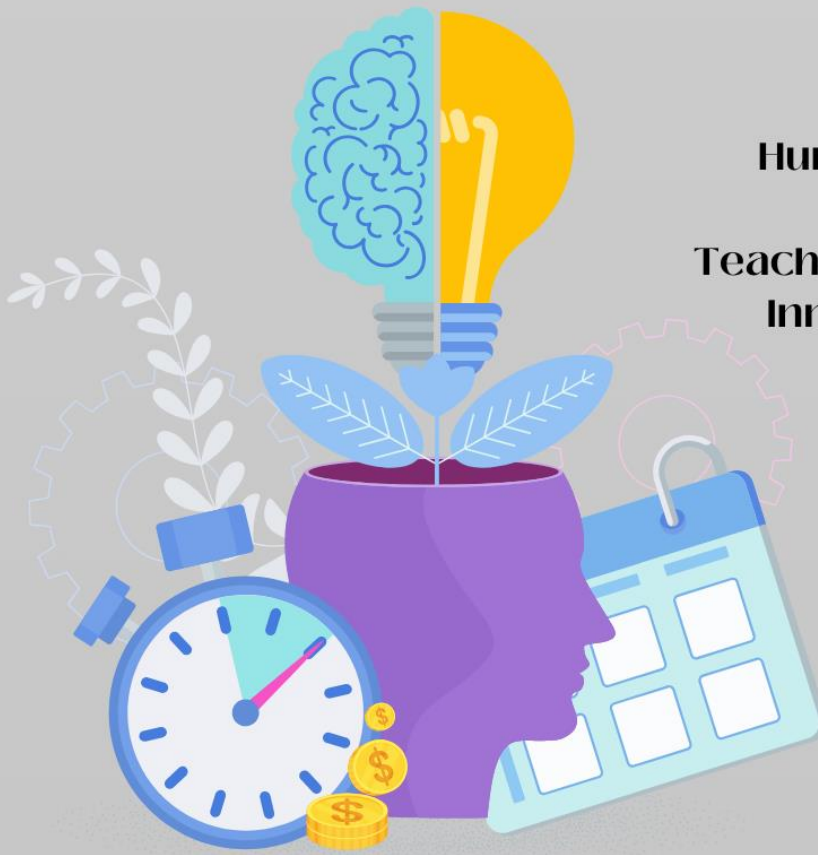


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Proceedings of The International Conference on English Language Teaching 2024

Humanizing Language
Education and
Teacher Resilience through
Innovative Pedagogy



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FACULTY OF EDUCATIONAL STUDIES
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EDITORS

JOANNA JOSEPH JEYARAJ
ABU BAKAR RAZALI

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***PROCEEDINGS
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DESIGNING EFFECTIVE ENGLISH COMMUNICATION TRAINING MATERIALS FOR BANKERS

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Abstract

This study aims to develop English materials for frontliners in Bank Kalbar Cabang Flamboyan, focusing on the specific needs of bankers in the banking sector. The research highlights the growing importance of English proficiency in the banking industry, particularly in navigating international financial transactions, communicating with clients and colleagues, and staying updated on financial trends and regulations. The study emphasizes the need for effective communication in banking, which is crucial for building strong relationships with clients and maintaining competitiveness in the global market. The research design is based on the ADDIE model, involving analysis, design, implementation, and evaluation. The study will involve questionnaires and interviews to identify the needs of frontliners in learning English and to develop suitable materials for their training. The expected goal of this research is to enhance the English language skills of frontliners in Bank Kalbar Cabang Flamboyan, enabling them to better serve their clients and contribute to the growth of the bank.

Keywords: Frontliners, Bank Kalbar, materials, effective, ADDIE

1. Introduction

English has developed into a vital tool in the banking and finance industries, where success depends on successful communication. The need for fluency in English has grown dramatically among bankers as the global financial landscape continues to change. The reason for this is that bankers who are proficient in English can navigate intricate financial markets, communicate with clients and colleagues worldwide, and remain up to date on the most recent financial trends and regulations. English is also the principal language used in international financial transactions. (Baumgardner, 1988) stated that for many businesses, communication with the public is most likely to be in the L1. Although communication with the public is using L1, the need to communicate in English will be raised when facing global competition.

Fluency in English is now required in modern banking. It makes it possible for bankers to operate effectively, make wise decisions, and cultivate enduring bonds with their clients. Furthermore, as the language of international banking, English is necessary for bankers to engage in cross-border financial transactions, cooperate with foreign partners, and maintain their competitiveness in the global marketplace.

The growing complexity of financial products and services emphasizes the necessity for English in banking even more. To maintain accuracy and clarity, the terminology used to describe these goods and services must change as financial markets become more complex. The richness of financial concepts and transactions can be best communicated in English due to its extensive vocabulary and sophisticated terminology.

PT BPD Kalbar, which will be mentioned as Bank Kalbar further, is the local bank in West Kalimantan, which has the mission to open a foreign exchange division. As West Borneo is bordering Kuching, Malaysia, the demand for gaining financial relationships is seen as a required issue. For example, Bank Kalbar already joined MEP's club, where the ATM of Bank Kalbar can be used in Malaysia with any ATM with MEP logos. Western Union, which was joined with Bank Kalbar also had a positive impact on the growth of the banking business in Bank Kalbar. Yet, the problem of speaking English for the frontlines who face foreign clients becomes a serious issue. Although most of the clients are local clients, the chance of facing foreign clients is always open. It was found that in the Branch Office of Flamboyan (Bank Kalbar Cabang Flamboyan), some Malaysians were coming to exchange money or pay the immigration fee. In another case, the Japanese were coming to pay some taxes. Since not many of the frontliners could speak English, it became a problem, so they tried to find a partner who spoke English.

When Bank Kalbar opens its foreign exchange division, all of the staff should be prepared to face foreign clients, and the English Language is one of the essential things to be studied. The focus of this research is to develop English material for front liners in Bank Kalbar Cabang Flamboyan. Why frontliners? Because they are the front guards who interact directly with the clients.

Giving services to the public means the bankers should have the ability to negotiate using appropriate language. When the services are conducted in the English Language, the bankers should adapt to the terms of banking activities that sometimes might be not learned in EGP. (John, 2012) mentioned that English for Specific Business Purposes (ESBP) courses are run for job-experienced learners who bring business knowledge and skills to the language-learning situation. These courses are carefully tailored and likely to focus on one or two language skills and specific business communicative events. The materials often include selections from a range of published books, framework materials, and specially written activities, probably stemming from the learner's business context. The current growing area in ESP is business English, which includes both pre-experience learner (EGBP) and job-experience learner (ESBP) courses.

Effective communication is more important than being completely accurate. Business people expect excellent quality, good value, and professionally presented courses because they are professionals with very defined goals. More courses now incorporate the development of language and abilities, and more consideration is given to the business context and commercial interactions. Therefore, the courses for ESBP, especially in the field of bankers, will hopefully help to meet the goals of effective communication with clients using English.

Working in the financial service sector, especially the banking sector, requires a high level of interaction by the roles, functions, and responsibilities. (Bacorny, 2018) mentioned that for these professionals, the skills of listening and speaking are probably the most important ones since they will have to interact with customers. When the function of a bank is to serve, good communication skills will be needed. Therefore, the instructors have to provide authentic materials that help the learners to relate the learning to the real-world life situation. (John, 2012) mentioned that a good deal of the speaking work carried out in Business English falls under the heading 'socializing'. The term encompasses the spoken interactions that surround the actual discussion of business matters. We prefer to use the term 'building relationships' as this expresses the real purpose of these interactions.

