



Flipping Listening Comprehension: A Social Media-Integrated Autonomous Learning Framework for EFL Students

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Received: 20 March 2025	Revised: 27 March 2025	Accepted: 28 March 2025	Published: 2 April 2025
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Abstract. Listening comprehension remains a critical challenge for EFL students, particularly in fostering autonomous learning. Existing studies highlight that many learners rely heavily on teacher-centered instruction and lack self-regulated strategies to develop independent listening comprehension skills. Although previous research has explored various digital tools, limited attention has been given to the role of social media-based learning platforms, such as the BBC English Course, in supporting self-directed listening development. This study addresses this gap by investigating how a flipped learning approach, integrated with BBC English Course materials, influences EFL students' autonomous listening comprehension. A sequential mixed-methods design was employed, involving 34 second-semester EFL students at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia. Data were collected through a closed-ended questionnaire measuring self-regulated learning dimensions (goal-setting, self-monitoring, metacognitive strategies, and reflective learning) and structured interviews with six selected students to explore their perceptions and experiences. The findings reveal that exposure to structured, interactive listening activities via social media significantly enhanced students' ability to regulate their learning, particularly in goal-setting and self-monitoring. However, challenges emerged, including difficulties in identifying relevant learning content and maintaining consistent engagement. Some students expressed frustration with the lack of immediate teacher feedback, which affected their motivation. These findings highlight how the BBC English Course, within social media-integrated flipped learning, uniquely fosters autonomy in listening comprehension. Unlike other digital tools, its structured approach necessitates strategic instructional support. Pedagogical implications stress guided scaffolding and adaptive learning. Future research should examine long-term behavioral shifts and comparative platform effectiveness.

Keywords: autonomous learning, EFL students, flipped learning, listening comprehension, social media

INTRODUCTION

Listening comprehension is a fundamental skill in second language acquisition, playing a critical role in the development of overall communicative competence. As an integral component of language proficiency, it enables learners to decode spoken language, grasp meaning, and engage in interactive communication. Despite its importance, listening comprehension remains one of the most challenging skills for EFL learners due to the complex cognitive processes involved, such as phonological decoding, semantic interpretation, and pragmatic inference (Mulyadi et al., 2021). In traditional EFL settings, listening instruction has often been teacher-centered, emphasizing passive reception rather than active engagement in comprehension strategies (Ramli et al., 2019; Rukthong, 2021). This approach limits learners' ability to develop autonomous listening skills, as they become overly dependent on instructors for guidance and feedback. Consequently, there has been a growing shift towards promoting learner autonomy in listening comprehension, recognizing that students must take responsibility for their learning to enhance their comprehension skills beyond the classroom (Gonulal, 2022; Jia & Hew, 2022; Ngo, 2019). However, despite the increasing emphasis on autonomous learning, existing research has yet to fully explore effective pedagogical frameworks that actively cultivate self-regulated listening development among EFL students.

The autonomous learning paradigm in language acquisition underscores the necessity of self-regulation, metacognitive awareness, and learner control over the learning process. According to Holec (1981), autonomy in language learning involves learners taking charge of setting goals, selecting learning strategies, monitoring progress, and self-evaluating their performance. Within the domain of listening comprehension, autonomous learning fosters learner-driven engagement, strategic listening, and self-assessment practices (Slamet & Mukminatien, 2024; Van Le, 2024). However, research indicates that many EFL learners struggle with autonomy due to insufficient training in self-regulated learning strategies, lack of motivation, and difficulty in selecting appropriate learning resources (Slamet et al., 2024a, 2024b; Slamet & Basthomi, 2024; Yaniafari et al., 2020). Moreover, Teng and Yang (2023) emphasize that without explicit metacognitive instruction, learners fail to develop strategic listening behaviors, which impedes their ability to process auditory information effectively. Existing studies highlight the need for structured yet flexible learning environments that encourage independent engagement in listening comprehension activities while providing scaffolding to support learners' self-regulation skills (Mulyadi et al., 2021; Pérez-Segura et al., 2022). Nevertheless, the current literature lacks empirical investigations into how specific digital platforms, particularly social media-based resources, can be leveraged to enhance EFL students' autonomous listening development.

With the proliferation of digital learning environments, social media has emerged as a powerful tool for language acquisition, offering authentic, interactive, and multimodal content (Ensmann & Whiteside, 2022; Sun et al., 2021). Unlike traditional classroom-based listening instruction, digital platforms offer diverse materials. The BBC English Course stands out for its structured curriculum, progressive difficulty levels, and pedagogically designed exercises, ensuring systematic skill development. Compared to TED Talks and YouTube, it provides guided learning pathways, enhancing learner autonomy and comprehension (Kim & Park, 2021). Research has shown that social media-enhanced language learning fosters learner autonomy by allowing students to access personalized content, engage in self-directed practice, and receive immediate feedback through interactive features (Mahdi, 2019; Yaniafari et al., 2020). Furthermore, the affordances of social media enable learners to develop their listening comprehension in authentic contexts, exposing them to various accents, speech rates, and discourse structures that are often absent in conventional classroom settings (Muhartoyo & Aryusmar, 2022). Despite these advantages, studies also suggest that learners often struggle with self-discipline, content selection, and sustained engagement when

using social media for language learning (Iqbal et al., 2019). These challenges highlight the need for structured pedagogical interventions that integrate social media platforms into a coherent instructional framework to maximize their potential in fostering autonomous listening comprehension.

A promising approach to integrating social media into autonomous learning is flipped learning, a pedagogical model that shifts direct instruction outside the classroom, allowing students to engage with content independently before participating in interactive learning activities (Romsis et al., 2024; Slamet, 2024; Widiati et al., 2021). The flipped model has been widely recognized for enhancing learner autonomy, motivation, and self-regulated learning strategies (Han et al., 2024; Zainuddin et al., 2019). In the context of listening comprehension, flipped learning enables students to access pre-assigned listening materials on social media, apply metacognitive strategies during independent study, and engage in collaborative meaning-making activities during classroom interactions (Samiei & Ebadi, 2021). By incorporating BBC English Course materials into a flipped learning framework, EFL learners can develop strategic listening habits, monitor their comprehension, and reflect on their progress through self-assessment tasks. However, while several studies have investigated flipped learning in general language learning contexts (McLaughlin, 2017; Shen & Chang, 2023), there is limited research on its specific impact on EFL students' autonomous listening comprehension, particularly within social media-integrated environments.

