

Lecturers' Perception of Hybrid Metacognitive-Based Instruction in Teaching Critical Listening in Indonesian Higher Education Institution

Muhammad Safar Nur

Email: fbs_safarnur@unm.ac.id

Universitas Negeri Makassar, Indonesia

Muhammad Basri

Email: muhammadbasri@unm.ac.id

Universitas Negeri Makassar, Indonesia

Sahril Nur

Email: sahrilfbsunm@unm.ac.id

Universitas Negeri Makassar, Indonesia

Received:
November 2024

Accepted:
December 2024

Published:
December 2024

Abstract

This study explores lecturers' perceptions of Hybrid Metacognitive-Based Instruction (HMBI) in teaching critical listening at an Indonesian higher education institution. Employing a qualitative descriptive design, data were collected from 10 lecturers through semi-structured interviews, questionnaires, and document analysis. The findings highlight the effectiveness of HMBI in fostering critical listening skills by integrating metacognitive strategies such as reflection, goal-setting, and self-regulation with hybrid tools, including podcasts and online discussions. Lecturers reported improvements in student autonomy, engagement, and analytical abilities, particularly in identifying implicit meanings and evaluating spoken content. However, challenges were identified, including technological barriers, time-intensive preparation, and initial student resistance to reflective practices. These obstacles underscore the need for institutional support, such as reliable technological infrastructure, professional development programs, and scaffolding strategies to ease the adoption of HMBI. The study emphasizes the potential of HMBI as a transformative approach to teaching critical listening, blending active learning principles with technological innovation to enhance higher-order cognitive skills. Recommendations include tailored strategies for gradual implementation and addressing digital divides to optimize its impact. The research contributes to the growing discourse on hybrid learning models and metacognitive instruction, offering practical insights for educators and institutions in diverse educational contexts.

Keywords: Hybrid Learning, Metacognitive, Critical Listening, Higher Education

INTRODUCTION

In recent years, the landscape of higher education has undergone significant transformations, particularly with the integration of hybrid learning models that combine traditional face-to-face instruction with online components (Hermita et al., 2024; Singh, Steele, & Singh, 2021; SKC

Govt, Degree College Poonch, Mushtaq, Iqbal, & Maulana Azad National Urdu University, 2024). This shift has been catalyzed by advancements in technology and the necessity for educational institutions to adapt to diverse learning needs and environments. Hybrid learning not only enhances accessibility but also fosters a more personalized learning experience, allowing educators to implement innovative teaching strategies that can cater to varied student preferences and learning styles (Li et al., 2023; Wang, Fong, & Kwan, 2009).

Critical listening, an advanced cognitive skill essential for academic and professional success, involves not only the comprehension of spoken content but also the ability to analyze, evaluate, and respond thoughtfully. In the context of English as a Foreign Language (EFL) instruction, fostering critical listening requires innovative approaches that address the complexities of language learning while promoting metacognitive awareness (Elmosnino, 2022; Kimyo International University in Tashkent, Uzbekistan. & Graeme Medd, 2023).

Metacognition, defined as "thinking about one's own thinking," encompasses both the awareness and regulation of cognitive processes, making it a crucial component in fostering effective learning strategies (Flavell, 1979; Fleming, 2024). The integration of metacognitive instruction into hybrid learning environments presents an opportunity to enhance students' critical listening abilities. Research indicates that explicit instruction in metacognitive strategies can significantly improve learners' listening comprehension and overall academic performance (Rao, Jeevan, & Ahmad, 2023; Rivas, Saiz, & Ossa, 2022). By fostering metacognitive awareness, educators can empower students to take control of their learning processes, leading to improved outcomes in critical listening tasks (Anthonysamy, 2021). Despite the potential benefits of hybrid metacognitive-based instruction, there remains a gap in understanding how lecturers perceive and implement these strategies in their teaching practices (Rivas et al., 2022).