Hence, English for business purposes should be pointed out in the exercise of

interacting with the clients. Speaking exercises frequently only offer a setting for conversation, although learners could find it helpful to first think about the characteristics of a good interaction. This would draw their focus to the right vocabulary and proficiency and offer a framework for assessment at the phase of feedback. The speaking skills of bankers will be needed as the high interactions with the clients, especially for the frontlines. The frontliners should speak in an effective way so the clients will easily convey the meaning of the conversations and also the gestures and manner while speaking will be the point of catching the interest of the clients.

When learning a language, being able to communicate using the language is very important as well as being able to utter a meaningful conversation. English, as one of the most learned languages, has four skills to be mastered: listening, speaking, reading, and writing. Hence, when talking about interpersonal relationships, speaking skills in a language will matter. According to (Brown, 2003) speaking is a productive that can directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. English teachers have a challenging task: getting their students to speak English. Long-term practice and learning are required. Foreign language learners' students will find out that English might be drastically different from their native tongue. The real-life practice of English has very strict time and space restrictions. They therefore require more practice.

In speaking several factors can be counted in the aspects of speaking. Based on (Brown, 2003), some traits that can be scored in speaking are pronunciation, fluency, vocabulary use, grammar, and comprehensibility. Those aspects are a continuum in speaking skills. Being able to speak well to fulfill those four aspects will be challenging for EFL learners. Therefore, the learners should be exposed, understand the meaning and form, and practice the language. According to (Harmer, 2001), speaking tasks are the tasks where students are trying to use all and any languages they know to provide feedback for both teacher and students. So, the instructor in the speaking classroom should be able to make their learners speak English by providing suitable tasks for them.

The materials help the learners to learn the language better. The language According to (Thomlinson, 2011), materials mean anything that can be used to facilitate the learning of language (linguistic, visual, auditory, kinesthetic).

Successful materials are the materials that can have an impact on learners' improvement. Some criteria should be fulfilled in developing the materials, so the materials achieve the goals of the learning process. According to (Brian Thomlinson, 2011) materials should achieve impact. Materials can achieve impact through:

- a) novelty (e.g. unusual topics, illustrations, and activities)
- b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text types taken from many different types of sources; using several different instructor voices on a CD)
- c) attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs)
- d) appealing content (e.g. topics of interest to the target learners; topics that offer the possibility of learning something new; engaging stories; universal themes; and local references)
- e) achievable challenge (e.g. tasks that challenge the learners to think)
- f) The choice of topics, multiple kinds of sources, colorful presentation of the media, interesting topics, and critical thinking activities are the criteria for developing the

materials that can bring improvement for the learners.

Pointing out the criteria mentioned by Thomlinson, the researcher tried to put it in the context of ESP, especially for front liners in the banking sector. The choices of the topics would be chosen according to the real work situation. (John, 2012) believed that meetings and negotiations are also difficult to separate. It would appear that a meeting within a company may serve various purposes such as the exchange of information, decision-making, or a presentation from an individual or a group. When, however, a meeting takes place between representatives of two different companies the meeting will almost certainly be a negotiation, however little actual bargaining takes place during the actual meeting. Therefore, the materials development for banking, especially front liners, should help the learners to be able to negotiate, present the idea of the products, and decision-making when handling problems with the clients.

The design of this study is ADDIE (Analyze, Design, Implement, and Evaluate). The researcher will provide specially designed questionnaires and interviews find the needs of frontliners in learning English. The interview and questionnaires will also help to provide data on problems faced by the frontliners in Bank Kalbar Cabang Flamboyan in learning English. From the data from the questionnaire and interview, the researcher will develop suitable English material for the frontlines. Additionally, it is expected that this research will serve as an inspiration for further studies that will be conducted by tertiary educators, researchers, and students.

2. Methodology

This research was conducted using developmental research; by incorporating developmental research into their TEFL practice, teachers can deliver more efficient, focused, and interesting instruction that meets the individual needs of their students, improving language learning outcomes. The development here, using the ADDIE Approach, focused on how the researcher developed suitable speaking materials for front liners at PT BPD Kalbar Cabang Flamboyan. (Branch, 2009) mentioned that ADDIE is used within educational environments to facilitate the construction of knowledge and skills during episodes of guided learning. The researcher will conduct a thematic analysis. (Kampira, 2021) argued that thematic analysis is a data analysis procedure that centers on the identification, description, explanation, substantiation, and linkages of themes.

The researcher will undertake a need analysis before producing the product. Some things must be learned to identify needs. These things include necessities (what the learner must know to operate effectively), lacks (what the learner knows and does not know already), and wants (what the learner believes they need). The need analysis will result from the findings of having a questionnaire with the learners. The questionnaire is conducted to determine the expected material that will be developed by the researcher. (James Flood, et al. 2005) mentioned that instruments, codes, schedules, questionnaires, agendas for interviews, and so forth should be generated in situ as a result of observations. It is mentioned that a questionnaire will help the researcher to know how the participants want the material to be designed. (EUROPEAN COMMISSION EUROSTAT, 2017) argued that each question in the questionnaire should be made by considering specific categories of question characteristics step by step. This means that the questionnaire should be made to avoid misinterpretation of the questions. Branch (2009) mentioned that there are five stages/phases in research and development, they are the important components in the process of creating the instructional design which consists of Analysis, Design, Development, Implementation, and Evaluation.

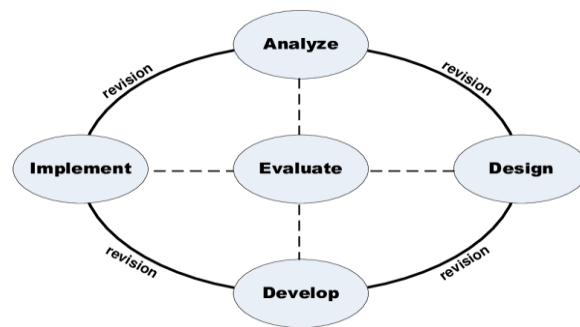


Figure 1 ADDIE Phases from (Branch, 2009)

3. Expected Findings

This research expects results that would suggest that creating training materials for bankers in English communication needs to be tailored to the industry, emphasize practical applications, and enhance critical abilities like communicating with clients for the industry's growth. The results would highlight how crucial it is to cater to bankers' communication requirements rather than offering general language instruction. The product of this research is also expected to be great training material that helps the frontliners at banks to communicate English professionally.

4. Discussion

The significance of effective communication and negotiation in banking would probably be covered in part of the conversation. Persuading customers to invest in particular financial products or negotiating terms that benefit the bank, and the customer are common examples of effective client contact. This research might go into detail on how training materials ought to cover English-language negotiation and persuasion tactics, like how to establish rapport with clients, deal with objections, and effectively communicate data. From all the data collected from this research, the researcher will design suitable training materials for the participants of this research.

