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Using Hybrid Formative Assessment to Improve Preparatory Stage Pupils' EFL Listening and Self-Regulation

By

Shaimaa ELSayed Ibrahim Ramadan
A Teacher of English

Supervisors

Dr. Aly Abdul Samea Qoura
Professor of ELT

Dr. Samah Rizk Hassan
Associate Professor of ELT

Journal of The Faculty of Education- Mansoura University
No. 126 – April. 2024

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Abstract

The study explored the effectiveness of a proposed hybrid formative assessment program for developing EFL listening of preparatory stage pupils and their self-regulation. The instruments of the study included the EFL listening skills checklist to determine the most important sub-skills of listening skills, EFL listening skills test to measure pupils' listening skills (pre-post), and EFL listening self-regulation scale to measure pupils' self-regulation.. The study adopted the quasi-experimental design utilizing two groups; one group was experimental and the other was a control group. The total number of the participants in the two groups for the study was (n=60). Results of the study indicated that there was a statistically significant difference between the mean scores of the experimental and control groups on the post-administration of the EFL listening skills test in favor of the experimental group. Moreover, there was a statistically significant difference between the mean scores of the experimental group and the control group on the post-administration of the self-regulation scale in favor of the post administration of the experimental group. This result demonstrates that the hybrid formative assessment program was effective in developing EFL listening of preparatory stage pupils and their self-regulation, and that improvement was a gradual process as a result of the training. Finally, the study also suggests that further research should be conducted related to hybrid formative assessment based programs for developing other language skills.

Key words: Hybrid Formative Assessment, Listening Skills, Self-Regulation, EFL Preparatory Stage Pupils

Introduction

In fact, the emergence of a global movement that calls for a new model of learning for the twenty-first century leads to a challenging, uncertain and complex future for today's instructors and learners, but one that also opens exciting possibilities. Thus, the education sector must work to equip learners with the skills they need to master such new challenges (Scott, 2015). Accordingly, technology has become essential in the world of education, and acquiring the knowledge and skills necessary for utilizing

that technology is now a requirement expected of every teacher (Finn & Bucciari, 2004, p.13). In addition, Nova (2020) assured that the urgency of technology integration has arisen due to the current pandemic break. With a sudden shift from conventional learning to virtual learning, improper preparation in utilizing technology integration may occur. Therefore, teachers also need to quickly explore embedding formative assessment (FA) into the new BL environment as a substitute for traditional classroom assessment.

Listening Skill

Listening has an important role in communication as it is the most used skill in communication. It is the primary means by which incoming ideas and information are taken in. Listening is vital because it is through this sense that they receive information on vocabulary, grammar, pronunciation, spoken word order, as well as the stress patterns of words, phrases and sentences Nadig (2013).

There are several definitions of listening explained by many English language experts, such as Brown (2006, p. 1) “listening is so challenging, teachers need to think carefully about making our activities successful and our content interesting”. Based on the statements above, listening is important in the interpreting and understanding process learning a foreign language. It is the way of gathering the information from other people.

Additionally, Lindsay and Knight (2006, p. 48) suggest that learners need to develop the following skills: 1) learning to listen in various ways, 2) adapting the way they listen according to the text and the reason for listening, 3) recognizing the features of spoken English, 4) using visual and textual clues to help them, 5) listening actively-asking for repetition, clarification, etc., 6) developing their background knowledge.

In the same line of thought, listening is a process in which listeners construct meanings through using both current information and pre-existing knowledge. In doing so, they rely upon numerous strategies to enable them to effectively engage in the oral communication process (O’Malley et al. 1989, as cited in Gilakjani & Ahmadi, 2011).

Besides, Listening is known as the process of identifying the sound sequences and also the process of identifying the component of sounds, whereby the words is known (Asemota, 2015).

A more detailed definition mentioned by Nadig (2013, as cited in Gilakjani & Sabouri, 2016), listening comprehension as the different cognitive processes of understanding the spoken language. These processes include recognizing speech sounds, understanding the syntax of utterances,

and comprehending the meaning of individual words.

In fact, the learners practice listening comprehension for both social communication and/or educational and academic purposes. In the field of EFL learning and teaching, listening comprehension plays a significant role in increasing students' linguistic proficiency. Listening comprehension is one of the most important skills, which EFL learners are supposed to acquire. Listening is hearing, perceiving, and understanding heard utterances through the auditory system. So, listening comprehension is listeners' ability to understand heard texts and talk about those texts' purpose, main ideas, and details. Listening plays a crucial role in verbal communication inside and outside EFL classrooms (Hamouda, 2013).