Hybrid Metacognitive-Based Instruction (HMBI) represents a convergence of two educational approaches: hybrid learning and metacognitive strategies. Hybrid learning, which combines face-to-face and online instruction, has been shown to increase student engagement and accommodate diverse learning preferences (Bülow, 2022; Hermita et al., 2024; SKC Govt, Degree College Poonch et al., 2024). This model leverages technology to provide flexibility and access to a variety of multimedia resources, fostering interactive and self-paced learning. Research by Global Knowledge and Convergence Association & Ahn (2023) highlight the potential of hybrid models in developing countries, emphasizing their ability to bridge the gap between traditional and digital education when technological challenges are addressed. Metacognition, the process of thinking about one's thinking, has long been recognized as a critical factor in effective learning (Flavell, 1979). Panadero et al. (2018) identified metacognitive strategies, such as self-monitoring, reflection, and goal-setting, as essential for fostering autonomy and critical thinking. In the context of critical listening, these strategies encourage students to actively engage with and analyze spoken content, rather than passively consuming information. Erdemir & Yeşilçınar (2021); Jaiswal, Lyon, Zhang & Magana (2021); Machost & Stains (2023) further assert that reflective practices help learners understand and refine their cognitive processes, making them more adept at handling complex tasks like identifying implicit meanings and biases in communication.

Hybrid Metacognitive-Based Instruction represents a promising pedagogical framework for enhancing critical listening skills. Combining face-to-face and virtual learning environments, this approach leverages metacognitive strategies such as planning, monitoring, and reflection, enabling learners to actively engage in their learning processes. Recent studies have highlighted the

effectiveness of such frameworks in fostering self-regulated learning and improving listening comprehension in diverse educational contexts (Luu, 2021; Yaseen, 2024).

In Indonesian higher education, where critical listening is vital for both academic purposes and global engagement, the adoption of HMBI could address several persistent challenges. These include students' limited exposure to authentic listening materials, a lack of strategic listening practices, and the need for greater autonomy in learning. Previous research has demonstrated that metacognitive approaches can significantly enhance learners' awareness of their listening processes and outcomes, facilitating deeper engagement and improved performance (Falahi & Chowdhury, 2024; Makiaway, Raganas, Serbo, & Acuña, 2024).

However, the effectiveness of HMBI in teaching critical listening in Indonesia remains underexplored. While hybrid learning models have gained traction globally, their integration with metacognitive strategies in EFL contexts warrants further investigation. Additionally, understanding lecturers' perceptions of this approach is crucial, as their attitudes and experiences play a pivotal role in the successful implementation of innovative teaching methods (Yaseen, 2024).

This study seeks to bridge these gaps by examining the perceptions of Indonesian EFL lecturers regarding HMBI in teaching critical listening. Specifically, it explores their views on the pedagogical utility, challenges, and implications of integrating metacognitive strategies into hybrid learning environments. By shedding light on these perspectives, the research aims to inform the development of more effective teaching practices tailored to the needs of Indonesian higher education institutions.

The theoretical foundation of this study is rooted in Vygotsky's (1978) constructivist theory and Flavell's (1979) metacognitive framework. Vygotsky's constructivist theory emphasizes the importance of active learning and social interaction in constructing knowledge. This perspective underpins the hybrid learning model, where students interact with digital resources, peers, and instructors in a collaborative environment to enhance their critical listening skills. Flavell's metacognitive framework identifies two key components: knowledge about cognition and regulation of cognition. These components guide the design of HMBI, emphasizing activities that promote self-awareness and self-regulation in listening tasks. By integrating reflective exercises and goal-setting practices, HMBI aligns with this framework to support learners in becoming more independent and effective listeners.

METHOD

This study adopts a qualitative descriptive research design, aiming to explore lecturers' perceptions of Hybrid Metacognitive-Based Instruction (HMBI) in teaching critical listening. The qualitative approach is suited for understanding the depth and complexity of lecturers' experiences, attitudes, and interpretations within the specific cultural and institutional context of Indonesian higher education (Creswell & Guetterman, 2019). Data for this research are collected from two main sources: primary data, consisting of interviews and survey responses from lecturers, and secondary data, including institutional reports, course designs, and related literature on HMBI and critical listening pedagogy.

