From Classroom to Discord: A Hybrid Model

for Teaching Critical Listening in EFL Contexts

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Abstract

Listening skills are a fundamental component of language proficiency, particularly in higher education where critical listening plays a central role. However, these skills are often underemphasized in traditional teaching contexts, prompting educators to adopt innovative digital platforms. This study explores the implementation of *Discord* in a hybrid critical listening course conducted throughout a semester within the International Class Program at Maulana Malik Ibrahim State Islamic University of Malang. Grounded in the Integrative Listening Model, the research employed a descriptive qualitative design, utilizing classroom observation checklists, field notes, and Focus Group Discussions (FGDs) with 40 students. The findings indicate that at the comprehension level, the structured and timely distribution of materials through *Discord* channels enhanced student readiness and engagement. At the interpretation level, features such as video conferencing, breakout rooms, and audiovisual resources facilitated deeper understanding, allowing students to make inferences more effectively. At the evaluation level, real-time interaction and feedback during discussions supported critical analysis of content. Notably, student performance showed observable improvements in critical listening tasks, as reflected in increased participation rates and higher quality of responses in listening assessments. Despite occasional technical issues like unstable internet connections. The hybrid model which integrated synchronous and asynchronous learning, proved adaptable and effective. The study concludes that *Discord*, when aligned with a well-structured instructional design and supported by the Integrative Listening Model, can significantly promote critical listening competence in higher education. Future research may examine comparative effectiveness across different digital platforms and explore long-term impacts on listening proficiency development.

Keywords: *Discord,* critical listening course, and listening skills.

Introduction

Listening is widely recognized as a core component of language proficiency, particularly in higher education contexts where students are expected not only to understand spoken information but also to engage in higher-order cognitive processes. Among these, critical listening is the ability to actively evaluate the credibility, accuracy, logic, and relevance of spoken messages. It has become increasingly vital for academic success (Thompson et al., 2004; Bourdeaud'hui et al., 2021; Mihret S Joshi, 2024b). As university students encounter complex academic discourses, critical listening enables them to interpret speaker intent, assess arguments, and formulate informed responses. Moreover, it supports the development of integrated language skills such as academic speaking, reading comprehension, and analytical writing (Ferrari-Bridgers et al., 2017).

The Integrative Listening Model (ILM) proposed by Thompson et al. (2004) offers a robust theoretical foundation for critical listening. It conceptualizes listening as a dynamic process comprising reception, comprehension, interpretation, evaluation, and response. Each essential for transforming passive listening into active meaning-making. Despite the pedagogical relevance of this model, listening remains one of the most under-taught skills in English Language Teaching (Yumira, 2019). Empirical studies in various higher education contexts (e.g., Abedin et al., 2010; Ghaderpanahi, 2012; Nowrouzi et al., 2015) reveal a persistent neglect of structured listening instruction, often resulting in low student engagement and unsatisfactory learning outcomes.

Traditional methods commonly relied on linear audio-visual materials or textbook-driven activities with limited interactivity. These approaches often failed to promote critical engagement. For instance, students were typically exposed to lengthy audio tracks without clear guidance or follow-up discussion, which hindered both comprehension and interpretation (Septyanti S Kurniaman, 2019). Likewise, textbook-based materials often lacked authenticity and contextual relevance, making it difficult for students to develop evaluative listening skills required for real-world academic discourse.

To overcome these limitations, educators have increasingly turned to digital tools to enhance interactivity and learner engagement. While platforms such as Zoom, Google Meet, and WhatsApp facilitated basic communication, their pedagogical affordances were limited (Duc, 2020; Prott S Ebner, 2020). *Discord* emerged as a multifunctional platform that supports synchronous and asynchronous communication, multimedia sharing, and structured topic-based interaction. Originally designed for online gaming communities, *Discord* has evolved into an educational tool capable of supporting immersive learning experiences (Odinokaya et al., 2021; Wahyuningsih S Baidi, 2021). The features of discussion channels, audio-video integration, screen sharing, and cross-platform accessibility, it allows for seamless transitions between learning modes and facilitate autonomy

among students.

Recent studies (Baber, 2021; Zannah et al., 2022; Mihret S Joshi, 2024a) have highlighted *Discord*'s potential in enhancing student motivation and collaborative learning. However, most prior research has focused on its general effectiveness or application in speaking and discussion-based courses (e.g., Anwar et al., 2022; Sartika et al., 2022). There remains a notable gap in empirical studies examining how *Discord* can be implemented to support the development of critical listening—particularly at the instructional design level and within hybrid learning environments.