Chetchumlong (2010) focused on the implementation of Web-based formative assessment to investigate whether this online formative assessment will influence students' listening achievement and to determine students' attitudes toward it. Besides, Motallebzadeh & Ghazizadeh (2017) investigated the possible impact of diagnostic formative assessment on students' listening comprehension ability and self-regulation.

Self-regulation

Self-regulation is a key component for lifelong learning. So, there is a consensus among academic researchers and educators on the effectiveness of self-regulation on students' academic achievement (Chung, 2000; Paris & Paris, 2001). In fact, understanding self-regulation (SR) has been a major thrust of educational, psychological theorists and researchers.

Zimmerman (2000) defined self-regulation as self-generated thoughts, feelings, and actions that are planned and modified cyclically to the achievement of personal goals. Additionally, Bird (2009) refers that self-regulation as an open-ended process and an incorporation of self-observation, self-judgment and self-reaction.

Additionally, self-regulation is a self-directive process in which learners convert their mental abilities into academic skills. Therefore, learners are proactive in their efforts to learn. They monitor their behavior in terms of their goals (Zimmerman, 2002).

Accordingly, Paris and Paris (2001) indicate that self-regulated learning makes learners autonomous and self-controlled. They monitor, direct, and regulate their behavior towards goals of acquiring information, expanding expertise, and self-improving.

Moreover, Chamot (2014) assured that self-regulation refers to learners' efforts to manage their own learning by setting goals, planning techniques to achieve them, monitoring the learning task, using learning

strategies to solve problems, and evaluating their own performance.

To conclude, self-regulation is a central, intentional behavior that includes thoughts, emotions, self-control, self-management, independence. So, it cannot be developed in isolation, but it requires a group of factors interacting together to be considered a part of a whole.

Hybrid assessment:

Hybrid / blended learning is combination of conventional direct meeting and integration of technology in e-learning form, so that its implementation must be directly proportional to the strategies used by lecturers and students. So, hybrid learning is type of a learning which blends the power of direct face-to face in class and online class (Hubbard, 2013).

Hybrid learning provides broad opportunities in developing educators' competence, the development of technology and information in learning as well as more dynamic access so that it is possible for students to always adapt to the current development (Hidayatullah & Anwar, 2020).

Moreover, hybrid learning gives good impact on providing interactive environment among teachers and peers, shaping students into independent learners to upgrade their skills, and improving teachers' performance in learning management (Hediansah & Surjono, 2020).

Wang (2019) confirmed that with the popularity of computers and the appearance of the Internet, researches about the application of formative assessment in English teaching under the Internet environment is increasing. The result shows that there is a feasibility of online-based testing methods in formative assessment, like the traditional paper-based testing in formative assessment, but there are no significant differences between these two methods. Limitation of this study is discussed and some suggestions about online-based testing in formative assessment for further research are provided by the author.

Yusuf (2020) aimed to investigate (1) the struggles teacher encounters in his/her school's online formative assessments, and (2) the strategies teacher employs to deal with struggles in his/her school's online formative assessments. This research applied a qualitative study approach. The data were gained from the interview to an EFL teacher of a school in Bandung. Results showed that the teacher has a strong interpretation of the formative assessment and the preparation of assessment is necessary in order to determine the academic success of students during the course. It can be assumed that online teaching and learning practice is a new way of practicing for some teachers.

Rukayah., Andayani., & Syawaludin, (2022) confirmed that the utilization of technology through the use of interactive multimedia based on Hybrid Learning is regarded as an effective learning strategy for Teaching Indonesian to Speakers of Other Languages (TISOL). The subjects involved in this study consisted of TISOL teachers, TISOL coordinators, and learners in universities serving the TISOL Program in Universitas Sebelas Maret. The results of the study indicate that the media used in TISOL are currently dominated by audio learning styles, less interactive, and only practice receptive language skills. TISOL learners need technology-based learning media that can enhance interaction in the learning process and can take advantage of the principle of combining the power of face-to-face learning and online learning (hybrid learning).