The data collection techniques involve three complementary methods. Semi-structured interviews are conducted with ten lecturers from Universitas Negeri Makassar, selected through purposive sampling based on their familiarity with HMBI. This method ensures detailed and open-

ended exploration of their experiences. Questionnaires, featuring a mix of Likert-scale and open-ended questions, are distributed to gather broader insights into attitudes, challenges, and student outcomes related to HMBI implementation. Additionally, document analysis of instructional materials and lesson plans is conducted to evaluate how metacognitive strategies are embedded into teaching practices.

Instruments used for data collection include an interview guide, developed based on themes such as pedagogical practices and implementation challenges, and a structured questionnaire designed to provide both quantitative and qualitative insights. A rubric for document analysis is employed to systematically assess the alignment of instructional content with HMBI principles.

The procedure begins with a planning phase, during which participants are identified and the tools for interviews, surveys, and document analysis are validated. Data collection involves conducting interviews, administering questionnaires, and gathering instructional documents, followed by member-checking to ensure the accuracy of transcriptions and interpretations. Finally, data are analyzed through thematic analysis, which identifies recurring patterns and themes in qualitative data, and descriptive statistics, which summarize quantitative findings (Clarke & Braun, 2017). Content analysis of documents further supplements the findings by evaluating the practical application of HMBI strategies.

This comprehensive methodology, incorporating multiple data sources and validation techniques, provides robust insights into how lecturers perceive and implement HMBI in teaching critical listening. The findings are expected to contribute to the development of more effective pedagogical practices in Indonesian higher education.

FINDINGS AND DISCUSSIONS

Findings

The lecturers interviewed for this study generally perceived Hybrid Metacognitive-Based Instruction (HMBI) as a transformative approach for teaching critical listening. They highlighted several benefits, particularly in fostering student autonomy, engagement, and reflective thinking. These perceptions were grounded in their experiences of integrating metacognitive strategies with hybrid teaching methods.

1. Lecturer's Perception

Seven out of ten lecturers noted that HMBI fosters active participation in listening tasks. One lecturer shared, *"In my hybrid classes, I ask students to identify their listening goals before starting a task. This simple step makes them more aware of what they are trying to achieve."* Another added that students often reported feeling more in control of their learning because they could monitor their progress through self-assessment exercises embedded in the digital platform.

The lecturers used pre-listening goal-setting tasks where students listed three objectives, such as identifying the main argument, understanding the speaker's tone, and noting supporting evidence. During follow-up discussions, students reflected on whether they met these goals, deepening their awareness of their listening processes.

1.1. Improved Learning Autonomy

Six lecturers emphasized that HMBI encourages students to take ownership of their learning through reflective practices. One lecturer stated, *"I noticed that students started using*

metacognitive techniques in other subjects, like writing and reading. It seems they've developed a habit of self-reflection.” This aligns with Panadero et al.'s (2018) theory on metacognition, which posits that structured self-reflection builds transferable skills across disciplines.

1.2. Diverse Learning Opportunities Through Technology

The hybrid component was particularly appreciated for exposing students to authentic listening materials. Four lecturers highlighted that using digital tools such as TED Talks, podcasts, and online simulations helped students analyze real-world communication. A participant remarked, *“By using diverse resources, students were exposed to different accents and speaking styles, which is invaluable for critical listening.”*

One lecturer integrated a hybrid task where students analyzed a podcast episode, identifying the main argument and biases. The asynchronous component allowed students to revisit challenging sections, while in-class discussions focused on interpreting speaker intent.

1.3. Varying Levels of Digital Literacy

Two lecturers raised concerns about the effectiveness of HMBI for students with limited digital skills. One participant observed, *“Students from rural areas struggled to navigate online platforms, which hindered their ability to complete reflective tasks.”* These findings align with Bozorgian et al.'s (2022) research on the digital divide in education.

1.4. Cultural Resistance to Reflective Practices

Three lecturers mentioned that students initially viewed reflective activities as unnecessary or overly complex. A lecturer commented, *“Some students were resistant, thinking that writing about their listening experiences was redundant. It took time and consistent explanation to show the value of these practices.”*

Overall, lecturers found HMBI to be a powerful tool for developing critical listening skills, despite initial resistance and logistical challenges. By combining metacognitive frameworks with hybrid teaching tools, they reported notable improvements in student engagement and analytical listening abilities. However, they also stressed the importance of institutional support, such as training in digital pedagogy and access to reliable technology, to fully realize HMBI's potential.