This study addresses that gap by exploring the use of *Discord* in a hybrid critical listening course conducted over one semester at Maulana Malik Ibrahim State Islamic University of Malang, focusing on students in the International Class Program (ICP). This program was selected due to its emphasis on English-medium instruction and its commitment to integrating global digital practices in learning. Given the students' linguistic backgrounds and exposure to academic discourse in English, the ICP provided an ideal context for investigating the instructional use of *Discord* for fostering critical listening skills.

Research Question
1. How *Discord* can be implemented in a hybrid critical listening course guided by the Integrative Listening Model (ILM)?

Method
Design

This study primarily aimed to describe the implementation of *Discord* in enhancing students' critical listening skills within a hybrid learning environment, guided by the Integrative Listening Model (ILM) developed by Thompson et al. (2004). A descriptive qualitative research design was employed to explore the instructional process and student experiences without generalizing the findings (Creswell, 2009). This approach enabled the researcher to gain deep, context-specific insights into the stages of comprehension, interpretation, and evaluation in critical listening instruction.
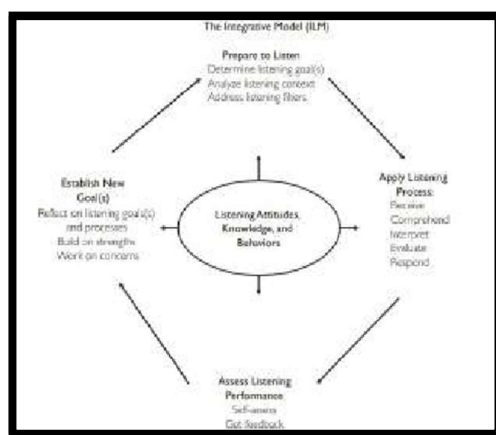
Figure 1. The Integral Listening Model (ILM) of Listening Process

In the stage of listening process, Thompson et al.'s (2004) designed the ILM into five components; receive, comprehend, interpret, evaluate, and respond. However, to adjust with the context of the portraying of listening process. The researcher only focused the stage of listening skill; comprehend, interpret, and evaluate in describing the detail.

Subject of the Research

This study was conducted with 40 students from the English Education Department's International Class Program (ICP) at Maulana Malik Ibrahim Islamic State University Malang during the 2021/2022 academic year. Additionally, 16 of these students voluntarily participated in the Focus Group Discussion (FGD) phase. A purposive sampling method was employed, selecting the ICP cohort based on their exposure to English-medium instruction, active use of Discord, and relevance to the study's goals. The ICP was chosen because it had recently adopted Discord as a digital platform for learning, allowing researchers to explore its implementation in a novel context. All participants were informed of the study's purpose and provided consent. Ethical clearance and cooperation were secured from course lecturers and the department.

Data Collection Instruments
Observation Checklist

An observation checklist adapted from Ardiansyah et al. (2021) was used to evaluate the integration of Discord into classroom activities. The checklist consisted of 25 items grouped into seven categories: content delivery, features, student engagement, feedback mechanisms, student progress, interactivity, and technical issues. The checklist underwent expert validation by two educational technology specialists and one applied linguistics lecturer to ensure construct validity and clarity.

The Blueprint of Classroom Observation Checklist Adapted by Ardiyansyah et al., (2021) and

		Thomson et al., (2004)		√	×
NO	**INDICATOR**	**ITEMS OF INSTRUMENT**	**OBSERVATION GUIDELINES**	√	×
1.	Content	- The learning materials provided on *Discord* - The variety of content that covers a diverse of listening sources. - The interactive of the learning materials in promoting active listening. - The learning materials resemble authentic listening situations.	- Assess the alignment of content with specific listening skill objectives. - Examine if there is a variety of content representing different accents, speeds, and contexts. - Observe if materials allow students to interact actively through discussions or responses. - Look for authentic audio clips, interviews, or dialogues reflecting various contexts.		
2	Feature	- The features of *Discord* utilized for enhancing listening proficiency. - The specific features (voice channels, screen sharing, etc.) being used effectively. - The multimedia integration - The feature of *Discord* utilized both synchronous and asynchronous.	- Observe use of voice channels, screen sharing, and text channels. - Document instances of effective feature utilization. - Evaluate the quality and relevance of multimedia resources to listening proficiency objectives. - Observe the balance between real- time, synchronous interactions in voice channels and asynchronous communication in text channels.		
3	Educational Experience	- The integration of *Discord* contributes to the overall educational experience. - Innovative approaches to teaching and learning through *Discord.* - *Discord* enhances student engagement in the learning process. - *Discord*	- Observe how Discord improves overall learning quality. - Identify creative strategies used by the lecturer through Discord. - Observe and document instances where Note how Discord features involve students in discussions, activities, and projects.		