5. Conclusion

In conclusion, designing English materials for bankers is a crucial task that requires careful consideration of the specific needs and requirements of the banking industry. By incorporating relevant financial terminology, real-life scenarios, and practical exercises, English materials can effectively enhance the language skills of bankers, enabling them to communicate more effectively with clients, colleagues, and stakeholders across the globe. The importance of English in the banking sector cannot be overstated, as it is the primary language used in international financial transactions and communication. By providing bankers with high-quality English materials, we can empower them to navigate complex financial markets, stay updated on the latest financial trends and regulations, and build strong relationships with clients.

In designing English materials for bankers, it is essential to consider the specific needs and goals of the target audience. This includes incorporating relevant financial terminology, using real-life scenarios to illustrate key concepts, and providing practical exercises to help bankers apply their language skills in real-world situations.

Ultimately, the goal of designing English materials for bankers is to enhance their

language skills and improve their ability to communicate effectively in a global financial environment. By providing bankers with the tools and resources they need to succeed, we can help them achieve their goals and contribute to the growth and development of the banking industry.

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A CASE STUDY: ENGLISH TEACHERS' STRATEGIES IN DEALING WITH "SPECIAL NEEDS" STUDENTS IN LEARNING ENGLISH

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Abstract

This study aims to investigate English teachers' strategies in dealing with "special needs" students in learning English in Pelita Cemerlang Primary School Pontianak, focusing on the specific strategies implemented in learning English. The research highlights the growing importance strategies of English teachers in primary level, particularly in dealing with "special needs" students who need different treatments in the classroom. The study emphasizes the strategies implemented by the English teachers for effective learning English, which is crucial for building and dealing strong strategies with "special needs" students in the classroom. The research design is qualitative and a descriptive qualitative method. The study will involve interviews and taking-notes to identify the strategies in learning English and investigate the strategies implemented by the English teachers. The expected goal of this research is to improve and better implement reliable teaching strategies in dealing with "special needs" students in primary level in Pelita Cemerlang School Pontianak, enhance the English teachers for improving their teaching English with "special needs" students and contribute the teaching strategies to the growth of education.

Keywords: Special needs, Pelita Cemerlang, strategies, qualitative

1. Introduction

The relevance of the problem under study is determined by the need to improve the quality of teaching and learning in English for students with "special needs". The formal school requirements to receive the students with some criteria. In Kalimantan Barat, Pontianak is the center of education for the students to find a place to learn. The formal education is to help students develop the types of knowledges representations, ways of thinking, and social practices based on regulations to the students need. In public school, the curriculum is using the "Kurikulum Merdeka" as their ways to learn the subjects. In another hand, English lesson for elementary is not available for the teachers who teach English as foreign language. The government allows the school to teach English as foreign language based on students' needs. So, the school provide EFL (English for Foreign Language) as a sub-main lesson or local content. The requirements for the students to elementary is needed. The teachers used 'screening' to filter the students from kindergarten to elementary. The screening test is so useful to maintain the students' needs in Pelita Cemerlang school. Pelita Cemerlang school found some students who have disabilities in each way of lesson. Students' disabilities itself are categorized as "special needs' students. Modern teaching technologies suggest that students with special needs need the same level of education as other students and have the same knowledge, skills, and habits in the English language course.

Lately, the teachers who teach English in Elementary school have difficulties among the "special needs". Some difficulties that teachers face is to maintain and guide the "special needs" students to develop and increase their English lesson. When the teachers teach

English as a foreign language to the "special needs" students, the teachers used to generalize the materials. The English teachers think that "special needs" students have to follow and believe the "special needs" students can receive the material as same as to the "non-special needs" students. The gaps among the students in a class has various type of gaining the materials. A lot of ways teaching English as a foreign language used in Pelita Cemerlang that usually point at their output as an assessment (score) on their report card at the end of the semester. Pelita Cemerlang is a public school located in Pontianak, Kalimantan Barat has special needs students who have different treatment to acquire the knowledges based on their 'needs'. On this research, the researcher will find out the teaching strategies use by the English teachers as a treatment to make those "special needs" students improving their English.

Teaching strategies can be said as the first step for English teacher to master in teaching English because there are many kinds of teaching strategies that can be used. Teaching strategy can be defined as a plan, method or series activities to achieve particular educational goal (Richards, Jack C. & Rodgers. 1986). In addition, teaching strategies are defined as the role taken by teacher or a teaching device such as computer, programmed text, or television set in order to facilitate learning (Klein, M. Frances. 1991). Moreover, teaching strategy is the approach that the teachers use for particular lesson and to the specific objectives for a particular lesson. It is necessary to be taken care that one strategy which is effective to be used in a certain material, might not be effective for another material (Roy Killen, 98). So that, the teaching strategy is an effort or method used by teachers to help teachers achieve their goals in carrying out the learning process based on the methods, efforts or methods, procedures used by teachers in making transfers they knowledge for the students. And also, that teaching strategy can be said to be a plan or a series arrangement carried out by the teacher in learning so that learning can run effectively by using strategies in the process of delivering material to students. A teacher is required to have pedagogy, strategy for learning process to be delivered more effectively. "Special needs" student also needs the received the learning process until their English can be improved. Therefore, the strategy is very important for the teacher to master and also assist the students among the learning process in a classroom.

1.1 Direct Instruction

According to Martel (2009) such as the teaching strategies for general and special education teachers as, Direct Instruction. The DI approach uses detailed teaching procedures that are presented in a specific order (Tarver, 1999). It is built around the concept that every child can learn if we teach them carefully and teachers can be successful with effective instructional delivery techniques. In DI, it is the teacher who is responsible for student learning. A common phrase that refers to DI is, "If the learner hasn't learned, the teacher has not taught" (Tarver, 1999). There are three main components to the design and delivery of DI programs which include program design, organization of instruction, and teacher/student interactions (Marchand-Martella, Slocum, & Martella, 2004).

1.2 Co-Teaching

Co-teaching is an alternative to resource room or pull-out special education services. The special education teachers can identify unique learning needs of individual students and enhance curriculum and instruction to match these needs (Zigmond & Magiera, 2001).

2. Methodology

This study will use a qualitative design and a descriptive qualitative method. Besides, this qualitative research will be conducted in order to investigate the circumstances that

occurred by gathering as much data from the participants as possible. The research will start with an interview and observations. This will conclude how the teacher in dealing "special needs" students in learning English in the class and the observation will use to collect the data in systematic way to understand and interpret actions, interaction or the meaning of event.

3. Findings

The research aims to provide the suitable strategies for English teachers in dealing with "special needs" students in the classroom. By implementing the suitable strategies in the classroom, the English can achieve their objectives in the learning process. Key findings are expected to include the effectiveness of dealing with "special needs" in the learning process.

4. Discussion

This research holds significant improvement for educational field to explore the teaching strategies that use in English as foreign language by English teachers for "special needs" students in a classroom. The implementing strategies used by the teachers can be improve to the "special needs" students to make the learning process and the learning objectives can be achieved. The strategies will be impacted to the English teachers to teach the students in a classroom. The researcher found out the teaching strategies to increase "special needs" students in learning English. Moreover, the research findings can inform educational recommendation that support the successful teaching English as a foreign language.

5. Conclusion

In accordance with the purposes of this research, there are several expectations from the researcher at the end of this research. In theoretically, the result of this study is expected to develop the teaching-learning process for the "special needs" students with teacher's appropriate strategies. In practically, the finding of this study hopefully can be a valuable source of information to improve the quality of English teaching and learning process. In dealing with "special needs" students may become one of considerable and can be used as reference and help with future research in the same field.