Pilot Study

A pilot study was conducted to assess EFL pupils' listening skills and their self-regulation. The researcher administered a EFL listening skills test to thirty second year preparatory stage pupils to determine their level in listening skills. Since these two skills are neglected in teaching and assessment. The students find difficulty in understanding listening scripts and answering the questions. The listening test, consisting of five questions derived from the content of the student book "Hello 2", was administered to the pupils. The self-regulation scale was eight items. The results of the pilot study are presented in Table (1&2):

Table 1: Pupils Performance in the EFL of Listening Skills Test

Listening sub skills	Max.	Min.	Mean	S.D.	N	%
Listening for gist	.8	1	2.43	.47	30	19%
Listening for specific Information	.3	.51	1.75	.42	30	24%
Understanding ideas and information in spoken text and utterances	1	0	1.56	.32	30	20%
Making inferences	2	1	1.35	.87	30	59%
Identifying the main points	2	1	1.45	.87	30	60%
Understanding Conceptual Meaning in spoken text (comparison, cause and effect)	5	.3	1.53	.66	30	43%
Total	4.6	2.81	7.9	2.74	30	34%

Table 1 shows the statistical results of the pupils' EFL listening skills test. The results revealed the students' poor level in listening. Their mean score ($m= 7.9$), and their level was (34%).

Table 2: Pupils' Listening of Self-regulation Level

م	العبرة	دائما ٤	غالباً ٣	أحياناً ٢	نادراً ١	طلقاً ٠
		%	%	%	%	%
		no.	no.	no.	no.	no.
1	اتحقق ان التفسير الحالي يتفق مع سياق النص I check current interpretation with context of the message.	0%	16.7%	26.6%	33.3%	23.4%
2	أحاول الانتباه لكل ما اسمعه I pay attention of what I've heard.	6.7%	20%	20%	36.6%	16.7%
3	I notice how information is structured. الاحظ كيف يتم تنظيم المعلومات	0%	0%	33.3%	33.3%	33.3%
4	أحاول استخدام الأدلة المرئية I use visual clues.	3.3%	13.3%	33.3%	23.4%	26.6%
5	I learn to catch the main theme of the text. أحاول الوصول للمغزى الأساسي للنص	0%	13.3%	26.6%	26.6%	33.3%
6	I Learn to catch key sentences to improve accuracy. أحاول تعلم الجمل الرئيسية لتحسين الدقة اللغوية	0%	13.3%	23.4%	43.33%	23.4%
7	ينبغي ان ادون ملاحظات في حالة اني نسيت ما في الروية ولغة الجسد I should take down more notes in case I forget what on to visuals and body language.	0%	13.3%	23.4%	40%	23.4%
8	I Should learn to link what I hear to related questions while listening ينبغي ان اربط ما اسمعه بالأسئلة المتعلقة به خلال الاستماع خلال الاستماع	0%	13.3%	13.3%	23.4%	16.7%

The researcher selected eight items from the self-regulation scale by Alotumi (2021, in Arabic). The students' responses showed that they experience a low state of self-regulation while practicing a speaking task. Therefore, the current research was carried out to improve the students' level of the speaking skill and help them experience a high level of self-regulation.

Statement of the problem:

The problem of the study can be stated as follows:

Based on the previous studies, the pilot study and the researcher experience, the problem of the present study springs from students' low performance in listening skills and their self-regulation level, the researcher

suggested using hybrid formative assessment to help the students improve their listening level as well as their self- regulation.

Research Questions:

This research attempted to find answer the following main questions:

1. What are the hybrid formative assessment techniques suitable for enhancing EFL listening skills of preparatory stage pupils?
2. What are the hybrid formative assessment techniques suitable for enhancing EFL self-regulation skills of preparatory stage pupils?
3. What are the characteristics of a proposed hybrid formative assessment program in enhancing EFL listening, skill for prep stage pupils and their self-regulation?
4. What is the effectiveness of a proposed hybrid formative assessment program in enhancing EFL listening skills and their self-regulation skills for prep stage pupils?

Hypotheses of the study:

This study attempted to verify the following hypotheses:

1. There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the EFL listening skills test in favor of the experimental group.
2. There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the self-regulation scale in favor of the experimental group.

Purpose of the study:

The current research aims to:

1. Developing a hybrid formative assessment program to improve EFL listening skill and self-regulation of preparatory stage pupils.
2. Identifying the most suitable tools of hybrid formative assessment that can be applied for enhancing EFL listening skill of preparatory stage pupils.
3. Measuring the effectiveness of the proposed hybrid formative assessment program in improving preparatory stage pupils' self-regulation.