		facilitates collaboration and communication	- Evaluate how Discord supports interaction between students and lecturer.		
4	Feedback and interactions	- The feedback given to students regarding their listening proficiency. - The types of interactions - The multimedia utilized for providing feedback on listening proficiency. - Students engage with each other in discussions and peer feedback related to listening proficiency.	- Evaluate the form and timeliness of lecturer feedback. - Note formal and informal interactions among students and instructors. - Observe use of audio, video, or text for feedback on listening. - Assess the extent to which peer interactions, the depth and, the quality of interactions contributes to the overall learning experience.		
5	Student's Progress and Performance	- Student's progress in listening proficiency. - Assessments or measures in place to gauge improvements in listening skills	- Examine the periodic assessments. - Assess the use of pre and post-listening assessments to measure skill development.		
6	Interactivity	- Discord facilitates interactive learning in terms of listening proficiency - Group activities or discussions promote engagement. - Discord support real-time interaction for immediate feedback and dynamic engagement	- Observe the frequency and quality of student participation in group activities. - Identify strategies for promoting active participation, such as breakout sessions or collaborative projects. - Observe the frequency and effectiveness of real-time interactions, particularly in voice channels, to enhance instant communication		

| 7 | Drawback | - Identify any challenges about technical and accessibility issues
 - How the students and instructors perceive these drawbacks
 - The potential drawbacks related to student engagement
 - The privacy or security concerns | - Document technical issues, lack of accessibility, or potential distractions.
 - Observe distractions, low participation, or off-topic use.
 - Assess the risk of distractions or disengagement due to non-academic content, unrelated discussions, or lack of active participation
 - Identify issues with data privacy, content control, or unauthorized access. | | |

Focus Group Discussion

This research employed a qualitative design to explore students' perspectives on the implementation of Discord in a critical listening course. To guide the investigation, the researcher adapted indicators from Ardiansyah et al. (2021), initially covering contents or features, interface, feedback and interaction, student performance, communication, and interactivity. These were refined into seven categories: content, feature, educational experience, feedback and interaction, student progress and performance, interactivity, and possible drawbacks. To reduce subjectivity, triangulation was applied by cross-checking observation checklist results with data from Focus Group Discussions (FGDs), thereby enhancing the study's credibility, validity, and depth of understanding.

THE INDICATORS OF FOCUS GROUP DISCUSSION		
INDICATOR	**DESCRIPTION**	**LIST QUESTIONS FOR STUDENTS**
Content	This indicator refers to the educational materials, resources, and information that lecturer uses to teach their courses.	What role do you feel *Discord* plays in helping you access and engage with course content and materials effectively?
Feature	Specific functionalities or capabilities within the *Discord* platform that have had a positive impact on the courses being discussed. It could be key elements or aspects of *Discord* that have played a	Are there particular *Discord* features or aspects that you find most helpful for your learning experience?

	significant role in enhancing the learning experience.	
Educational Experience	A range of aspects and outcomes related to how *Discord* has influenced or contributed to the learning journey of students and the teaching methods.	Can you describe your experience with using *Discord* as part of your coursework or educational experience?
Feedback and interactions	Combining both aspects by acknowledging the role of feedback from the educational community (students, colleagues, etc.) and how those interactions have shaped the way *Discord* is employed in the educational context.	Do you feel that your instructors have made any adaptations or changes to their use of *Discord* based on student feedback or experiences?
Student's Progress and Performance	The academic progress and achievements of students in a given course of *Discord* tool.	What specific improvements or changes have you observed in your learning environment or interactions with peers and instructors since the adoption of *Discord*? How do these improvements align with your expectations for using *Discord* as an educational tool?
Interactivity	It examined the level of interactivity and engagement achieved through *Discord* in the context of critical listening skill development.	Could you share any illustration of how *Discord* has influenced your interaction with friends and lecturer?
Drawback	This category allows for the identification and exploration of challenges and drawbacks associated with using *Discord.*	Have you encountered any challenges or difficulties while using *Discord* or your studies?