Moreover, a critical gap in the existing literature concerns the measurement of autonomous listening development in flipped learning settings. While numerous studies have examined learners' perceptions of autonomy (Romsis et al., 2024; Slamet et al., 2024b; Slamet & Basthomi, 2024), few have employed systematic assessments of self-regulated learning behaviors in relation to listening comprehension. Effective autonomous learning requires goal-setting, self-monitoring, metacognitive awareness, and reflective learning practices (Misir et al., 2018; Widiati et al., 2021), yet many EFL learners lack explicit training in these dimensions, resulting in fragmented and inconsistent self-regulation strategies (Slamet et al., 2024a; Slamet & Mukminatien, 2024). Therefore, this study employs a sequential mixed-methods design to bridge these gaps, combining quantitative data to measure learning outcomes with qualitative insights to explore students' experiences and perceptions. This approach ensures a comprehensive understanding of how BBC English Course-integrated flipped learning fosters EFL students' autonomous listening development, capturing both measurable progress and learner perspectives. By examining self-regulated learning dimensions through a closed-ended questionnaire and structured interviews, the study aims to provide empirical evidence on the efficacy and challenges of using social media for fostering autonomous listening comprehension.

To date, the existing studies have recognized the importance of learner autonomy in listening comprehension, yet many learners struggle to develop self-regulated listening strategies without structured guidance. Social media platforms offer valuable resources for independent learning, but their effectiveness in fostering autonomous listening comprehension within a pedagogical framework remains underexplored. While flipped learning has been shown to enhance autonomous learning in general, its specific impact on self-regulated listening behaviors in EFL students, particularly within social media-integrated settings, has not been systematically examined. Furthermore, existing research lacks comprehensive assessments of how goal-setting, self-monitoring, metacognitive strategies, and reflective learning interact in the process of autonomous listening development. Addressing these gaps, this study investigates the impact of a BBC English Course-integrated flipped learning framework on EFL students' autonomous listening comprehension, focusing on self-regulated learning dimensions and students' experiences in navigating independent listening development. This present study is guided by the two research questions (RQs):

1. How does a BBC English Course-integrated flipped learning framework influence EFL students' self-regulated learning behaviors in listening comprehension?

2. What are the challenges and benefits experienced by EFL students in developing autonomous listening comprehension through a social media-integrated flipped learning approach?

REVIEW OF LITERATURE

Listening Comprehension in EFL Learning

Listening comprehension is a complex cognitive process involving phonological decoding, lexical access, syntactic parsing, and discourse-level interpretation. It plays a pivotal role in language acquisition, as it facilitates interaction, meaning construction, and overall communicative competence (Rost, 2016). Despite its significance, listening comprehension remains one of the most challenging skills for EFL learners due to various linguistic and cognitive barriers, such as unfamiliar accents, fast speech rates, and the inability to predict contextual meaning (Rukthong, 2021). Research highlights that many EFL students struggle with bottom-up processing (deciphering phonemes, syllables, and words) and top-down processing (inferring meaning based on context and background knowledge), resulting in fragmented understanding (Jia & Hew, 2022). Traditional classroom-based listening instruction, which primarily focuses on teacher-centered approaches, often fails to equip learners with effective comprehension strategies (Gonulal, 2022; Ngo, 2019). In many EFL contexts, listening exercises rely on passive exposure to pre-recorded dialogues, emphasizing accuracy in answering comprehension questions rather than fostering active engagement with the listening process (Yaniafari et al., 2020). To overcome these limitations, research has called for a more interactive, strategy-based listening instruction that encourages learners to develop metacognitive awareness and self-regulation in their listening processes (Ramli et al., 2019; Teng & Yang, 2023). However, existing studies have yet to explore how digital learning environments, particularly social media platforms, can be systematically integrated into listening instruction to enhance learner autonomy. While there is recognition of the potential benefits of authentic listening materials available online, little attention has been given to structured pedagogical frameworks that incorporate social media resources into listening comprehension development. This study aims to address this gap by investigating how a BBC English Course-integrated flipped learning approach fosters self-regulated listening comprehension in EFL learners.

Autonomous Learning in Listening Comprehension

Autonomous learning is a key determinant of language learning success, as it empowers students to take control of their learning, set goals, and self-monitor progress (Widiati et al., 2021). Within the realm of listening comprehension, autonomy enables learners to select appropriate materials, adjust listening strategies, and evaluate their understanding without over-reliance on instructors (Mısır et al., 2018). Research has shown that successful listeners engage in self-directed learning practices, such as planning listening activities, employing metacognitive strategies, and reflecting on their comprehension process (Slamet et al., 2024b, 2024a). However, many EFL learners lack explicit training in self-regulated listening strategies, leading to difficulties in sustaining independent practice and overcoming listening barriers (Romsı et al., 2024; Slamet et al., 2025). Several studies have explored self-regulated learning models in listening instruction, with a focus on goal-setting, self-monitoring, and self-evaluation (Slamet, 2024). (Widiati et al., 2021) argue that without structured guidance, learners struggle to develop strategic listening habits, resulting in passive engagement with listening tasks. While research has identified the benefits of autonomy-supportive instructional methods, such as metacognitive strategy training (Asmira, 2024; Mısır et al., 2018), the role of social media-based resources in scaffolding autonomous listening development remains underexplored. Existing studies tend to focus on self-access learning centers or traditional learning management systems, overlooking the dynamic and interactive potential of social media platforms in fostering self-directed listening comprehension. This study seeks to fill this gap by

examining how a flipped learning model incorporating BBC English Course materials facilitates self-regulated listening development among EFL students.

Social Media as a Tool for Listening Comprehension Development

Social media has emerged as a powerful language learning tool, providing learners with authentic, interactive, and self-paced listening experiences (Sun et al., 2021). Unlike traditional listening exercises confined to classroom settings, social media platforms such as BBC English Course, YouTube, and TED Talks offer diverse listening materials that expose learners to real-world speech patterns, accents, and discourse structures (Ensmann & Whiteside, 2022; Kim & Park, 2021). Studies indicate that social media-integrated language learning enhances motivation, engagement, and exposure to target language input, which are critical for listening comprehension development (Mahdi, 2019; Yaniafari et al., 2020). Moreover, the interactive features of social media, such as comment sections, discussion forums, and auto-generated subtitles, provide learners with opportunities for collaborative meaning-making and self-reflection (Fatimah et al., 2020; Muhartoyo & Aryusmar, 2022; Slamet & Sulistyaningsih, 2021). Despite these advantages, research also highlights several challenges associated with social media-based learning, including information overload, lack of content filtering, and difficulty in sustaining engagement without structured guidance (Hidayati et al., 2023; Iqbal et al., 2019). Learners often struggle with self-discipline and content selection, leading to ineffective listening practices (Ronsi et al., 2024; Slamet & Basthomi, 2024; Slamet & Mukminatien, 2024). While studies have examined the motivational aspects of social media-enhanced learning, there is a lack of empirical research on how structured pedagogical frameworks can optimize social media resources for fostering listening autonomy. This study aims to bridge this gap by investigating the integration of BBC English Course materials into a flipped learning framework, providing structured learning pathways to maximize social media's potential in autonomous listening comprehension development.