Significance of the study:

The current study would contribute to:

1. Enriching the literature concerning the effectiveness of hybrid learning particularly the formative assessment methods that are suitable for enhancing EFL listening skill and their self-regulation.

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2. Designing and implementing hybrid formative assessment program for Prep-stage pupils to develop EFL listening skills and their self-regulation.
 3. Indicating the possibility of integrating hybrid formative assessment program for pre-service teachers' preparation in order to be able to face the future challenges.
 4. Paving the way for other researchers to do more studies on the effectiveness of using hybrid formative assessment program in improving the English language skills.
 5. Promoting preparatory stage teachers with a teachers' guide on how to use hybrid formative assessment to enhance their pupils listening and self-regulation.

Delimitations of the study:

This research is delimited to:

- 1- The research participants: Second year preparatory stage (60 pupils)
- 2- Some EFL listening skills identified through the content of "New Hello! English for Preparatory Schools" listening for gist, listening for specific information, understanding ideas and information in spoken text and utterances, making inferences, identifying the main points and understanding conceptual meaning in spoken text and utterances.
- 3- Some dimensions of self-regulation scale.

Methods of the Study

A. Participants:

The participants of the current research were 2nd preparatory stage pupils. The participants were chosen randomly and experiment was applied in the first term during the academic year 2023/2024 .The participants were divided into two groups an experimental and a control groups of thirty pupils each.

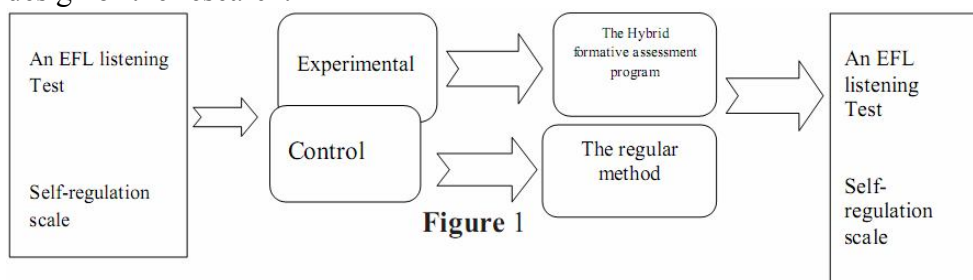
Instruments:

- An EFL listening skills checklist to determine the most important sub-skills of listening skills
- An EFL listening skills test to measure pupils' listening skills (pre-post)
- An EFL listening self-regulation scale to measure pupils' self-regulation

B. Design:

The current research adopted the quasi-experimental design to apply the hybrid formative assessment program. The participants were divided into two groups; an experimental group and a control group. The

experimental group was taught through using the proposed program to improve their listening skills and their self-regulation while the control group continued to study according to the regular method of teaching. The pre-post listening test and self-regulation scale were administered to both groups before and after the program. The results of the pre-post listening tests and self-regulation were analyzed to find out whether there was any significant difference between the mean score of the two groups ,after the implementation of the program. Figure 1 illustrates the quasi-experimental design of the research.



Definitions of terms:

Hybrid formative assessment:

For the purpose of the study and in the light of (Miller, 2020), hybrid formative assessment is defined as a method that the instructors utilize the platforms or tools that already in place to effectively monitor student progress by using the right assessment tools.

Listening skill:

For the purpose of the study and in the light of (Asemota, 2015) listening is defined as the process of identifying the sound sequences and also the process of identifying the component of sounds, whereby the words is known.

Self-regulation:

For the purpose of the study and in the light of (Bandy& Moore, 2010) self-regulation refers to both unconscious and conscious processes that affect the ability to control responses. It is a skill, which has overarching effects on an individual’s ability to tolerate unmet wants or needs, handle disappointments and failures, and work towards success. The ability to self-regulate is the foundation for compliance with accepted standards of conduct at home, school, and later, in the workplace. Self-regulation is often thought of as a dual process -cognitive and social-emotional.

Statistical Analysis and Results

The results of the research are discussed in light of the statistical analysis of each instrument. A discussion of the results is provided after each statistical analysis as well as a discussion of the overall results.