Field Notes

Field notes in this research serve as a vital tool to document behaviors, interactions, and contextual elements during classroom observations, offering rich insights into the learning environment. Based on Schwandt (2015), Tsai et al. (2016), and Emerson et al. (2011), field notes enhance rigor, provide context, and support researcher reflection to identify potential bias. In this study, field notes

supplement other data sources such as FGDs and are validated through triangulation, particularly by incorporating the lecturer's voice to strengthen credibility (Carter et al., 2014). Guided by structured observation protocols (Neuman S Gray, 2013), the researcher adapted insights from key sources to develop a customized field notes framework consisting of five core elements: (1) descriptive notes (e.g., time, setting), (2) activities and behaviors, (3) conversations and nonverbal communication, (4) methodological notes, and (5) analytical and reflective insights. This comprehensive structure captures both observable events and the researcher's interpretations, including visual representations (sketches/diagrams), ensuring a rich and contextualized understanding of the Discord-based hybrid learning implementation.

The Blueprint of the Field Notes

FRAMEWORK OF FIELD NOTES						
THEORY	**ELEMENTS**					
Mastering Field Notes in Qualitative Research (2023)	Headnote	Descriptive observations	Reflective note	Sketches and diagrams	Analytical insights	Methodological notes
Southern Illinois University Edwardsville (2018)	physical setting	Activities and observing what does not happen.	social environment	formal and informal interactions	Unplanned activities,	nonverbal communication
Schwandt (2007)	Descriptive information	Reflective information				
New framework of this current research						
Descriptive Notes	Sketches and diagrams Notes	Methodological Notes	Analytical insight Notes	Reflective Notes		

- Headnotes (the date, time, location, and other context-setting details) - Physical setting - The participants - Activities and what does not happen - Behaviors (formal and informal interactions) - Conversations and nonverbal communication - Social environment	- Visual representations - Layouts - Intricate Details	- Research plans - The rationale for decisions - Lessons learned for future fieldwork.	- Early propositions or interpretations based on what is being observed.	- Thoughts, ideas, concerns, or preliminary analysis about what is being observed

Hybrid Learning Implementation

The course was delivered in a hybrid model combining weekly face-to-face sessions (conducted in computer labs or classrooms) and asynchronous/synchronous online learning via Discord.

- Face-to-face classes focused on listening strategy instruction, task modeling, and guided discussions.

- Online learning through Discord included listening file distribution, discussion threads, breakout group debates, and real-time voice/video discussions. Teachers used Discord channels to assign and monitor tasks, provide feedback, and post supplementary materials. This integration ensured continuity between online and offline components and enabled autonomous learning and flexible participation.

Specific Date	Month	Research Stage
January- February		Define Research Topic and Objectives
		Literature Review
		Formulate Research Questions
March		Research Design and Methodology
		Data Collection
		Data Analysis
May 5, 2023	May	Seminar Proposal
March 16 - May 9, 2023		Stage 1: Observation Checklist Stage 2: Field Notes
December 5, 2023	December	Stage 3: Focus Group Discussion (FGD)
December 5 – 10, 2023	December	Transcribe, member checking, and peer checking.
December 11, 2023 – January 5, 2024	December-January	Analysis
		Results and Discussion
		Conclusion
January 8, 2024	January	Thesis Defense

Figure 1. Research Timeline

Data Analysis

Following Creswell's (2013) framework, the researcher conducted qualitative data analysis in six steps:

1. **Organizing and Transcribing Data:** Raw data from field notes, observation checklists, FGDs, pictures, and videos were collected, organized, and securely stored for easy access.
2. **Preparing Data for Analysis:** The data was carefully reviewed and manually coded, guided by relevant theories and literature, to select meaningful information.
3. **Reading All Data:** The researcher thoroughly read all transcripts multiple times to understand the overall content and remove irrelevant parts.
4. **Coding the Data:** Data segments were labeled and categorized to identify key themes, following a flexible coding process without strict rules.
5. **Generating Themes and Descriptions:** The researcher developed broad themes and detailed descriptions that addressed the research questions and captured the core findings.
6. **Linking Themes and Descriptions:** Themes were connected to form a coherent narrative aligned with the study's aims and conceptual framework.