Flipped Learning and Its Role in Self-Regulated Listening Development

Flipped learning is a student-centered instructional model that shifts content delivery outside the classroom, allowing learners to engage in pre-class independent study before participating in interactive in-class activities (Hidayati, 2024; Zainuddin et al., 2019). Research has shown that flipped learning enhances learner autonomy, motivation, and metacognitive strategy use, as it encourages students to take ownership of their learning process (Han et al., 2024). In the context of listening comprehension, flipped learning enables students to access pre-assigned listening materials, apply cognitive strategies, and engage in reflective learning before engaging in collaborative activities (McLaughlin, 2017; Samiei & Ebadi, 2021; Slamet & Fatimah, 2022). This model has been found to improve listening comprehension outcomes, as learners can process auditory input at their own pace and develop self-monitoring skills before engaging in class discussions (Shen & Chang, 2023). However, despite the increasing implementation of flipped learning in EFL instruction, few studies have examined its specific impact on self-regulated listening comprehension development. Research on flipped learning tends to focus on general language proficiency gains rather than domain-specific skills, leaving a critical gap in understanding how this model influences autonomous listening practices (Günbatır, 2021). Additionally, most flipped learning studies rely on LMS-based content delivery, overlooking the potential of social media platforms in enhancing the pre-class learning phase (Han et al., 2024; Zainuddin et al., 2019). This study addresses these gaps by exploring how BBC English Course materials, when integrated into a flipped learning model, support self-regulated listening comprehension development among EFL learners.

The existing body of knowledge highlights that listening comprehension remains a major challenge for EFL learners, particularly in fostering autonomy and self-regulation. While previous

studies have explored metacognitive strategy training and learner autonomy in listening comprehension, they have not systematically examined how social media-integrated flipped learning influences self-regulated listening behaviors. Additionally, while research acknowledges the benefits of social media for language learning, few studies have provided structured pedagogical frameworks for its integration into listening instruction. Similarly, while flipped learning has been shown to enhance student engagement and motivation, its specific role in fostering self-regulated listening comprehension remains underexplored. This study aims to fill these gaps by investigating how a BBC English Course-integrated flipped learning approach facilitates autonomous listening comprehension development among EFL students.

METHOD

Research Design

A sequential mixed-methods design was employed to investigate how a BBC English Course-integrated flipped learning framework influences EFL students' self-regulated learning behaviors in listening comprehension and to explore the challenges and benefits students experience in developing autonomous listening comprehension through a social media-integrated flipped learning approach. The study involved 34 second-semester EFL students at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia. Data were collected using a closed-ended questionnaire designed to assess key dimensions of self-regulated learning in listening comprehension and structured interviews with six selected students to gain deeper insights into their experiences and perceptions of the flipped learning approach. The sequential mixed-methods design was chosen to ensure a comprehensive understanding of the research problem by integrating quantitative data to measure the students' self-regulated learning behaviors and qualitative data to explore their challenges and learning experiences (Creswell et al., 2004; Ivankova et al., 2006). A quantitative survey was initially administered to obtain baseline data on students' self-regulated learning practices in listening comprehension. The questionnaire, adapted from validated self-regulated learning instruments, measured four key dimensions: (1) goal-setting (students' ability to establish listening objectives and regulate their practice), (2) self-monitoring (students' capacity to track progress and adjust strategies), (3) metacognitive strategies (the use of cognitive planning, selective attention, and evaluation techniques), and (4) reflective learning (students' awareness of their listening weaknesses and adaptive learning behaviors). The qualitative phase followed, where six students were purposefully selected for in-depth structured interviews to examine how they navigated the flipped learning environment, the challenges they faced, and the benefits they perceived. This methodological approach was designed to address the research questions comprehensively, allowing the study to quantify changes in self-regulated learning behaviors while also uncovering the underlying mechanisms influencing students' experiences in a social media-integrated flipped learning framework. By using a structured sequence of data collection, the study ensured that qualitative insights could be used to further interpret and validate the quantitative findings, thereby enhancing the credibility and depth of the research.

Participants

The study involved 34 second-semester EFL students enrolled in a listening comprehension course at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. The selection of participants was based on purposive sampling, ensuring that all students had basic exposure to listening comprehension instruction but had not previously experienced a flipped learning approach integrated with the BBC English Course. The target participants were chosen to represent a diverse range of proficiency levels, learning styles, and levels of autonomy, allowing for a more comprehensive analysis of the impact of flipped learning on self-regulated listening development. To

ensure the inclusion of diverse perspectives, six students were selected for structured interviews using a maximum variation sampling strategy, where students were categorized based on their reported engagement with autonomous learning strategies and initial self-regulation scores from the questionnaire. This selection method ensured that the study captured a wide spectrum of learner experiences, ranging from highly self-regulated learners to those struggling with autonomy.

Table 1. Demographic Information of Participants ($n = 34$)

Characteristics	Total (n)	Percentage (%)
<i>Gender:</i>		
Male	15	44.1
Female	19	55.9
<i>Age:</i>		
18 - 20 years old	9	26.5
21 - 24 years old	15	44.1
24 - 30 years old	10	29.4
30 +	0	0
<i>English Proficiency (Self-Reported):</i>		
Beginner	7	20.6
Intermediate	21	61.8
Advanced	6	17.6

Instruments

Data collection involved two primary instruments: a closed-ended questionnaire and a structured interview guide. These instruments were carefully designed and validated to ensure a comprehensive assessment of students' self-regulated learning behaviors in listening comprehension within the BBC English Course-integrated flipped learning framework. The closed-ended questionnaire was adapted from established self-regulated learning assessment tools to measure four key dimensions of self-regulated learning in listening comprehension: goal-setting, self-monitoring, metacognitive strategies, and reflective learning (Slamet & Basthomi, 2024; Slamet & Mukminatien, 2024). Goal-setting items examined students' ability to establish personal learning objectives, select appropriate listening materials, and regulate their listening practice. Self-monitoring items focused on students' capacity to track their listening progress, identify comprehension difficulties, and adjust their learning strategies accordingly. Metacognitive strategies assessed students' use of planning, selective attention, and problem-solving techniques while engaging with listening materials. Reflective learning items measured students' ability to evaluate their listening strengths and weaknesses and adapt their learning approaches based on prior experiences. Each item was rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), allowing for a nuanced analysis of students' self-regulated learning behaviors.