The perception of HMBI as an effective approach is consistent with prior studies that emphasize the role of metacognition and hybrid learning in promoting critical thinking and self-regulated learning (Tanner, 2012; O'Neill, 2024). These findings highlight the need for tailored implementation strategies to address the diverse needs of students in Indonesian higher education.

2. Lecturer's Challenge

The implementation of Hybrid Metacognitive-Based Instruction (HMBI) in teaching critical listening posed several challenges for lecturers, which were categorized into technological barriers, time constraints, and resistance to metacognitive practices. These issues highlight the need for institutional support and tailored strategies to address the diverse realities of higher education in Indonesia.

2.1. Technological Barriers

Six out of ten lecturers identified unreliable internet connections and limited access to digital tools as significant hurdles, especially in rural areas. For instance, one lecturer shared, “*Some students in remote areas could not access the online platforms consistently, which disrupted their participation in hybrid tasks.*” This challenge reflects the broader digital divide in Indonesia, where infrastructure inequalities hinder the adoption of technology-enhanced learning.

Evidence from questionnaire responses corroborated these concerns, with 40% of lecturers rating technological issues as the primary obstacle to effective HMBI implementation. For example, asynchronous tasks like video analysis often required students to download large files, which was not feasible for those with limited bandwidth.

2.2. Time-Consuming Preparation

Eight lecturers reported that designing HMBI lessons required significantly more time compared to traditional approaches. Developing hybrid lesson plans that integrate metacognitive strategies and digital tools demanded additional effort. A participant noted, “*Creating reflective tasks and aligning them with listening materials is rewarding but very time-intensive.*”

Document analysis showed that lesson plans for HMBI included detailed scaffolding, such as pre-task planning worksheets, in-task prompts, and post-task reflective journals. These elements ensured alignment with metacognitive principles but added to the lecturers’ workload. Additionally, time spent troubleshooting technical issues during hybrid sessions further compounded this challenge.

2.3. Student Resistance to Metacognitive Practices

Four lecturers observed that students initially resisted metacognitive activities, perceiving them as tedious or unrelated to listening practice. This resistance was particularly notable among students unaccustomed to reflective learning. One lecturer remarked, “*Students would ask why they had to write reflections after each task, saying it was extra work.*”

In one class, students were required to reflect on their listening strategies in a journal after analyzing a TED Talk. Feedback from these students indicated that while they initially struggled to see the relevance, their attitudes improved when the lecturer explicitly explained the benefits of metacognitive strategies for lifelong learning.

2.4. Institutional Constraints

Five lecturers highlighted the lack of institutional support as a major challenge. Issues such as insufficient training in hybrid pedagogy, limited access to high-quality digital platforms, and inadequate time allocation for lesson preparation were frequently mentioned. A lecturer pointed out, “*We need more workshops and resources to effectively implement HMBI. Without these, the approach feels like an additional burden rather than a solution.*”

Survey data showed that 50% of participants felt they lacked the necessary resources to fully implement HMBI. Additionally, several lecturers suggested that institutional policies should prioritize training programs and provide access to robust online tools to facilitate hybrid learning.

Discussion

The implementation of Hybrid Metacognitive-Based Instruction (HMBI) in teaching critical listening in Indonesian higher education has proven to be a multifaceted experience, revealing both strengths and challenges in its application. By examining the lecturers' perceptions and the evidence of improved student outcomes, this study offers insights into how metacognitive strategies and hybrid learning tools intersect to enhance critical listening skills. The findings align with previous studies on the benefits of metacognition in fostering independent learning and critical thinking, yet also highlight specific challenges that need addressing for broader success.

1. Strengths of HMBI in Teaching Critical Listening

The results of this study suggest that HMBI significantly enhances students' critical listening skills by fostering greater autonomy, engagement, and the ability to analyze implicit meanings. The combination of metacognitive strategies (such as self-monitoring, reflection, and goal setting) with hybrid learning tools (videos, podcasts, online forums) promotes deep engagement and active learning, consistent with the findings of Li et al., (2023) and Singh et al. (2021). These tools allow students to revisit listening tasks, improve comprehension, and critically evaluate spoken content, facilitating the development of higher-order thinking skills. This finding supports the argument made by Jaiswal et al., (2021), who posits that reflective practices can significantly enhance student self-regulation and critical analysis in listening tasks.