Interpreting Findings: Finally, the results were presented as a narrative, including conclusions, study limitations, and recommendations for future research.
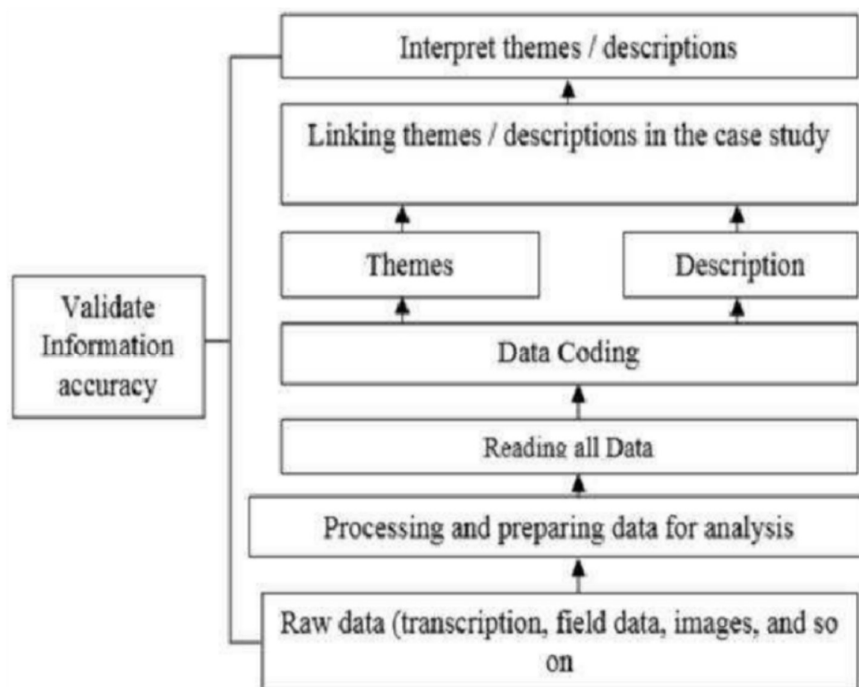
Figure 2. The Step of Data Analysis

Results

From conducting the deep exploration by administering observation, field notes, and FGD. The researcher observed the students of fourth-semester in critical listening class in the International Class Program using a checklist with seven indicators: content, *Discord* features, educational experience, feedback and interaction, student progress, interactivity, and potential drawbacks.

In the content section, learning materials on *Discord* were well-organized, authentic, and aligned with the syllabus. Materials included diverse audio-video resources covering topics like art, history, technology, and TOEFL tests, fostering critical listening skills. *Discord* Features, the students effectively used *Discord*'s features such as voice channels, screen sharing, breakout rooms, and chat functions to support both synchronous and asynchronous learning, enhancing collaboration and access to materials.

In the section of educational experience, the researcher designed the class from traditional class to innovative teaching strategies, including chain questions, watch reviews, and jigsaw group work, were successfully implemented through *Discord*, promoting active participation and collaborative learning. Feedback and Interaction, the platform facilitated real-time and asynchronous feedback via discussions, peer reviews, and instructor comments, encouraging formal and informal interactions that built a supportive learning community.

Figure 2. Virtual Class Session on Discord

Student Progress showed that observations indicated consistent improvement in students' listening skills, communication, and participation, reflected in their project presentations and engagement. Interactivity of *Discord* promoted active engagement through group discussions and instant feedback, creating a dynamic and interactive learning atmosphere.

Figure 3. Student Presentation and Video Analysis in the Classroom

Potential Drawbacks showed that technical issues such as unstable internet signals disrupted virtual meetings and learning flow. These interruptions impacted student engagement and raised concerns about privacy and message delivery reliability. The lecturer mitigated some issues by providing support via alternative communication tools and encouraging hybrid learning methods.