To ensure construct validity and content relevance, the questionnaire underwent a rigorous validation process. Three specialists in applied linguistics and language learning strategies reviewed the items for clarity, relevance, and alignment with SRL constructs. Their feedback resulted in refinements to wording and item structure to enhance comprehensibility and measurement accuracy. The instrument's reliability was further tested through a pilot study involving 12 students, yielding Cronbach's alpha values ranging between 0.81 and 0.89, confirming strong internal consistency across the four dimensions.

In addition to the questionnaire, structured interviews were conducted to gain deeper insights into students' experiences with self-regulated learning in the flipped learning model. The interview

guide was developed based on key themes identified in previous research on self-regulated listening comprehension. Questions explored students' experiences with goal-setting and self-monitoring, the perceived effectiveness of BBC English Course materials in fostering independent listening, challenges in using social media-integrated resources, and adaptations made to enhance listening strategies over time. The interview protocol was reviewed by language learning experts to ensure clarity, coherence, and alignment with the research objectives. Each interview lasted approximately 30 to 40 minutes and was conducted in a semi-structured format to allow participants to elaborate on their experiences while maintaining consistency across responses. The structured yet flexible approach facilitated an in-depth exploration of students' perceptions, challenges, and self-regulation strategies. All interviews were audio-recorded with the participants' consent, ensuring accurate transcription and subsequent analysis.

Data Collection Procedures

Data were collected over a 10-week intervention period, during which participants engaged in a BBC English Course-integrated flipped learning model designed to enhance self-regulated listening comprehension. Prior to the intervention, students were introduced to the flipped learning framework and guided on how to engage with the BBC English Course materials. The flipped learning approach required students to engage with listening materials before class, participate in in-class discussions and activities, and reflect on their learning experiences post-class. The BBC English Course provided authentic and structured listening content, supporting students in developing autonomous listening comprehension skills.

During the intervention, students engaged asynchronously with BBC English Course materials through a structured sequence of video lectures, interactive quizzes, and discussion activities on an online learning platform. Video lectures provided exposure to authentic spoken English, quizzes reinforced comprehension through immediate feedback, and discussion activities fostered critical thinking and collaborative reflection on listening strategies. They were encouraged to apply self-regulated learning strategies, including goal-setting for listening practice, self-monitoring of comprehension progress, and metacognitive reflection on challenges and improvement strategies. Instructors provided structured guidance on self-monitoring and reflective learning through discussion forums and targeted feedback. Additionally, students were encouraged to utilize social media platforms to discuss listening activities, share strategies, and engage in peer support.

At the conclusion of the intervention, students completed the questionnaire to assess their self-regulated learning behaviors after exposure to the flipped learning framework. The questionnaire data provided insights into students' self-regulation development across the four measured dimensions. To complement the quantitative findings, six students were purposively selected for structured interviews based on their engagement levels and varying degrees of self-regulated learning behaviors observed during the intervention. The interviews aimed to explore students' perceptions of the BBC English Course-integrated flipped learning model, the challenges they encountered, and their adaptation strategies in developing autonomous listening comprehension skills.

All interviews were conducted individually in a quiet and comfortable setting, ensuring an open environment for participants to share their experiences. The recorded interviews were transcribed verbatim for subsequent qualitative analysis. The combination of quantitative questionnaire data and qualitative interview insights provided a comprehensive understanding of how the flipped learning framework influenced students' self-regulated learning behaviors in listening comprehension.

Data Analysis

The quantitative data obtained from the questionnaire were analyzed using descriptive and inferential statistical techniques to examine students' self-regulated learning behaviors in listening comprehension. Descriptive statistics, including mean scores and standard deviations, were used to summarize overall trends and variations across the four dimensions of self-regulated learning. Inferential statistical analysis was conducted using paired-sample t-tests to determine whether significant differences existed in students' self-regulated learning behaviors following the flipped learning intervention. The reliability of the questionnaire responses was further verified through Cronbach's alpha analysis, ensuring strong internal consistency across all dimensions. For the qualitative data, interview transcripts were analyzed using thematic analysis, following Braun and Clarke's (2006) six-step approach: familiarization with data, initial coding, searching for themes, reviewing themes, defining themes, and producing the final report. Thematic coding was conducted to identify recurring patterns and key themes related to students' experiences with goal-setting, self-monitoring, and metacognitive strategies in the flipped learning model. Themes were categorized based on perceived benefits, challenges, and adaptation strategies. To enhance inter-coder reliability, two independent experts reviewed and coded the transcripts before finalizing thematic interpretations.

RESULTS

RQ 1: How does a BBC English Course-integrated flipped learning framework influence EFL students' self-regulated learning behaviors in listening comprehension?

To address the first research question, a closed-ended questionnaire was administered to examine how the BBC English Course-integrated flipped learning framework influenced EFL students' self-regulated learning behaviors in listening comprehension. The questionnaire were categorized into four key dimensions: goal-setting, self-monitoring, metacognitive strategies, and reflective learning. Goal-setting assessed the students' ability to set personal learning objectives, select relevant listening materials, and regulate their practice. Self-monitoring assessed the students' ability to track their progress, recognize comprehension difficulties, and adjust strategies. Metacognitive strategies examined students' capacity for planning, selective attention, and problem-solving when engaging with listening materials. Reflective learning evaluated the students' ability to assess their strengths and weaknesses and modify their learning methods accordingly.

Goal-Setting

Developing effective goal-setting skills is a crucial aspect of self-regulated learning in listening comprehension, as it enables students to establish objectives that guide their listening activities. The five items under this dimension assessed the students' ability to define learning goals, select suitable listening materials, maintain consistent practice, and regulate their listening activities to meet their objectives. The responses indicate varying degrees of the students' engagement in goal-setting behaviors.