One of the primary benefits of HMBI highlighted by lecturers in this study was its capacity to foster autonomy in students. The integration of reflective journals and goal-setting activities allowed students to become more self-aware and strategic in their listening processes. This is in line with Vygotsky (1978) constructivist theory, which emphasizes the importance of active engagement and reflection in learning. Students' ability to set their own learning goals and reflect on their listening performance not only improved their comprehension but also equipped them with the skills to apply these strategies across other subjects, as indicated by the evidence of transferability across disciplines.

The hybrid nature of the instruction also contributed to higher engagement levels, particularly in the use of multimedia resources, such as TED Talks and podcasts. Lecturers reported that students became more motivated when exposed to real-world materials that resonated with their interests, aligning with (Utami, Florentinus, & Ahmadi, 2022) assertion that hybrid learning methods help sustain student interest by providing diverse and interactive learning experiences. Furthermore, the asynchronous components allowed students to engage with content at their own pace, revisiting complex segments and practicing reflective activities, which resulted in measurable improvements in their ability to analyze and critique arguments in spoken texts.

2. Challenges in Implementation

Despite these strengths, the study also uncovered several significant challenges in the implementation of HMBI. The primary barriers identified were technological limitations, time constraints, and student resistance to reflective practices. These issues mirror those found in studies by Anthonysamy (2021), who highlighted the digital divide in higher education, particularly in developing countries, where infrastructure and access to reliable internet remain substantial obstacles. In this study, lecturers in remote areas reported difficulties in delivering hybrid instruction due to inconsistent internet access, which significantly hindered students' ability to

participate in asynchronous tasks. This finding is consistent with Luu (2021) conclusion that technological inequalities can severely limit the effectiveness of hybrid learning models.

Additionally, the time-consuming nature of preparing hybrid and metacognitive lessons emerged as a challenge for lecturers. The integration of reflective activities and metacognitive strategies into lesson plans required considerable effort, which many lecturers found to be burdensome. This aligns with the concerns raised by Tanner (2012), who noted that while metacognitive strategies are valuable for promoting deep learning, they require careful planning and significant time investment on the part of educators.

Moreover, the study found that students initially resisted the reflective aspects of HMBI, which aligns with Rivas et al. (2022), who observed that metacognitive tasks often face initial resistance from students who are unfamiliar with such practices. Some students perceived the reflective exercises as tedious or unnecessary, especially when the direct benefits of these activities were not immediately apparent. However, over time, as students began to recognize the value of these practices, their resistance decreased, suggesting that proper scaffolding and explicit instruction are necessary for the successful implementation of metacognitive strategies.

3. Institutional and Pedagogical Implications

The findings of this study highlight several implications for institutions and educators looking to implement HMBI in teaching critical listening. First, institutional support in the form of professional development, access to reliable technology, and sufficient preparation time is essential for successful implementation. Lecturers consistently noted that training in hybrid pedagogy and access to quality digital tools would alleviate some of the barriers they faced. This finding resonates with Machost & Stains (2023) argument that adequate teacher training is crucial for effectively integrating hybrid learning into higher education.

Moreover, the study emphasizes the importance of gradual implementation and scaffolding in encouraging students to embrace reflective practices. As Rao et al. (2023) suggest, metacognitive tasks should be introduced incrementally, with consistent guidance and feedback to help students build the necessary skills and understand the value of self-regulation in their learning processes.

Hybrid Metacognitive-Based Instruction holds significant potential for enhancing critical listening skills in Indonesian higher education. While the approach yields notable improvements in student engagement, autonomy, and analytical skills, challenges related to technology, time, and student resistance need to be addressed to maximize its effectiveness. By drawing on the findings of previous research (Anthonysamy, 2021; Bülow, 2022; Jaiswal et al., 2021; Luu, 2021; Machost & Stains, 2023; Rao et al., 2023; Singh et al., 2021), this study provides a comprehensive understanding of the benefits and limitations of HMBI, offering valuable insights for educators and institutions seeking to adopt this innovative approach.