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DESIGNING CONTEXTUAL READING MATERIALS FOR ASPIRING HOTEL INDUSTRY PROFESSIONALS

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Abstract

This study aims to develop contextual reading materials for second-grade hotel industry students at SMK Negeri 3 Pontianak. The study seeks to address the lack of specialized reading materials in the hospitality industry, which is crucial for students' English literacy and future career success. The research questions focus on the needs and interests of hotel industry students in contextual reading, the design of such materials, and the quality of these materials. The study is significant as it will provide students with relevant and engaging reading materials, enhancing their vocabulary, pronunciation, and grammar skills. This is particularly important in the hospitality industry, where effective communication is essential. The research design is based on ADDIE involving analysis, design, develop, implementation, and evaluation. The proposed study will contribute positively to help bridge the gap in English literacy among vocational high school students, particularly those in the hospitality major. The expected goal of this research is to improve their overall language proficiency and prepare them better for their future careers in the hotel industry

Keywords: Contextual Reading, Hotel Industry, English Literacy

1. Introduction

If there is no provision of work experience during school, students will have difficulty in competing in the world of work after graduation. This lack of preparation can make students not ready to work effectively. According to Yoonjoung Heo (2018), students who do not gain work experience during their studies will face significant challenges in the job market. Moreover, debriefing about the knowledge and skills before carrying out an internship program is very important, as it will enhance both mental and material readiness that students will practice at industries Nghia and My Duyen (2018). Additionally, engaging in more reading activities, as suggested by Bamford and Day (2004), can improve reading, writing, listening, and speaking abilities, and enrich vocabularies.

1.1 Importance of English in the Hospitality Industry

The hospitality industry significantly contributes to state income, especially in tourist destinations like Pontianak, West Borneo. As international travel resumes post-COVID-19, proficiency in English becomes crucial for effective communication in various roles, including front office, food and beverage service, human resources, sales and marketing, and engineering departments. English serves as a primary medium for both oral and written communication, which is essential in a globalized economy. Experts emphasize that improved English skills enhance professional opportunities for employees within the hospitality sector, making it a critical area of focus for vocational education.

1.2. Role of Vocational Education in Preparing Students

Vocational institutions like SMKN 3 Pontianak play a vital role in preparing students for careers in hospitality through practical lessons and internships. The curriculum emphasizes hands-on experience, enabling students to apply their knowledge in real-world settings. However, challenges exist, particularly regarding the lack of contextual reading materials tailored to the hospitality field. Research indicates that without adequate preparation and exposure to industry-specific vocabulary, students may struggle to compete effectively in the job market. Thus, integrating contextual reading materials into the curriculum is essential for enhancing students' readiness for employment.

1.3 Designing Contextual Reading Materials

The initiative to develop contextual reading materials specifically for hospitality students at SMKN 3 Pontianak addresses a significant gap identified by educators. While previous studies have explored designing reading materials for various vocational fields, there is limited research focusing on the hospitality sector in this region. This study aims to create engaging content that not only builds vocabulary but also enhances reading comprehension and practical language skills relevant to future careers. By incorporating specialized vocabulary and culturally relevant scenarios, the project seeks to foster a deeper understanding of the hospitality industry among students, ultimately preparing them for successful careers in an increasingly globalized workforce.

2. Methodology

This research employs a development research design focused on creating contextual reading materials for second-grade hospitality students. The study begins with a needs analysis to determine the specific interests and requirements of students regarding reading materials. Following this, the design phase involves creating tailored reading content that incorporates specialized vocabulary relevant to the hospitality industry. The quality of these materials will be assessed through expert evaluations and feedback from both students and teachers to ensure they meet educational standards and effectively enhance language proficiency.

3. Findings

Preliminary findings indicate a significant need for contextual reading materials among hospitality students at SMK Negeri 3 Pontianak. Students expressed a desire for resources that not only improve their English skills but also relate directly to their field of study. The designed materials include industry-specific vocabulary exercises, and culturally relevant texts that promote cross-cultural understanding. Feedback from pilot testing suggests that these materials are engaging and beneficial in enhancing students' reading comprehension and vocabulary acquisition.

4. Discussion

The development of contextual reading materials is vital for vocational education, particularly in fields requiring specialized knowledge like hospitality. The integration of real-world contexts into learning materials fosters greater engagement and relevance, which can lead to improved educational outcomes. This study aligns with existing literature that emphasizes the importance of context-based learning in enhancing language skills (Tomlinson, 2011). Furthermore, by focusing on the specific needs of students in Pontianak, this research contributes to localized educational practices that can better prepare students

for their future careers.

5. Conclusion

The creation of contextual reading materials tailored for aspiring hotel industry professionals at SMK Negeri 3 Pontianak represents a significant step towards improving English language proficiency among vocational students. By addressing the specific needs of these learners, this research not only supports their academic growth but also enhances their readiness for real-world challenges in the hospitality sector. Future research should explore the long-term impacts of these materials on student performance and employability within the industry.

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THE IMPACT OF AI-GENERATED SUMMARIES ON READING COMPREHENSION AMONG COLLEGE EFL LEARNERS

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Abstract

With the increasing integration of AI in education, the use of AI-generated summaries to enhance language acquisition has garnered attention. This study examines the impact of AI-generated summaries on reading comprehension among Chinese college students learning English as a Foreign Language (EFL). The research aims to determine whether AI-generated summaries produced by ChatGPT can independently enhance reading comprehension compared to traditional full-text reading. A mixed-methods approach was employed, involving 60 participants divided into experimental and control groups randomly. The experimental group received AI-generated summaries, while the control group read the full texts. Reading comprehension was assessed through two multiple-choice, one short-answer, and one inferential question. Ten participants from the experimental group were interviewed later regarding their perceptions of the accuracy and usefulness of AI-generated summaries in text understanding. Descriptive statistics and independent t-tests indicated that AI-generated summaries significantly supported basic comprehension but were less effective in promoting deeper understanding, as evidenced by performance on inferential questions. Thematic analysis further revealed that while students found AI-generated summaries convenient and time-saving, they occasionally lacked the detail necessary for comprehensive text engagement. This study highlights the value of AI-generated summaries in supporting language learners and suggests the need for further research on their long-term effectiveness and applicability across diverse educational contexts.

Keywords: AI-generated summaries, reading comprehension, EFL learners, ChatGPT

1. Introduction

Artificial Intelligence (AI) has increasingly been integrated into educational practices, offering innovative solutions for language learning, particularly in English as a Foreign Language (EFL) contexts. Recent studies have explored AI's role in facilitating language acquisition through tools such as AI-generated translations (Khasawneh, 2023; Alharbi, 2023), tutoring systems (Alam, 2023), and adaptive learning platforms (Delgado et al., 2020). However, the use of AI-generated summaries, specifically in enhancing reading comprehension, is a relatively new area of investigation. Previous research indicates that summaries can significantly aid in comprehension by distilling complex information into more digestible formats, which is especially beneficial for EFL learners who may struggle with extensive texts in a non-native language (Budianto et al., 2022; Aghazadeh et al., 2019). Nonetheless, the effectiveness of AI-generated summaries in comparison to traditional reading approaches is still underexplored. This study aims to address this gap by examining whether AI-generated summaries produced by tools like ChatGPT can improve reading comprehension among Chinese college EFL students.