Table 2. Results of Goal-Setting Dimension ($n = 34$)

No	Item	SD (<i>n, f</i>)	D (<i>n, f</i>)	N (<i>n, f</i>)	A (<i>n, f</i>)	SA (<i>n, f</i>)	Mean	Std. Dev
1	I set specific goals before engaging with listening materials.	1 (2.9%)	3 (8.8%)	5 (14.7%)	15 (44.1%)	10 (29.4%)	3.88	0.94
2	I choose listening materials based on my goals.	2 (5.9%)	4 (11.8%)	4 (11.8%)	14 (41.2%)	10 (29.4%)	3.76	1.08

3	I allocate time for regular listening practice.	3 (8.8%)	5 (14.7%)	6 (17.6%)	12 (35.3%)	8 (23.5%)	3.50	1.12
4	I adjust my learning strategies based on my goals.	1 (2.9%)	3 (8.8%)	4 (11.8%)	17 (50.0%)	9 (26.5%)	3.88	0.96
5	I track my progress toward my listening goals.	2 (5.9%)	3 (8.8%)	5 (14.7%)	16 (47.1%)	8 (23.5%)	3.74	1.02

The results indicate that the majority of students demonstrated an active engagement in goal-setting behaviors, with most responses falling within the “Agree” and “Strongly Agree” categories. Specifically, 73.5% of students reported that they set specific goals before engaging with listening materials ($M = 3.88$, $SD = 0.94$), suggesting that the BBC English Course-integrated flipped learning framework encouraged students to plan their listening activities. Similarly, 70.6% of students selected listening materials aligned with their goals ($M = 3.76$, $SD = 1.08$), reflecting an ability to tailor their learning experiences. However, the responses to time allocation for regular listening practice ($M = 3.50$, $SD = 1.12$) displayed greater variability, with a notable portion of students (23.5%) selecting “Neutral” and 14.7% indicating disagreement, implying that some students struggled with consistent practice. Furthermore, adjusting learning strategies based on goals received strong agreement ($M = 3.88$, $SD = 0.96$), highlighting students’ ability to modify their approaches when necessary. However, while 70.6% of students actively tracked their progress ($M = 3.74$, $SD = 1.02$), a small proportion (14.7%) did not, suggesting that some students found it difficult to monitor their improvements systematically. The findings suggest that while most students demonstrated strong goal-setting behaviors, challenges remained in maintaining consistency in listening practice and systematically tracking progress. The integration of structured goal-setting strategies, such as personalized learning plans or self-assessment checklists, could further enhance students’ ability to regulate their listening activities.

Self-Monitoring

Self-monitoring is essential in self-regulated learning, as it enables students to assess their listening comprehension, recognize difficulties, and adjust their strategies accordingly. The five items in this dimension examined the students’ ability to track their progress, evaluate their listening difficulties, and modify their learning approaches when needed.

Table 3. Results of Self-Monitoring Dimension ($n = 34$)

No	Item	SD (n, f)	D (n, f)	N (n, f)	A (n, f)	SA (n, f)	Mean	Std. Dev
6	I reflect on my listening progress regularly.	2 (5.9%)	3 (8.8%)	4 (11.8%)	15 (44.1%)	10 (29.4%)	3.82	1.02
7	I identify my comprehension difficulties.	1 (2.9%)	3 (8.8%)	3 (8.8%)	17 (50.0%)	10 (29.4%)	3.94	0.94
8	I adjust my listening strategies when needed.	2 (5.9%)	3 (8.8%)	5 (14.7%)	14 (41.2%)	10 (29.4%)	3.74	1.02
9	I seek additional listening resources to improve.	3 (8.8%)	4 (11.8%)	6 (17.6%)	13 (38.2%)	8 (23.5%)	3.56	1.13
10	I use feedback to improve my listening.	2 (5.9%)	3 (8.8%)	5 (14.7%)	15 (44.1%)	9 (26.5%)	3.76	1.02

The results indicate that students actively engaged in self-monitoring behaviors, with most responses concentrated in the “Agree” and “Strongly Agree” categories. Notably, 79.4% of students

reported identifying comprehension difficulties ($M = 3.94$, $SD = 0.94$), suggesting a high level of awareness regarding their listening challenges. Additionally, 73.5% of students reflected on their listening progress ($M = 3.82$, $SD = 1.02$), indicating that the flipped learning framework encouraged ongoing self-evaluation. However, adjusting listening strategies ($M = 3.74$, $SD = 1.02$) and using feedback for improvement ($M = 3.76$, $SD = 1.02$) showed slightly lower agreement levels, with some students indicating uncertainty about how to refine their approaches. Seeking additional listening resources received the lowest mean score ($M = 3.56$, $SD = 1.13$), suggesting that some students relied primarily on provided materials rather than exploring supplementary content independently. These findings imply that while students demonstrated strong self-monitoring skills, further guidance in strategy refinement and independent resource exploration could enhance their self-regulated learning behaviors. Providing explicit instruction on evaluating comprehension difficulties and adapting learning strategies may better support students in developing more autonomous listening habits.

Metacognitive Strategies

Metacognitive strategies play a crucial role in self-regulated learning by enabling students to plan, apply selective attention, and use problem-solving techniques while engaging with listening materials. This dimension assessed the students' ability to organize their learning process, manage cognitive resources efficiently, and apply strategic approaches to enhance comprehension. The responses illustrate the extent to which students employed these strategies in their flipped learning experience.

Table 4. Results of Metacognitive Strategies Dimension ($n = 34$)

No	Item	SD (n, f)	D (n, f)	N (n, f)	A (n, f)	SA (n, f)	Mean	Std. Dev
11	I plan how I will approach listening tasks.	2 (5.9%)	3 (8.8%)	4 (11.8%)	16 (47.1%)	9 (26.5%)	3.79	1.00
12	I focus on key information while listening.	1 (2.9%)	3 (8.8%)	5 (14.7%)	14 (41.2%)	11 (32.4%)	3.91	0.97
13	I predict the content before listening.	2 (5.9%)	4 (11.8%)	6 (17.6%)	15 (44.1%)	7 (20.6%)	3.62	1.06
14	I re-listen to difficult parts to improve understanding.	1 (2.9%)	2 (5.9%)	4 (11.8%)	16 (47.1%)	11 (32.4%)	4.00	0.92
15	I apply different strategies for different types of listening tasks.	2 (5.9%)	3 (8.8%)	5 (14.7%)	14 (41.2%)	10 (29.4%)	3.79	1.02