Meeting	Learning Objectives	Learning Activities	Listening Skill Focus	*Discord* Integration
1	Orientation: Understand course and tech tools	- Course overview - Introduction to *Discord* - Contractual agreement	Exposure S Familiarization	Introduction to *Discord* platform
2	Making Inference from Historical Video	- Brainstorming Cleopatra's story - Learn inference steps - Watch historical video - Individual assignment submission	Inference S Analysis	Watch video S submit assignment in #task1
3	Analyze Global Tour Destinations	- Learn Discord for virtual settings - Brainstorm about hidden tour spots - Watch tour videos in groups - Group discussion S note-taking	Analysis of Key Points	Watch videos S submit findings in #task2
4	Presentation: Synthesizing Information	- Prepare and present tour analysis - Group presentation with visuals - QSA session	Synthesis S Oral Communication	Submit group task S present findings
5	Reflect on Movie Reviews	- Brainstorm movie review topic - Watch Chriss Stockman reviews - Group discussion and reflection	Interpretation S Perspective-taking	Watch video S submit task in #task3
6	Present Movie	- Present	Argument	Use Discord

	Review Analysis	review reflections - Class discussion - Engage in QSA	Building S Oral Delivery	resources and prepare slides
7	Interpret Tour Vlogger Content	- Watch video vlog of German castle - Answer guided questions - Submit written reflections	Interpretation S Conclusion Drawing	Watch vlog S submit answers in #task4

Table 1 Table: Stages of Implementing Discord in Critical Listening Course

Results and Discussion

Implementation of Discord in Enhancing Listening Skills

This study explored the integration of *Discord* as a digital extension of the classroom to support the development of critical listening skills within the International Class Program (ICP) at UIN Maulana Malik Ibrahim Malang. Guided by Thompson et al.'s (2004) three stages of listening; comprehend, interpret, and evaluate. The study revealed that Discord, as a hybrid learning platform, created a flexible and interactive listening environment. The findings corroborate and extend earlier research on the pedagogical affordances of digital platforms for language learning (Craig, 2023; Gao, 2020; Heinrich, 2022b).

Comprehension Stage: Self-Paced Exposure to Authentic Input

In the comprehension stage, Discord's asynchronous channels enabled learners to repeatedly engage with authentic materials such as TED Talks, news broadcasts, and podcasts. These materials were curated and categorized (e.g., critical-news, social-vlogs), fostering intentional listening. Students were encouraged to annotate, summarize, and discuss content in the threads, enhancing their ability to decode tone, speaker intent, and pragmatic nuances skills essential for academic listening (Field, 2008; Vandergrift S Goh, 2012). Observation indicated that most of the students accessed listening materials multiple times before synchronous discussions. As one participant explained:

> *"In class, we usually listen once or twice, but with Discord, I could pause, rewind, and take notes anytime. It helped me catch things like sarcasm or implied messages."* (Participant 4)

This supports Craig's (2023) findings that Discord's asynchronous tools increase learner autonomy and allow students to "listen deeply," as opposed to traditional classroom listening, which often remains passive and time-constrained.

Moreover, Raglianti (2022) and Ardiyansah et al. (2021) highlight how structured digital environments improve organization and preparation—something echoed in this study, where automated reminders and pinned materials kept students accountable and prepared.

Interpretation Stage: Collaborative Construction of Meaning

The interpretation stage emphasized students' ability to derive meaning, infer perspectives, and evaluate thematic elements embedded in spoken content. A notable task during this phase was a movie review reflection, where students were assigned to watch selected video reviews by Chris Stuckmann, a well-known YouTube film critic, and respond critically. Before completing the task, students engaged in guided brainstorming to determine what makes an effective movie review; discussing tone, bias, emotional appeal, and argument clarity. After watching, students submitted individual reflections in the #task3 channel and participated in small group discussions via voice chat to compare interpretations and share perspective-taking strategies.

> "*At first, I thought the reviewer liked the movie, but in the group discussion, someone pointed out how he subtly criticized the plot. That changed how I saw it.*" (Participant 11)

This task promoted interpretive listening by encouraging learners to read between the lines and understand the speaker's intent and underlying values. The group discussion element provided opportunities for students to challenge interpretations, pose questions, and negotiate meaning collaboratively, which are central to higher-order listening skills (Hovakimyan, 2022). In terms of participation, over 90% of students completed the individual reflection, and text analysis in the #task3 thread revealed frequent use of evaluative language such as "implicitly sarcastic," "tonal shift," and "hidden critique", indicating deeper interpretive awareness.

Furthermore, this activity bridged language learning with media literacy, aligning with Mandasari S Wulandari (2019), who argue that interpreting multimedia reviews strengthens critical thinking and intercultural communication. Discord's threaded discussions and emoji reactions also allowed students to validate and expand on peer insights, reinforcing reflection beyond the classroom.