CONCLUSION

The implementation of Hybrid Metacognitive-Based Instruction (HMBI) in teaching critical listening significantly improved students' analytical and reflective listening skills, as evidenced by both qualitative and quantitative data. The integration of metacognitive strategies, such as reflection, self-regulation, and goal-setting, with hybrid tools like podcasts and online discussions fostered greater student autonomy and engagement, supporting their ability to critically evaluate spoken content and identify implicit meanings. However, challenges related to technological

limitations, time constraints for lesson preparation, and initial student resistance to reflective practices were identified. These obstacles highlight the need for institutional support and careful scaffolding to ensure successful implementation. Ultimately, while HMBI shows promise in enhancing critical listening, addressing these challenges is essential for maximizing its effectiveness in higher education.

REFERENCES

- Anthonyamy, L. (2021). The use of metacognitive strategies for undisrupted online learning: Preparing university students in the age of pandemic. *Education and Information Technologies*, 26(6), 6881–6899. <https://doi.org/10.1007/s10639-021-10518-y>
- Bülow, M. W. (2022). *Designing Synchronous Hybrid Learning Spaces: Challenges and Opportunities*. 135–163. https://doi.org/10.1007/978-3-030-88520-5_9
- Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297–298. <https://doi.org/10.1080/17439760.2016.1262613>
- Creswell, J., & Guetterman, T. (2019). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 6th Edition*. Retrieved from <https://www.semanticscholar.org/paper/Educational-Research%3A-Planning%2C-Conducting%2C-and-and-Creswell-Guetterman/00b6c995e27b3ed812e90adf0b643ea19289633e>
- Elmosnino, S. (2022). A Review of Literature in Critical Listening Education. *Journal of the Audio Engineering Society*, 70(5), 328–339. <https://doi.org/10.17743/jaes.2022.0004>
- Erdemir, N., & Yeşilçınar, S. (2021). Reflective practices in micro teaching from the perspective of preservice teachers: Teacher feedback, peer feedback and self-reflection. *Reflective Practice*, 22(6), 766–781. <https://doi.org/10.1080/14623943.2021.1968818>
- Falahi, S., & Chowdhury, R. (2024). SOCIAL NETWORKING SYSTEMS IN ENHANCING METACOGNITIVE AWARENESS: POST-PANDEMIC INFORMAL LEARNING AMONG IRANIAN ADULT EFL LEARNERS. *VNU Journal of Foreign Studies*, 40(3), 1–20. <https://doi.org/10.63023/2525-2445/jfs.ulis.5242>
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*, 34(10), 906–911. <https://doi.org/10.1037/0003-066X.34.10.906>
- Fleming, S. M. (2024). Metacognition and Confidence: A Review and Synthesis. *Annual Review of Psychology*, 75(1), 241–268. <https://doi.org/10.1146/annurev-psych-022423-032425>
- Global Knowledge and Convergence Association, & Ahn, H. (2023). A Study on How to Apply a Model for Hybrid Learning in Korean Language Classes: Focusing on college liberal arts Intermediate Korean listening classes. *Global Knowledge and Convergence Association*, 6(2), 157–182. <https://doi.org/10.47636/gkca.2023.6.2.157>
- Hermita, N., Erlisnawati, E., Alim, J. A., Putra, Z. H., Mahartika, I., & Sulistiyo, U. (2024). Hybrid learning, blended learning or face-to-face learning: Which one is more effective in remediating misconception? *Quality Assurance in Education*, 32(1), 64–78. <https://doi.org/10.1108/QAE-02-2023-0019>
- Jaiswal, A., Lyon, J. A., Zhang, Y., & Magana, A. J. (2021). Supporting student reflective practices through modelling-based learning assignments. *European Journal of Engineering Education*, 46(6), 987–1006. <https://doi.org/10.1080/03043797.2021.1952164>