Establishing the Homogeneity of the Groups

In order to establish homogeneity of the two groups, the researcher administered the listening test during the first term of the academic year 2013/2024 before the implementation of the program. Results were presented in table (5) below:

Table (3): Establishing homogeneity between the control and the experimental groups on the pre-listening test skills

Skills	Groups	n	Mean	SD.	T	Df	Sign.
Listening for specific information and listening for gist	Exp	30	1.80	1.12	0.384	58	None
	Control	30	1.70	.876			
Making interferences	Exp	30	1.63	.718	0.863	58	None
	Control	30	1.46	.776			
Understanding ideas and information in spoken text	Exp	30	.96	.556	0.766	58	None
	Control	30	1.06	.449			
Understanding conceptual meaning in spoken text	Exp	30	1.96	1.06	0.264	58	None
	Control	30	1.90	.884			
Total score	Exp	30	6.36	2.80	0.349	58	None
	Control	30	6.13	2.34			

Table (3) indicates that the *t*-value for the differences between mean scores of the control and experimental group students on the listening skills test is not significant. This indicated that the two groups were equivalent in their level before conducting the experimental treatment. Thus, homogeneity between the two groups was established.

Pre Administration of the Self-Regulation Scale

The scale was pre-administered at the beginning of the first term of the academic year 2023/2024, on Sunday first of August (the control group), and Monday 7th August, 2023 (the experimental group). It was taken as a summer course.

Table (4): Establishing Homogeneity between the Control and the Experimental Groups of Listening Self-Regulation Scale

Skills	Groups	n	mean	SD.	t	Df	Sign.
Listening	Exp	30	10.4667	1.99	1.596	58	None
	Control	30	9.5000	2.64			
Total	Exp	30	19.5333	2.40	0.469	58	None
	Control	30	19.0333	5.32			

Table (4) indicates that the *t*-value for the differences between mean scores of the control and experimental group pupils on the self-regulation scale is not significant. This indicated that the two groups were equivalent in their self-regulation level before conducting the experimental treatment. Thus, homogeneity between the two groups was established.

Results and Discussion

The results of the study are reported in terms of its hypotheses

Testing the first hypothesis stated that: "There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the EFL listening skills test in favor of the experimental group".

To verify this hypothesis, the *t*- test was used to compare the mean score of the two groups. Results are presented in Table 1.

Table 5: Comparing the Performance of the Control and Experimental Groups on the Post-Administration of the EFL listening Skills Test

Skills	Groups	N	Mean	SD.	t	Df	Sign.	η^2	Effect level
Listening for specific information and listening for gist	Exp	30	3.03	.718	5.864	58	0.01	0.37	Great
	Control	30	1.86	.819					
Making interferences	Exp	30	2.93	.827	4.587	58	0.01	0.27	Great
	Control	30	1.83	1.019					
Understanding ideas and information in spoken text	Exp	30	1.70	.466	4.455	58	0.01	0.25	Great
	Control	30	1.16	.461					
Understanding conceptual meaning in spoken text	Exp	30	3.36	.889	4.464	58	0.01	0.26	Great
	Control	30	2.26	1.01					
Total score	Exp	30	11.03	1.86	6.681	58	0.01	0.43	Great
	Control	30	7.13	2.59					

Table 5 reports that the *t*- values were (5.86, 4.58, 4.45, 4.46, 6.68, respectively) and that all of them were statistically significant at the 0.01 level. This means that there were significant differences between the experimental and the control groups in the post- administration of the EFL listening skills test. These differences could be ascribed to the implementation of the hybrid formative assessment program. Therefore, the first hypothesis of the research was verified and accepted.

The second hypothesis stated that: "There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the self-regulation scale in favor of the experimental group. " See table (3):

To verify this hypothesis, the *t*-test was used to compare the mean score of the two groups in 13 dimensions of the scale.

To verify this hypothesis, the *t*-test for dependent samples was used to compare the difference between the mean score of the experimental group pupils and control group pupils in the self-regulation scale of listening and speaking before and after implementing the hybrid formative assessment program. The results are as shown in Table 6.