1.1 Research Questions

The primary research question guiding this study is: Can AI-generated summaries independently improve the reading comprehension of Chinese college EFL students? To address this, the study explores the following questions:

- 1) How do students perform on reading comprehension tests when provided with AI-generated summaries compared to those who read the original text?
- 2) How do students perceive the accuracy and usefulness of AI-generated summaries in aiding their understanding of text content?

1.2 Theoretical Framework

This study is grounded in the cognitive load theory (Sweller, 1988). Cognitive load theory suggests that by simplifying complex texts, AI-generated summaries may help learners manage their cognitive resources more effectively, particularly when dealing with non-native language material. Furthermore, this study is informed by the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) model, which examines user acceptance of technology, provides a framework for understanding students' perceptions of AI-generated summaries and their willingness to adopt such tools in their learning processes.

2. Methodology

The study adopts a mixed-methods approach, integrating quantitative and qualitative data to provide a comprehensive analysis of the impact of AI-generated summaries on reading comprehension.

2.1 Participants

The study involves 130 Chinese college EFL students, exceeding the G*Power-calculated requirement of 128 participants. All the participants have the similar English proficiency levels, with CET-4 scores around 500. Participants will be randomly assigned to the experimental (odd-numbered) or control (even-numbered) group, resulting in 65 students in each group.

2.2 Instruments

2.2.1. Reading Materials

The reading materials will be selected from the book *Cambridge IELTS 17*, including three texts: an argumentative essay, an expository article, and a book review (shown in Table 1). Each text will consist of approximately 900 words. These passages are chosen to represent different genres and complexity levels, ensuring a diverse assessment of reading comprehension skills.

Table 1. Reading Materials

Passage Name	Word Counts	Passage Genre
Insight or Evolution?	934	Argumentative essay
A Second Attempt at Domesticating the Tomato	857	Expository article
Building the Skyline: The Birth and Growth of Manhattan's Skyscrapers	988	Book review

2.2.2. AI-Generated Summaries

AI-generated summaries of the reading materials will be produced using ChatGPT 3.5. Each summary will be generated with the prompt: "Please provide a concise and accurate summary of the following article, focusing on the main points, key arguments, and any important conclusions. The summary should be around 300 words." These summaries will be used for the experimental group to determine their impact on reading comprehension.

2.2.3. Reading Comprehension Test

Four test questions are created based on the three passages, including two multiple-choice questions, one short-answer question, and one inferential question (see Table 2). The test is designed to assess various levels of comprehension, including detailed understanding, summary skills, and inferential reasoning.

Table 2. Reading Test Questions

Question types	Source	Score	Questions
Multiple Choice 1	1. Argumentative essay	2	How does the author challenge the conventional view of scientific discovery in the essay?
Multiple Choice 2	Expository article	2	What is the main benefit of using CRISPR technology in the domestication of plants according to the article?
Short Answer	Book review	3	Briefly describe the main content structure of the book <i>Building the Skyline</i> and provide examples of how the book addresses the history and economic aspects of skyscraper development in New York City.
Inferential Question	Argumentative essay	3	Based on the author's discussion, what might be the implications of viewing scientific discovery as an evolutionary process rather than a result of isolated genius?

2.2.4. Interview

Thirty students from the experimental group will be interviewed, stratified based on their reading comprehension test scores into high, medium, and low score ranges, with ten participants from each performance range. An open-structured interview will be conducted focusing on three key areas: the accuracy of AI-generated summaries, their usefulness in enhancing comprehension, and participants' overall experience with the AI-generated content.

2.3 Data Collection

Data collection will occur in September 2024 at the language laboratory of Zhengzhou Business University. The 65 students in the experimental group will access AI-generated summaries via computer, while the 65 students in the control group will read the full original texts. Both groups should complete the reading comprehension test within one hour, and the researcher will score their responses after the test. The following day, 30 students from the experimental group will be randomly selected for interviews. The interview process will be fully recorded and transcribed into text after the interviews are completed.

2.4 Data Analysis

The data of reading comprehension test will be imported into SPSS 29. Three independent t-tests will be conducted to separately analyze the effect of AI-generated

summaries on different types of comprehension questions, ensuring the specific impact on each comprehension level is captured. Descriptive statistics will also be used to identify differences in overall performance, including mean, maximum, minimum, standard deviation. Thematic analysis will be performed on the interview data to identify key themes related to students' perceptions of the accuracy, usefulness, and overall experience with AI-generated summaries. ATLAS.ti 9 software will assist in systematically coding and organizing the qualitative data, ensuring that key themes are accurately identified and categorized.

3. Findings and Discussion

It is hypothesized that the experimental group will perform comparably to the control group in understanding main ideas and key details. However, challenges may arise with inferential questions requiring deeper engagement with the text, suggesting that while AI-generated summaries aid basic comprehension, they may be less effective for higher-order thinking skills. However, the experimental group could potentially outperform the control group overall, suggesting that AI-generated summaries help manage cognitive load and improve information processing efficiency. Thematic analysis may reveal that most students find these summaries generally accurate and helpful for understanding core ideas, though concerns about depth and comprehensiveness may arise, reflecting the challenges AI faces in summarizing complex texts and raising questions about reliability.

4. Conclusion

This study explores the effectiveness of AI-generated summaries in enhancing reading comprehension among EFL learners. The findings suggest that AI tools like ChatGPT could be valuable for supporting language learners by managing cognitive load and enhancing comprehension, though they may fall short in fostering higher-order thinking skills. Future research should investigate the long-term impacts and applicability of AI-generated summaries across various educational contexts and learner populations, as well as explore ways to enhance their comprehensiveness and depth as educational tools.

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REVERSING ENGLISH AVERSION: A STUDY ON FLIPPED CLASSROOMS IN EFL TEACHING

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Abstract

This study investigates the implementation of flipped classroom for EFL students with English aversion at Pelita Cemerlang School, Pontianak, Indonesia. The research highlights the growing importance of innovative teaching approaches in addressing student disengagement and reluctance in English language learning. Focusing on the specific needs of students in primary school level, the study emphasizes the potential of flipped classrooms to enhance motivation and participation in EFL contexts. The research design employs a qualitative case study approach, involving observations and face-to-face interviews with three English teachers. Data analysis will follow Miles, Huberman & Saldana's (2014) framework. The expected outcome of this research is to provide insights into the benefits and challenges of implementing flipped classrooms in EFL teaching, potentially informing pedagogical practices and improving student learning outcomes. The study aims to contribute to the ongoing discussion about effective teaching methods in language education, offer practical solutions for engaging reluctant English learners, and potentially influence EFL curriculum development in similar educational contexts.

Keywords: flipped classroom, EFL teaching, student engagement, qualitative research

1. Introduction

These days many students are starting to flinch of English class. When it comes to literature, reading, and writing, most students prefer giving up on English. The fear of using the wrong word, getting the grammar wrong or mispronunciation or just have no confidence in their ability to speak English. This kind of attitude has become a concern that educators have in today's classroom. Students are unwilling to participate in the discussion, shy to give opinions and timid to try new things. These passive students have low ability in problem-solving and they are very dependent towards the teachers, or their peers with proficiency level. The traditional teaching and learning method do not allow the students to have time in discussing their lesson. The teachers act as information providers by providing a lot of input and the students gradually became passive learners. There is insufficient time for any discussion to take place in the traditional classroom. Farrah & Qawasmeh (2018) stated, the dependency of students due to the traditional teaching and learning approach requires the need of converting the old methods to modern teaching strategies.