- Kimyo International University in Tashkent, Uzbekistan., & Graeme Medd, A. B. (2023). The Development and Assessment of Critical Listening Skills in the Speech Program. *International Journal of Social Science and Human Research*, 06(03). <https://doi.org/10.47191/ijsshr/v6-i3-62>
- Li, K. C., Wong, B. T. M., Kwan, R., Chan, H. T., Wu, M. M. F., & Cheung, S. K. S. (2023). Evaluation of Hybrid Learning and Teaching Practices: The Perspective of Academics. *Sustainability*, 15(8), 6780. <https://doi.org/10.3390/su15086780>
- Luu, V. T. M. (2021). *Developing EFL learners' listening comprehension through a computer-assisted self-regulated prosody-based listening platform*. Retrieved from <https://www.semanticscholar.org/paper/Developing-EFL-learners%E2%80%99-listening-comprehension-a-Luu/73d6d8b08fd19e8e8858d5380f34f8b207362969>
- Machost, H., & Stains, M. (2023). Reflective Practices in Education: A Primer for Practitioners. *CBE—Life Sciences Education*, 22(2), es2. <https://doi.org/10.1187/cbe.22-07-0148>
- Makiaway, J., Raganas, S. E., Serbo, D. N., & Acuña, A. (2024). A Glimpse of My Progress: Exploring Reflective Journaling as an Innovation to Enhance Metacognitive Skills, Motivation, and Acceptability of Learners. *Journal of Arts, Humanities and Social Science*, 1(2), 19–27. <https://doi.org/10.69739/jahss.v1i2.104>
- Rao, I. S., Jeevan, S., & Ahmad, A. (2023). Impact of Metacognitive Strategies on Creative Writing of ESL Students at College Level in District Lahore. *Global Language Review*, VIII(I), 315–324. [https://doi.org/10.31703/glr.2023\(VIII-I\).29](https://doi.org/10.31703/glr.2023(VIII-I).29)
- Rivas, S. F., Saiz, C., & Ossa, C. (2022). Metacognitive Strategies and Development of Critical Thinking in Higher Education. *Frontiers in Psychology*, 13, 913219. <https://doi.org/10.3389/fpsyg.2022.913219>
- Singh, J., Steele, K., & Singh, L. (2021). Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World. *Journal of Educational Technology Systems*, 50(2), 140–171. <https://doi.org/10.1177/00472395211047865>
- SKC Govt, Degree College Poonch, Mushtaq, Dr. M., Iqbal, Z., & Maulana Azad National Urdu University. (2024). Hybrid Pedagogies: Assessing the Effectiveness of Blended and Flipped Learning in Digital Learning Environments. *International Journal of Emerging Knowledge Studies*, 03(09), 662–669. <https://doi.org/10.70333/ijeks-03-09-034>
- Utami, A. P., Florentinus, T. S., & Ahmadi, F. (2022). *The Development of E-Learning with Schoology In Hybrid Learning Strategy For Listening Skill Of Tadulako University*: <https://doi.org/10.2991/assehr.k.211125.035>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press. Retrieved from [https://books.google.com/books?hl=id&lr=&id=RxjjUefze_oC&oi=fnd&pg=PA1&dq=Vygotsky%E2%80%99s+\(1978\)+&ots=okyXW2p06q&sig=BVcFZBXnlb4sweCZf3WR0nM55Ac](https://books.google.com/books?hl=id&lr=&id=RxjjUefze_oC&oi=fnd&pg=PA1&dq=Vygotsky%E2%80%99s+(1978)+&ots=okyXW2p06q&sig=BVcFZBXnlb4sweCZf3WR0nM55Ac)
- Wang, F. L., Fong, J., & Kwan, R. (2009). *Handbook of Research on Hybrid Learning Models: Advanced Tools, Technologies, and Applications: Advanced Tools, Technologies, and Applications*. IGI Global. Retrieved from https://books.google.com/books?hl=id&lr=&id=_IQPHzzJ2vcC&oi=fnd&pg=PP1&dq=hybrid+learning+models&ots=n8cMSmqP_C&sig=f-4Vt5At64s2kS23lvRJxseMLKc

Yaseen, A. H. (2024). Iraqi EFL University students attitudes towards Self-Regulated Learning on improving Listening skill. *Journal of Humanities and Social Sciences Research*, 3(3).
<https://doi.org/10.33687/jhssr.003.03.0343>