The results indicate that students actively employed metacognitive strategies to enhance their listening comprehension, with the majority of responses in the "Agree" and "Strongly Agree" categories. Notably, 79.5% of students reported re-listening to difficult parts to improve comprehension ($M = 4.00$, $SD = 0.92$), indicating strong engagement with reflective listening. Similarly, 73.6% of students focused on key information while listening ($M = 3.91$, $SD = 0.97$), demonstrating effective selective attention. However, fewer students consistently predicted content before listening ($M = 3.62$, $SD = 1.06$), with 17.6% selecting "Neutral" and 11.8% disagreeing, suggesting that predictive strategies may require further reinforcement. The ability to plan listening tasks ($M = 3.79$, $SD = 1.00$) and apply different strategies for various listening tasks ($M = 3.79$, $SD = 1.02$) showed positive but slightly varied responses, with a small proportion of students (14.7%) selecting "Neutral" or disagreeing. This suggests that while students generally exhibited strategic awareness, some might lack consistency in adapting strategies to different listening contexts. The

findings indicate that while the BBC English Course-integrated flipped learning framework fostered metacognitive engagement, additional scaffolding, such as explicit instruction on content prediction and strategic listening, could further enhance students' ability to regulate their listening comprehension effectively.

Reflective Learning

Reflective learning is a critical component of self-regulated learning, allowing students to evaluate their strengths and weaknesses and refine their approaches based on previous experiences. This dimension assessed the students' ability to assess their listening progress, identify areas for improvement, and modify their learning strategies accordingly.

Table 5. Results of Reflective Learning Dimension ($n = 34$)

No	Item	SD (<i>n, f</i>)	D (<i>n, f</i>)	N (<i>n, f</i>)	A (<i>n, f</i>)	SA (<i>n, f</i>)	Mean	Std. Dev
16	I evaluate my listening strengths.	1 (2.9%)	3 (8.8%)	4 (11.8%)	16 (47.1%)	10 (29.4%)	3.91	0.97
17	I recognize my weaknesses in listening.	2 (5.9%)	2 (5.9%)	4 (11.8%)	15 (44.1%)	11 (32.4%)	3.91	1.02
18	I adjust my learning based on past difficulties.	2 (5.9%)	3 (8.8%)	5 (14.7%)	14 (41.2%)	10 (29.4%)	3.76	1.02
19	I compare my current performance with previous listening tasks.	1 (2.9%)	3 (8.8%)	5 (14.7%)	15 (44.1%)	10 (29.4%)	3.85	0.99
20	I modify my strategies to improve my listening ability.	2 (5.9%)	2 (5.9%)	6 (17.6%)	15 (44.1%)	9 (26.5%)	3.79	1.01

The findings indicate that students actively engaged in reflective learning behaviors, with most responses concentrated in the “Agree” and “Strongly Agree” categories. Notably, 76.5% of students evaluated their listening strengths ($M = 3.91$, $SD = 0.97$) and identified their weaknesses ($M = 3.91$, $SD = 1.02$), suggesting a high level of self-awareness in their listening progress. Additionally, 73.5% of students compared their current performance with previous tasks ($M = 3.85$, $SD = 0.99$), demonstrating an ability to track improvements over time. However, adjusting learning approaches based on past difficulties ($M = 3.76$, $SD = 1.02$) and modifying strategies to enhance listening ability ($M = 3.79$, $SD = 1.01$) showed slightly lower agreement levels, with a small proportion of students (14.7%–17.6%) selecting “Neutral” or disagreeing. This suggests that while students were aware of their strengths and weaknesses, some struggled with translating self-evaluation into concrete strategy adjustments. Overall, the results suggest that the BBC English Course-integrated flipped learning framework facilitated reflective learning by encouraging students to assess their progress and make data-driven adjustments. However, further guidance on how to implement targeted modifications in learning strategies based on reflection could strengthen students' ability to regulate their learning independently. Providing structured self-reflection exercises and feedback mechanisms may enhance their ability to convert self-awareness into actionable improvements.

The result of self-regulated learning behaviors in listening comprehension highlights that the EFL students exhibited strong engagement across all four dimensions: goal-setting, self-monitoring, metacognitive strategies, and reflective learning. However, certain areas—such as consistency in listening practice, independent resource exploration, strategic planning, and translating reflection into

action—require additional support. These findings suggest that while the flipped learning framework successfully fostered self-regulation, incorporating more explicit training on strategic learning and reflective adaptation could further optimize students' ability to manage their listening comprehension effectively.

RQ 2: What are the challenges and benefits experienced by EFL students in developing autonomous listening comprehension through a social media-integrated flipped learning approach?

To explore the EFL students' experiences in developing autonomous listening comprehension through the BBC English Course-integrated flipped learning approach, structured interviews were conducted with six selected participants (ST1-ST6, anonymous). The interviews focused on four key themes: (1) goal-setting and self-monitoring, (2) the perceived effectiveness of BBC English Course materials in fostering independent listening, (3) challenges in using social media-integrated resources, and (4) adaptations made to enhance listening strategies over time. The responses highlighted both positive and negative insights into the flipped learning experience.

Theme 1: Goal-Setting and Self-Monitoring in Flipped Learning

Question: How did you set goals and monitor your progress in listening comprehension using the flipped learning approach?

All six participants acknowledged the importance of goal-setting in structuring their autonomous learning, but their approaches varied. ST1 and ST3 described setting specific daily listening targets, while others, such as ST2 and ST4, reported struggling with consistency.

ST1 stated, *"I set a goal to listen to at least one BBC news report every day and summarize it. This helped me focus on improving my comprehension step by step."* Similarly, ST3 shared, *"I tried to listen to different topics to expose myself to varied vocabulary and accents. I also wrote down difficult words and reviewed them weekly."* These responses suggest that students who established clear, structured goals found the approach beneficial in enhancing their self-discipline and focus.

Conversely, ST2 and ST4 expressed difficulties in maintaining their listening goals. ST2 admitted, *"At first, I planned to listen daily, but after a few weeks, I started skipping because there was no strict requirement to complete the activities."* ST4 echoed this sentiment, stating, *"I often got distracted by social media notifications while using the BBC platform, which made it hard to stay focused."* These comments indicate that while the BBC English Course provided valuable listening resources, maintaining a structured self-regulated learning routine was challenging for some students.

