійно орієнтованої аудитивної компетентності (ПОАК) майбутніх учителів німецької мови у віртуальному навчальному середовищі (ВНС). Аудіювання охоплює близько 45% часу людської комунікації, однак залишається найменш розробленим видом мовленнєвої діяльності у методиці підготовки вчителів іноземних мов. Graham, Santos та Francis-Brophy виявили, що вчителі рідко застосовують науково обґрунтовані стратегії навчання аудіювання, переважає «підхід розуміння», який перевіряє, а не навчає аудіювання. У підготовці вчителів DaF/DaZ аудіювання не отримує систематичного методичного опрацювання, а перехід до ВНС поглиблює цю прогалину.

Методологія. Дослідження спирається на теоретичний аналіз і синтез сучасної наукової літератури з проблем розвитку аудіювання у вивченні другої мови, дескрипторних шкал CEFR Companion Volume, методики навчання аудіювання у курсах DaF/DaZ, моделей професійного розвитку та емпіричних досліджень ефективності навчання аудіювання у ВНС.

Наукова новизна. Запропоновано чотириетапну модель розвитку ПОАК: (1) рецептивне усвідомлення, (2) стратегічна практика, (3) інтерактивно-медіативна компетентність, (4) професійна автономія. Кожен етап операціоналізовано через дескриптори CEFR Companion Volume (B2–C2), типи Н5Р-завдань і трифазну структуру заняття. Модель поєднує два виміри розвитку: зростання мовної компетентності (B2→C2) та зростання педагогічного професіоналізму (новачок→автономний практик).

Висновки. Модель забезпечує методологічну основу для поетапного розвитку ПОАК у ВНС. Її ключовий принцип – узгодженість між жанровою автентичністю матеріалів, мовним рівнем студентів, технічними можливостями платформи та вимірністю результатів навчання згідно зі стандартами CEFR. Перспективою є емпірична верифікація моделі та дослідження її впливу на приріст ПОАК у діапазоні B2–C1.

Ключові слова: аудитивна компетентність; віртуальне навчальне середовище; підготовка вчителів німецької мови; CEFR; Н5Р.

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