English as a Foreign Language (EFL) education continues to evolve, embracing innovative approaches to address challenges in student engagement and participation. The flipped classroom model has emerged as a promising strategy to enhance active learning and student-centered pedagogy in language education (Zou & Xie, 2019). This approach leverages technology to provide students with pre-class materials, allowing for more interactive and collaborative activities during class time. Flipped classroom has been a new

tendency in the education world as it is focusing on the learner-centred learning. The idea of this educational practice has been widely accepted by most of the countries, and being applied in primary, secondary, and tertiary levels. When the students are active, they play active role in their own learning. Students are primarily interested in self-directed discovery; they look for their new knowledge without depending on teachers.

The theory of flipped learning is totally opposite from the traditional teaching and learning approach, as it “flipped” the traditional method. In a flipped or inverted classroom, the students are provided with out-of-class materials where they read, study, and review them individually. Discussion, questioning session or collaboration works take place after that. The flipped classroom doesn’t force students to sit through lectures and take notes. Instead, they take lectures home. Students can learn basic concepts at home, then apply them in the classroom. Instead of listening to teachers talk for an hour or more in the classroom, flipped classrooms use the time for students to complete assignments and projects. This allowed the students to know what they should be focusing on during the lesson and they may participate actively as they have the materials ready. A flipped classroom lets the students to review the materials in their comfortable speed based on their aptitude level (Han, 2015). This is crucial for them who are slower compared to their peers. By flipping classroom, students may do their learning at home before the teachers discuss on the topic in the classroom during the next session. The students have time to prepare themselves for the discussion as well. This scenario helps both students and teachers to have adequate of time in discussing the topic and have in-depth understanding on the topics discussed. Recent studies have highlighted the potential of flipped classrooms in EFL contexts. For instance, Alhamami and Khan (2019) found that flipped classrooms can significantly improve students’ language proficiency and motivation. Similarly, Lin and Hwang (2018) demonstrated the positive impact of flipped learning on students’ speaking performance and learning motivation in EFL courses.

2. Methodology

This study will employ a qualitative case study approach to investigate the implementation of flipped classrooms for EFL students with English aversion at Pelita Cemerlang School in Pontianak, Indonesia. The research will begin with a comprehensive review of current flipped classroom practices in EFL contexts. Data collection will involve:

1. Classroom observations throughout a semester to document the implementation process and student engagement.
2. Face-to-face interviews with three English teachers from primary, junior high, and senior high school levels to explore their perceptions and experiences.
3. Focus group discussions with students to gather their perspectives on the flipped classroom approach.

Data analysis will follow Miles, Huberman & Saldana’s (2014) framework, including data condensation, data display, and conclusion drawing/verification. Triangulation of data sources and member checking will be used to ensure trustworthiness and credibility of the findings. The study will engage educators, students, and school administrators in a collaborative process, seeking continuous feedback for improvement of the flipped classroom implementation.

3. Findings

This study is anticipated to yield valuable insights into the implementation of flipped classrooms for EFL students with English aversion at Pelita Cemerlang School. It is expected that teachers will report increased opportunities for in-class interactive activities and

personalized instruction, while also facing challenges in creating and curating pre-class materials. A significant shift in classroom management strategies to facilitate active learning is likely to be observed. From the students' perspective, improved confidence and willingness to participate in English language activities may emerge, alongside enhanced self-paced learning and preparation before class. However, potential difficulties in adapting to this new learning approach might also be reported.

The research is likely to uncover several implementation challenges, including technological barriers related to device access and internet connectivity, as well as time management issues for both teachers and students. A need for ongoing support and training for effective implementation is expected to be highlighted. In terms of learning outcomes, the study may reveal potential improvements in English language proficiency, particularly in speaking and listening skills, along with the development of critical thinking and collaborative learning skills. An increase in student autonomy and responsibility for learning could also be a significant finding.

Cultural and contextual factors unique to the Indonesian EFL education setting are expected to influence the effectiveness of the flipped classroom approach. The study may identify necessary adaptations to suit this specific context. These findings aim to contribute to the broader understanding of flipped classroom implementation in EFL teaching, specifically addressing the needs of students with English aversion in the Indonesian context. The insights gained are expected to inform pedagogical practices, curriculum development, and teacher training programs in similar educational settings, potentially offering a pathway to more engaging and effective EFL instruction for students struggling with English aversion.

4. Discussion

The expected findings suggest that flipped classrooms have the potential to address the issue of English aversion among EFL students. By allowing students to engage with content at their own pace before class, the flipped model may reduce anxiety and increase confidence. The anticipated increase in interactive class time could foster a more engaging and collaborative learning environment, potentially reversing negative attitudes towards English learning.

However, the expected challenges, such as technological barriers and the need for self-discipline, highlight the importance of careful implementation and support systems. These findings would align with previous research on flipped classrooms in EFL contexts (Alhamami & Khan, 2019; Lin & Hwang, 2018) while providing specific insights into the context of students with English aversion.

5. Conclusion

This study aims to contribute to the understanding of flipped classroom implementation in EFL teaching, specifically addressing the needs of students with English aversion. The expected findings suggest that while flipped classrooms offer numerous benefits, successful implementation requires addressing various challenges. These insights can inform pedagogical practices, curriculum development, and teacher training programs in similar educational contexts.

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DESIGNING A 21ST CENTURY SKILLS-ORIENTED ENGLISH WORKBOOK FOR 7TH GRADE STUDENTS

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Abstract

This developmental research focuses on designing an English Workbook that is oriented on developing the 21st century skills of the 7th Grade students of SMP Suster Pontianak. The purpose of this research is to create classroom activities that will stimulate the students to be critical thinking, creative, communicative, collaborative, and last but not least, to have good characters. By using the ADDIE model, the proposed workbook incorporates the learning contents and students' learning needs, which are analysed beforehand, and then elaborate them into activities that contain the 5C skills. The workbook design is aligned with Merdeka Curriculum first principle that says to achieve a holistic education, the student must achieve certain skills and characters. The characters here are of course refer to Pancasila, the philosophy of Indonesian. The effectiveness of the workbook will be evaluated through assessments and feedback, both from the students and relevant evaluators. The evaluation is important for the betterment of the workbook in order to facilitate the students to learn English actively and effectively.

Keywords: *Developmental Research, the 21st Century Skills, 4Cs Competencies, English Workbook*

1. Introduction

The 21st Century began on 1st January 2001 and will end on 31st December, 2100. It is also called as the knowledge century, the knowledge-based economy century, the information technology century, the 4.0 revolution, and so on. One characteristic of the 21st century is globalization that brings changes to many aspects in life. Technology that develops rapidly causes the transfer of information to happen quickly and easily. As we can see that cell phones are commonly used everywhere, as well as access to internet, and that makes communication much easier nowadays.

As the world is changing rapidly along with the development of technology and science, the challenges and demands are also increasing. Nowadays, jobs require new skills namely complex communication and expert thinking. Complex communication skills include communication and collaboration, meanwhile critical thinking and problem solving are included in expert thinking skills (Trilling and Fadel, 2009). In order to answer the challenges and meet the demands of the 21st century, high quality human resources are needed.