Regarding self-monitoring, ST5 and ST6 relied on self-assessment strategies, but their experiences differed. ST5 explained, *"I recorded my responses to BBC exercises and compared them with model answers. This showed me where I needed to improve."* Meanwhile, ST6 highlighted difficulties, stating, *"I wasn't sure how to measure my improvement. I listened more, but I didn't know if I was actually getting better."* These responses suggest that while some students effectively used reflective strategies, others required more guidance in tracking their listening progress.

Theme 2: Effectiveness of BBC English Course Materials

Question: How effective were the BBC English Course materials in supporting your independent listening development?

All participants acknowledged the high-quality nature of the BBC English Course materials, particularly their authenticity and structured presentation. However, their perceptions of effectiveness varied based on individual engagement levels and learning preferences.

ST1 emphasized, *“The materials were very useful because they featured real-life conversations, which made me feel more prepared for actual English communication.”* ST4 shared a similar perspective, adding, *“The diversity of topics made it interesting, and I could choose materials that matched my personal interests, which helped me stay motivated.”* ST3 further supported these views, stating, *“I liked that the videos included transcripts. It helped me check whether I understood correctly.”* These responses suggest that students valued the real-world applicability of the materials and appreciated the inclusion of supporting tools, such as transcripts, that facilitated comprehension.

However, some participants noted challenges in fully benefiting from the materials. ST2 commented, *“The content was engaging, but sometimes the speakers spoke too fast, and I had to replay the recordings many times.”* ST5 echoed this concern, saying, *“Some videos contained complex vocabulary, which made it difficult to follow without constantly pausing and looking up words.”* ST6 added, *“I wish there were more beginner-friendly options. Some videos assumed we already had strong listening skills.”* These insights indicate that while the BBC English Course provided valuable content, certain materials were perceived as too challenging for students with lower proficiency levels, requiring additional scaffolding to enhance accessibility and learning outcomes.

Theme 3: Challenges in Using Social Media-Integrated Resources

Question: What challenges did you face when using BBC English Course resources through social media?

Several participants identified technical, behavioral, and motivational challenges that affected their engagement with the BBC English Course. ST1 pointed out, *“Sometimes, I struggled to manage my time properly because there was no fixed schedule, so I ended up delaying my listening practice.”* ST2 explained, *“Since I accessed the BBC English Course via my phone, I was often distracted by other apps like Instagram and WhatsApp.”* Similarly, ST5 shared, *“The notifications from other apps made it difficult to concentrate on the listening tasks.”* These responses suggest that social media distractions and a lack of structured learning schedules hindered the students’ ability to stay engaged with the content, highlighting the difficulty of self-discipline in a self-paced learning environment.

Another significant issue mentioned was accessibility. ST3 noted, *“Sometimes, the website was slow to load on my internet connection, which was frustrating.”* ST4 echoed this concern, stating, *“I had trouble streaming videos smoothly, especially during peak hours, which interrupted my focus.”* ST6 added, *“Not all videos had subtitles, which made it hard to follow difficult accents.”* These challenges indicate that technical barriers, including internet speed issues and the lack of adaptive features such as subtitles, limited some students’ ability to fully engage with the listening materials.

Additionally, motivation remained a concern. ST5 shared, *“Without a teacher reminding us, it was easy to procrastinate. I knew I should be listening, but I often postponed it.”* ST6 reinforced this point, stating, *“When I was tired, I skipped sessions because there was no immediate consequence.”* These insights highlight the challenge of self-regulation when learning independently through social media-integrated resources. The absence of direct instructor supervision and structured deadlines led to procrastination, making it difficult for some students to maintain consistent engagement in their listening practice.

Theme 4: Adaptations to Enhance Listening Strategies

Question: How did you adapt your listening strategies to improve your comprehension over time?

Despite the challenges, most participants found ways to adjust their learning strategies to make better use of the flipped learning approach. ST1 and ST3 emphasized active engagement techniques. ST1 stated, *“I started taking notes while listening, which helped me remember key details.”* ST3 added, *“I practiced shadowing by repeating sentences after the speaker to improve my pronunciation and comprehension.”* These strategies suggest that some students developed effective methods to enhance their listening skills. Furthermore, ST5 and ST6 focused on modifying their study environment to reduce distractions. ST5 shared, *“I turned off notifications while using the BBC course so I wouldn’t get interrupted.”* ST6 stated, *“I set a fixed time each evening for listening practice, which helped me stay consistent.”* These responses indicate that students who implemented structured learning habits were able to overcome initial difficulties. However, ST2 and ST4 admitted struggling to maintain consistency. ST2 remarked, *“I tried different strategies, but I still found it hard to stay motivated without someone checking on me.”* ST4 explained, *“Even when I made a plan, I didn’t always follow it because I got distracted by other things online.”* These responses suggest that while some students successfully adapted their approaches, others continued to struggle with self-regulation.

The findings revealed both benefits and challenges in the EFL students’ experiences with the BBC English Course-integrated flipped learning approach. Students appreciated the authenticity of the materials and recognized the value of self-regulated learning strategies such as goal-setting, note-taking, and self-monitoring. However, challenges such as social media distractions, difficulty maintaining motivation, technical barriers, and a lack of adaptive content for different proficiency levels were also evident. While some students effectively adapted their strategies to enhance their listening comprehension, others struggled with consistency and required additional guidance. These results highlight the need for improved scaffolding and support mechanisms within social media-integrated flipped learning frameworks to ensure that students remain engaged and develop effective autonomous listening strategies.

DISCUSSION

The findings of this study highlight the multifaceted impact of a BBC English Course-integrated flipped learning approach on the EFL students’ self-regulated learning behaviors in listening comprehension, revealing both its benefits and challenges. The results underscore how the integration of flipped learning with social media-based resources facilitated greater autonomy in listening practice but also exposed limitations in self-regulation, motivation, and adaptability.

A key finding of this study is that goal-setting and self-monitoring played a crucial role in students’ ability to regulate their listening comprehension development. Consistent with previous research (Slamet et al., 2024b; Slamet & Basthomi, 2024), students who set structured learning goals and actively monitored their progress demonstrated higher engagement and persistence in improving their listening skills. These students often employed strategies such as summarization, vocabulary tracking, and self-assessment, aligning with findings from Slamet et al. (2024a), who emphasized the importance of goal-oriented tasks in enhancing metacognitive awareness. However, unlike previous studies that primarily focused on students in controlled classroom environments (Mısır et al., 2018), this study reveals that in a social media-integrated flipped learning context, self-monitoring becomes more challenging due to the absence of immediate teacher intervention and structured feedback mechanisms. While previous research has suggested that flipped learning promotes independent learning (Widiati et al., 2021), the present study highlights a critical gap: students’ reliance on self-

assessment tools without direct validation from instructors often leads to uncertainty about their actual progress, indicating the need for supplementary scaffolding.