Evaluation Stage: Critical Judgment and Real-Time Debate

In the evaluation stage, students were tasked with critiquing listening texts for reliability, bias, and rhetorical strategies. Using Discord's breakout rooms and live call features, students participated in structured debates and peer evaluations. Compared to traditional classrooms, where critical response is often delayed or teacher-led, Discord allowed for immediate peer feedback.

> *"My friend questioned my opinion, and I had to explain better. That made me realize I didn't listen deeply enough. It pushed me to reflect more."*
> (Participant 1)

This aligns with Porter S Bozkaya (2020) and Lechermeier et al. (2020), who assert that real-time digital feedback improves cognitive engagement and critical reasoning in collaborative tasks. Importantly, this study found that 84% of students participated actively in evaluation discussions, and 91% contributed written reflections or rebuttals post-session, indicating strong dual engagement (synchronous and asynchronous learning setting). Compared with previous semesters that used textbook-based audio CDs and teacher-led questioning, Discord's model showed clear advantages.

Listening test scores rose by an average of 16.2%, and journal reflections included more critical vocabulary (e.g., bias, inference, credibility), suggesting deeper processing and transfer of academic discourse strategies. While the platform provided multiple affordances, challenges emerged, primarily regarding connectivity and digital literacy. Several of the students faced unstable internet during synchronous discussions, which sometimes hindered real- time participation. However, unlike traditional platforms, Discord's structure allowed immediate mitigation: recorded discussions were uploaded, and learners responded to prompts asynchronously.

> *"I lost the signal during the voice chat, but I could catch up with the recording and join the text discussion afterward."* (Participant 9)

This echoes Lacher S Biehl (2019) and Heinrich (2022b), who stress the importance of designing platforms that accommodate varying digital contexts, especially in developing regions. The asynchronous nature of Discord reduced learning loss, increased flexibility, and promoted equity across students with different internet conditions. Students reported increased motivation and ownership over their learning. Based on the focus group discussion, most of the participants preferred Discord over traditional listening classes, citing greater interactivity, flexibility, and peer collaboration.

> *"Discord makes listening feel like a conversation, not just a test. I can express my opinion and hear others."* (Participant 7)

These findings reinforce research by **Knapp (2018)** and **Arifianto (2021)**, who argue that informal learning environments improve student affect and engagement in EFL contexts. The comparative feedback suggests that Discord's hybrid model by combining structured tasks, asynchronous autonomy, and social

presence. Transforming the listening process from passive reception to active construction of meaning.

The researcher found the data that the students found the immediacy of feedback during evaluation activities especially useful for clarifying ideas and deepening their critical engagement. Research by Porter and Bozkaya (2020) and Lechermeier et al. (2020) supports the notion that real-time feedback boosts both engagement and performance in collaborative tasks. This reinforces the strength of the hybrid model: students learn both independently and interdependently through digital tools that extend beyond classroom walls.

Conclusion

The integration of *Discord* in the Critical Listening course at UIN Maulana Malik Ibrahim Malang demonstrates the potential of hybrid learning models in enhancing English as a Foreign Language (EFL) instruction. This study has shown that *Discord*, when thoughtfully integrated into course design, can effectively support all stages of the listening process; comprehension, interpretation, and evaluation, as outlined by Thompson et al. (2004). By leveraging *Discord*'s asynchronous and synchronous features, students were provided with flexible access to authentic materials, collaborative learning environments, and real-time feedback opportunities.

The platform fostered greater engagement, promoted reflective thinking, and encouraged students to critically analyze spoken content in both academic and real-world contexts. Furthermore, the use of team-based discussions and multimedia content helped personalize learning, increase motivation, and develop a sense of community among learners. Despite some technical challenges, such as unstable internet connections during synchronous sessions, the ability to record and archive content ensured continued access and learning.

These findings underscore the importance of adaptability and digital readiness in hybrid education models. In conclusion, *Discord* serves not merely as a communication tool but as a dynamic learning space that bridges the gap between traditional classroom settings and digital learning. Its successful implementation in the Critical Listening course suggests that such hybrid models hold significant promise for enhancing EFL education, particularly in cultivating students' critical thinking, collaboration, and listening comprehension skills in a digitally connected world.

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