Schools, as the institutions that provide educations, are expected to equip the students with not only knowledge but also skills and competencies needed when they graduate from schools. In 2002, the Partnership for 21st Century Learning (P21), which is a non-profit organisation in the United States, has developed a framework for 21st century learning which

describes the skills, knowledge, and expertise that are required for students to succeed in both social and at work. These skills include communication, creativity, critical thinking, and collaboration, which are also known as the 4Cs skills (Plucker, Kaufman, & Beghetto, 2016). The essence of these skill is to involve students more actively during the learning process. Beetham and Sharpe (2013) define 21st century learning as an education reform that strives to provide every student with the necessary abilities to confront 21st century problems.

In order to provide students with the 21st century skills, teachers are responsible to facilitate the learning process with the learning instruments that will help students acquire and develop the 4Cs skills. English teachers are expected to implement the 4Cs skills into their learning instruments that the students will not only improve their English skills but also their skills of communication, collaboration, critical thinking, and creativity.

One of the things that becomes the key factor in an effective and successful learning process is the use of teaching materials. Teaching materials are put into two types; printed and non-printed. Printed materials consist of textbooks, handouts, modules, posters, and materials displayed on paper, while non-printed materials can display images, text, and sound simultaneously in the form of radio, images, audiovisual such as films, videos and interactive computer, and web-based teaching materials (Onajite, 2019; Wiguna, 2022). Teaching materials is very crucial in the process of learning (Hasanudin, Subyantoro, Zulaeha, & Pristiwati; 2023). It is necessary to create teaching materials that can facilitate the students to achieve the learning outcomes expected from them.

Student worksheets (LKPD) are one of teaching materials that teachers must provide. They contain tasks that must be done by students in learning activities that are accompanied by instructions or steps to complete a task that has the basic competencies to be achieved (Depdiknas, 2008). It is the main objective of this research to design a student workbook that implements the 21st century skills in every of the tasks so that the students will be facilitated in acquiring and practising the communication, collaboration, critical thinking, and creativity skills.

2. Methodology

The approach that will be conducted to design the 21st century oriented English workbook is developmental research. This research will apply the ADDIE process which is one of today's most effective tools to create products (Branch, 2009). ADDIE is considered to be the most appropriate because of its educational philosophy in which intentional learning should be student-centred, innovative, authentic, and inspirational, and it is in line with the essence of 21st Century Learning. This research will follow the concept and common procedure of ADDIE which can be seen in figure 1 below.

	<i>Analyze</i>	<i>Design</i>	<i>Develop</i>	<i>Implement</i>	<i>Evaluate</i>
<i>Concept</i>	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
<i>Common Procedures</i>	1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan	7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment	11. Generate content 12. Select or develop supporting media 13. Develop guidance for the student 14. Develop guidance for the teacher 15. Conduct formative revisions 16. Conduct a Pilot Test	17. Prepare the teacher 18. Prepare the student	19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	<i>Analysis Summary</i>	<i>Design Brief</i>	<i>Learning Resources</i>	<i>Implementation Strategy</i>	<i>Evaluation Plan</i>

Figure 1. Concept and common instructional design procedures organised by ADDIE (Branch, 2009)

This research will involve English teachers, students, and the school stakeholders in order to seek for continuous feedback for improvement.

3. Key Findings

The aim of this research is to design an English workbook for 7th grade students that is oriented on the 21st century skills. Therefore, it is expected that the designed workbook later will effectively facilitate the 7th grade students to practice the 4Cs skills as they are learning English actively. It is also expected that the students will apply the knowledge, skills, and competencies which they get from the workbook to their real life.

4. Discussion

21st century is certainly not the era of teacher-centred classrooms anymore. The role of teachers in the classroom has shifted from being the learning source who provides all the knowledge for the students to the facilitator who become the side guide or peer learner for the students during the learning process. 4Cs skills as some essential skills required in 21st century society can only be achieved when the students are facilitated with supporting circumstances and learning materials. It is the responsibility of teachers to provide these in order for students to acquire and nurture these skills. Teachers indeed are responsible to prepare the students to face the challenges that are increasing along with the technology that keeps advancing. Providing an English workbook with tasks that are oriented in the 4Cs skills is hopefully one of the ways to prepare the students to meet the increasing challenges.

Acknowledgement

I would like to express my sincere gratitude to my supervisors, Dr. Ikhsanudin and Dwi Riyanti, Ph.D., for their invaluable guidance, feedback, and support throughout this research. Their extensive knowledge and experience were instrumental in the completion of this research.

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ENHANCING CLASSROOM ENGAGEMENT AND COLLABORATION: THE EFFECTIVE IMPLEMENTATION OF THE THINK-PAIR-SHARE METHOD IN POSTULANT EDUCATION AT LAVERNA

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Abstract

This study investigates the implementation of the Think-Pair-Share (TPS) method in the educational setting of postulants at Laverna, a center dedicated to spiritual and academic formation. TPS, a cooperative learning strategy, is explored for its potential to enhance classroom engagement, critical thinking, and community building within this unique context. Using a qualitative research approach, the study centers on interviews with postulants at Laverna. These interviews aim to capture the students' experiences and perceptions of the TPS method, particularly in how it supports spiritual reflection and collaborative learning. The data collected is then analyzed thematically to identify the key benefits and challenges of using TPS in this environment. The findings reveal that TPS, when thoughtfully integrated into the curriculum, significantly enriches the educational experience of postulants. The method strikes a balance between individual reflection and group interaction, thereby enhancing both spiritual and academic development. This thesis provides valuable insights into the effective use of TPS at Laverna, contributing to a more engaging and collaborative learning environment for postulants.

Keywords: Think-Pair-Share method, collaborative learning, Classroom Engagement

1. Introduction

The value of collaborative learning and active student interaction in today's classrooms cannot be emphasized enough. Teachers consistently explore strategies that not only enhance involvement but also foster deeper comprehension and critical thinking among students. One such technique that has proven effective is the Think-Pair-Share (TPS) approach. Originally designed to support cooperative learning, TPS encourages students to think independently, work with a peer, and then present their findings to the larger class, resulting in a multi-layered approach to learning. Research has shown that TPS is effective across various educational settings. For example, Aeni (2020) demonstrates the use of TPS in improving students' speaking abilities, while Mu'in et al. (2020) highlight its efficacy in teaching reading for specific purposes. The foundational work on TPS is further supported by Lyman's "The Responsive Classroom Discussion: The Inclusion of All Students" (1981), which provides early insights into the benefits of TPS in fostering student engagement and inclusive learning environments.

This research explores the TPS method's use in one particular educational setting—postulant education at Laverna. Postulant education is a unique phase within religious formation, where individuals undergoing religious vocation experience both spiritual and academic training. In these settings, teaching methods that encourage reflection, dialogue, and collaboration are particularly valuable. Traditional instructional methods, often relying on

lectures or individual learning, may limit opportunities for students to engage actively with the material and with each other. Given the communal and reflective nature of postulant education, the Think-Pair-Share method offers a compelling alternative by aligning with both academic and spiritual goals, fostering cooperative learning and shared understanding. This mirrors findings by Raba (2017), who emphasizes TPS's role in improving oral communication skills, as well as Eveline et al. (2022), who discuss its effectiveness in enhancing writing skills. Additionally, Kagan's "Cooperative Learning" (1994) explores the theoretical framework and practical applications of TPS, highlighting its role in promoting cooperative interaction and deep learning.