Table 6: Comparison of the Control and Experimental Groups' Performance on the Post Administration of the Self-Regulation Scale

Skills	Groups	N	Mean	SD.	T	df	Sign.	η^2	Effect level
Speaking	Exp	30	12.5	1.95	6.39	58	0.01	0.41	Great
	Control	30	9.43	1.83					
Listening	Exp	30	13.3	1.93	7.076	58	0.01	0.46	Great
	Control	30	10.0	1.74					
Total	Exp	30	25.9	2.63	8.94	58	0.01	0.58	Great
	Control	30	19.4	2.97					

Results in Table 6 illustrate that the total *t*-test value was (8.94), and it was significant at the 0.01 level; besides, the difference was in favor of the post administration of the self-regulation scale. This value difference between the mean score was (25.9333), and it was > 0.5 .

These results supported the significance of the *t*-test values for the difference between the pre- and post- administration of the self-regulation scale on the experimental group and control group.

Table 6 shows results of the effect size of the hybrid formative assessment program on the pupils' self-regulation scale.

Results in table 6 indicate that all values of η^2 were greater than 0.14, so the effect size was high. In addition, the participation of the hybrid formative assessment program in the self-regulation of speaking was 46%. This means that the participation of the hybrid formative assessment in developing self-regulation skills was 0.58 and all the values are great according to the gradual values of η^2 . So, In addition, the participation of the hybrid formative assessment program in the self-regulation variance was 95%.

Discussion of Results

The experimental group pupils' posttest results exceeded their pretest results in all the EFL listening skills. Moreover, the effect size of the hybrid formative assessment program was significantly high (94%). It was noticed that the most improved skill was "Listening for specific information and listening for gist", as these skills were clear to pupils during the listening

orientation session. Engaging in different listening texts helped to enhance the pupils' EFL listening skills.

This indicates that the hybrid formative assessment program was effective in improving the experimental group pupils' EFL listening skills.

Concerning the effectiveness of hybrid formative assessment program in improving the English language skills, especially receptive ones, the results of this study were congruent with the results of some other studies that concluded the effectiveness of online assessment in improving English language skills and different aspects of language. However, this study was different in using hybrid formative assessment which includes face to face and online assessment in a blended way.

Besides developing listening, hybrid formative assessment program proved to be effective in improving pupils' vocabulary acquisition, comprehension ability and self-regulation and learning English in general (e.g., Motallebzadeh & Ghazizadeh, 2017, Rukayah., Andayani., & Syawaludin, 2022. Moreover, hybrid formative assessment proved to be effective in teaching technology, such as the study of Çetin-Köroğlu's study (2021). In addition, this study indicated that hybrid formative assessment was effective with upper-intermediate EFL. Similarly, other studies proved its positive impact on students at different educational grades, such as preparatory and university students (e.g., Sabbaghan, Peglar, & Tweedie, 2019, Nova, 2020, Al-Jarf, 2021;).

The statistical analysis of the self-regulation hypotheses revealed that the experimental group pupils' self-regulation scale was improved compared to the control group pupils' in all the scale dimensions, and that the t- values were significant at the 0.05 level. Besides, the experimental group's post self-regulation scale results were much better than the pretest results, and the effect size was high (95%). These findings implied that the hybrid formative assessment program was effective in improving the participants' self-regulation, as they apparently enjoyed the experience of being a part of this hybrid formative assessment program. They were excited, fully engaged in the listening texts, and exercised self-control and gain more self-confidence.

The t-test results of the post self-regulation scale indicated that dimensions of speaking skills were the most enhanced ones; the mean was (12.5) in the post administration of the scale. This is because the pupils felt that they really understood what they were required to do. This made them feel that they have a high degree of control over the activities they performed.

Conclusion:

Based on the statistical analysis of the study results and the discussion mentioned above, it can be included that the hybrid formative assessment was effective in enhancing EFL listening of preparatory stage pupils and their self-regulation.

Recommendations of the study:

Based on the results of the research, the following recommendations should be considered when teaching EFL :

- 1-Teachers should train their learners to learn by themselves, using different techniques or strategies in order to manage, control, monitor, and evaluate their own learning processes. Pupils' need to be autonomous and self-regulated learners.
- 2- Faculties of Education experts should supply pre service teachers with training that helps teach the pupils to become autonomous learners through using different types of strategies.
- 3- English teachers need to be prepared to enable pupils to get the advantages that ICTs applies.
- 4-The hybrid formative assessment based program can be adopted by preparatory school teachers for teaching English in general and EFL listening and speaking skills in particular.
- 5- Teachers should use multiple teaching strategies and resources that can cope with pupils' needs and learning styles.

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