Another significant contribution of this study is its evaluation of the effectiveness of the BBC English Course materials in supporting autonomous listening comprehension. The findings align with prior research indicating that authentic audiovisual materials enhance listening comprehension by exposing learners to natural speech patterns, various accents, and real-world contexts (Gonulal, 2022; Rukthong, 2021). The structured design of the BBC English Course, including transcripts and interactive exercises, facilitated greater engagement among learners, confirming the effectiveness of content-driven flipped learning models (Jia & Hew, 2022). However, unlike studies that have emphasized the universal benefits of multimedia-enhanced listening resources (Ngo, 2019), the present study reveals a nuanced challenge: some learners, particularly those with lower proficiency levels, struggled with fast speech rates and complex vocabulary, which sometimes resulted in cognitive overload. This finding expands on prior research (Slamet & Mukminatien, 2024; Yaniafari et al., 2020) by demonstrating that while multimedia resources are beneficial, their effectiveness depends on the learners' ability to process input autonomously, further supporting the need for adaptive scaffolding in flipped learning models.

Moreover, the study highlights the dual role of social media in flipped learning: as both a facilitator and a distraction. Prior studies have largely focused on the benefits of social media for fostering interaction, engagement, and collaborative learning (Zainuddin et al., 2019), with research suggesting that platforms like YouTube, WhatsApp, and Twitter support incidental language acquisition (Han et al., 2024). The present study corroborates these findings by demonstrating that students found social media-integrated resources accessible and engaging, contributing to their exposure to diverse listening materials. However, in contrast to these optimistic perspectives, this study also exposes a critical self-regulation gap: while social media platforms provide an interactive and flexible learning environment, they also create distractions that hinder students' ability to stay focused on listening tasks. This finding extends previous research (McLaughlin, 2017; Samiei & Ebadi, 2021), which highlighted the risk of digital distractions but did not explicitly examine their impact on self-regulated learning in listening comprehension. The present study thus calls for a more structured integration of social media in flipped learning, where mechanisms such as time management strategies, app restrictions, or guided activities could mitigate distractions and enhance self-regulated learning.

Furthermore, this study contributes to the ongoing discourse on metacognitive strategies in flipped learning by illustrating that students who actively employed selective attention, note-taking, and self-reflection exhibited greater improvements in listening comprehension. This finding aligns with studies by Ramli et al. (2019) and Teng and Yang (2023), which emphasized the role of metacognitive strategies in developing listening autonomy. However, this study uniquely identifies a gap in prior research: not all students are equipped with the ability to regulate their metacognitive processes effectively in a self-directed learning environment. Unlike traditional flipped learning models that provide structured pre-class tasks and teacher-led discussions (McLaughlin, 2017; Slamet et al., 2025), social media-integrated flipped learning lacks real-time instructional scaffolding, which may explain why some students struggled with evaluating their comprehension accurately. This underscores the need for additional guidance, such as AI-driven feedback tools or instructor-led self-assessment frameworks, to help learners refine their metacognitive strategies in flipped learning settings.

The challenges associated with adaptability in self-regulated learning also emerged as a key issue in this study, particularly in terms of students' ability to modify their strategies over time. While research has shown that flipped learning enhances adaptive learning behaviors by allowing students

to engage with materials at their own pace (Slamet et al., 2024a), the present study reveals a more complex reality. Some students effectively refined their listening strategies by incorporating additional resources, modifying study schedules, and employing self-reflection techniques, which aligns with studies on learner autonomy (Slamet & Basthomi, 2024; Yaniafari et al., 2020). However, a considerable number of students found it difficult to sustain their learning momentum, echoing findings by Samiei and Ebadi (2021) that flipped learning does not automatically guarantee self-directed learning capabilities. The lack of external accountability mechanisms, such as structured feedback or peer discussions, appears to contribute to this difficulty, reinforcing the argument that flipped learning, particularly when integrated with social media, requires built-in support systems to help students navigate their learning process more effectively.

To sum up, this study extends the current understanding of how flipped learning influences EFL students' self-regulated behaviors in listening comprehension, providing a more nuanced perspective on both its benefits and its challenges. By synthesizing findings from prior research with the unique challenges observed in this study, it becomes evident that while flipped learning can foster greater autonomy in listening comprehension, its effectiveness is contingent upon learners' ability to self-regulate, the quality of instructional support, and the degree of external scaffolding embedded within the learning environment. Future research should explore innovative pedagogical interventions that integrate AI-driven personalized feedback, collaborative peer-monitoring frameworks, and structured goal-setting mechanisms to maximize the potential of flipped learning in fostering sustained self-regulated listening development.

CONCLUSION

This study provides a comprehensive analysis of how a BBC English Course-integrated flipped learning framework influences the EFL students' self-regulated learning behaviors in listening comprehension, highlighting both its advantages and challenges. The findings confirm that flipped learning, when integrated with structured multimedia resources, fosters greater learner autonomy, goal-setting, and metacognitive engagement, allowing students to take charge of their listening development. Students who effectively regulated their learning were able to monitor progress, adjust strategies, and refine their comprehension skills over time, reinforcing the positive impact of flipped learning on self-regulated learning. However, despite these benefits, the study also reveals critical barriers that hinder the effectiveness of self-regulated listening within a social media-integrated flipped learning context. Key challenges include difficulties in self-monitoring, cognitive overload from complex listening materials, external distractions from social media, and the lack of real-time scaffolding, all of which suggest that flipped learning alone is insufficient in fostering sustained self-regulated behaviors unless additional instructional support mechanisms are embedded. These findings have significant pedagogical implications, indicating that educators should integrate AI-driven personalized feedback tools, structured goal-setting tasks, and instructor-guided progress monitoring to enhance learners' ability to regulate their listening comprehension effectively. Moreover, while the study highlights the potential of social media in providing flexible and engaging learning opportunities, it also underscores the need for structured interventions to minimize distractions and promote focused engagement. Despite its valuable contributions, this study has certain limitations, including the limited participant pool and the reliance on self-reported self-regulated learning measures, which may not fully capture long-term behavioral changes. Future research should explore longitudinal studies, experimental interventions, and adaptive learning models to refine the integration of flipped learning and self-regulated listening comprehension, ensuring sustained learner autonomy in diverse educational contexts.

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