The Think-Pair-Share method follows three simple steps. First, students consider a thought-provoking question or problem individually ("Think"). They then pair with a peer to discuss their ideas ("Pair"), allowing for the exchange of perspectives. Finally, the pairs share their conclusions with the entire class ("Share"), enabling a broader discussion and synthesis of ideas. This structure not only promotes active participation but also develops critical thinking, communication skills, and collaborative problem-solving—skills essential to students in formative educational settings like postulancy. The benefits of TPS in enhancing communication, for example, are supported by Darmawan and Lestariningsih (2023), who found that students improved their oral communication skills in EFL contexts through the use of this method. Maryellen Weimer's "Learner-Centered Teaching" (2013) further underscores the importance of TPS in encouraging student engagement and reflection, linking the method to broader shifts toward active, student-centered learning environments.

This study aims to assess the impact of the Think-Pair-Share method on classroom engagement and collaboration among postulants at Laverna. Through both qualitative experiences of the students and quantitative measures of participation and performance, the research seeks to determine the effectiveness of TPS in improving learning outcomes in this distinct environment. The study will also explore whether the TPS method can help bridge the gap between individual reflection and community dialogue, which is a critical aspect of religious education, as suggested by Liunokas (2019) in their work on the use of TPS in teaching reading skills.

In this context, the implementation of the Think-Pair-Share method not only serves as an academic tool but also reflects broader values of communication, cooperation, and shared learning, which are integral to the postulant's journey. By fostering a more engaged and interactive classroom, the TPS method has the potential to enrich the overall educational experience at Laverna, making learning more meaningful and aligned with the communal and reflective nature of postulancy. The goal of this research is to contribute to the growing body of evidence supporting collaborative learning methods while offering insights specific to the religious education domain. Through a careful examination of TPS use in postulant education, this study aims to provide practical recommendations for educators seeking to enhance engagement and collaboration in similar settings. Kagan's "Cooperative Learning" and Lyman's "The Responsive Classroom Discussion" remain crucial texts in understanding the broader implications of TPS for both secular and religious educational frameworks.

2. Methodology

This study utilizes a qualitative research design based on Creswell's (2013) framework to explore the impact of the Think-Pair-Share (TPS) method on classroom engagement and collaboration among postulants at Laverna. A phenomenological approach is applied to understand how participants experience TPS in their spiritual and academic formation. Purposive sampling will be used to 5 postulants for interviews, classroom observations, and document analysis.

The researcher data will be collected through semi-structured interviews to gain insights into the students' experiences with TPS, classroom observations to capture real-time interactions, and an analysis of course materials. The data will then be analyzed using thematic analysis and involving transcription.

3. Expected Findings

This research anticipates that the implementation of the Think-Pair-Share (TPS) method in postulant education at Laverna will lead to enhanced student engagement, with participants feeling more motivated to contribute during discussions. It is expected to enhance collaboration, as paired discussions will help build trust and create a supportive learning environment.

Additionally, students are likely to develop improved critical thinking skills through reflection and peer interaction, resulting in a deeper understanding of the material. The TPS method should also promote positive attitudes toward learning and facilitate the sharing of diverse perspectives, enriching classroom discussions. Lastly, it is expected to enhance essential communication and interpersonal skills, contributing to a more effective and engaging educational experience.

4. Discussion

The implementation of the Think-Pair-Share (TPS) method in postulant education at Laverna has emphasized its effectiveness in enhancing student engagement and collaboration. The findings indicate a significant increase in student participation, as the TPS structure encourages individual reflection, peer interaction, and collective discussion. This aligns with existing research that underscores the benefits of active learning in boosting motivation and involvement.

Students feel more invested in their learning, which can be attributed to the ownership they experience through critical thinking and sharing ideas with peers. Additionally, TPS promotes essential skills such as communication, active listening, and appreciation of diverse perspectives—skills that are crucial in the context of religious education, where community and dialogue are vital.

Moreover, the supportive atmosphere created by TPS encourages students to express their thoughts freely, fostering a sense of community among postulants. However, challenges may arise, such as students struggling with the transition from traditional learning methods or varying levels of confidence in communication. Educators should provide the necessary support and training to help all students engage effectively.

5. Conclusion

In conclusion, this study investigated the implementation of the Think-Pair-Share (TPS) method in postulant education at Laverna, highlighting its effectiveness in enhancing classroom engagement and collaboration. The findings indicate that TPS improve active participation and critical thinking, allowing students to interact meaningfully with their peers and the learning material. In the context of postulant education, where academic and spiritual development are intertwined, TPS aligns well with the reflective and communal values essential to religious formation. By encouraging independent thought, collaborative dialogue, and group sharing, this method cultivates essential skills such as communication, problem-

solving, and cooperation.

Overall, the research supports the adoption of the TPS method in similar educational settings, demonstrating its potential to create a more engaging and meaningful learning experience. Future studies could explore the long-term impact of TPS on student development and its applicability in other areas of religious education. Through its implementation, the Think-Pair-Share method can significantly enrich the educational journey of postulants, promoting both intellectual and spiritual growth.

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IMPLEMENTING THE WORLD CAFÉ TECHNIQUE IN EFL TEACHING

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Abstract

This study aims to describe the teacher's effort in managing the implementing of the world café technique in EFL teaching for first grade students at SMK Negeri 1 Sungai Raya. The study wants to make the students are freely to express their opinions, develop their own way, and think in their own ideas in the discussion while enjoying the dishes. The research questions focus on how is the world café technique used by the teacher in EFL teaching. The study is significant as it will create an innovative learning technique, make teachers deliver and students receive materials easier. The research design is qualitative research to address the issue that is investigated. The proposed study will guide problem solving of a major issue by uses collaborative groups to investigate a large case or issue and work toward solutions. The expected goal of this research is to motivate in learning English by sharing of ideas and discussion provide the students with an opportunity to interact with another, share and learn from each other unique perspectives.

Keywords: Teaching Technique, World Café Technique, English as Foreign Language

1. Introduction

Students of English as foreign language (EFL) is demanded to speak English fluently and accurately using the target language. The students should be aware of the communicative competence so that they can communicate as well as they demanded to be. When students speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. It seems very complicated since the speakers do not merely produce words without any meaning, but they do intentionally represent their intention.

Several students say they actually have so many ideas in their minds, but when it comes to speaking, they have no idea at all. Others say they are not confident with their grammar, lack of vocabulary, nervousness, worry, and anxious.

If a person focuses on a thing for a long time under a certain orientation, it means that this person becomes interested in such a thing. Interest can be a motivation to guide student act to the direction. Interest is one of the factors that can affect student's achievement in learning. Interest can be stimulated in successful learning. Students' interest is important thing to increase students' motivation in learning English well.

Many ways to make students study happily. One of them is using world café technique.

1.1 Operational Definition

Teaching Technique

Smilansky defined teaching technique as the way of a teacher to play with children. Moreover, OECD also described teaching technique as a combination of process where the teacher manages the class and used all the facilities to enhance students' understanding. According to Sanjaya, strategy, in education, is defined as planning which contains about a series of activities designed to achieve certain educational goals. Besides, Subana explained that the learning strategy is a design or pattern used to determine teaching and learning process.

It can be concluded that the learning technique is an action plan (series of activities) including the use of methods and utilization of various resources/ strength in learning. The technique is formulated to achieve a certain goal, which means that the direction of all strategy- making decision is the achievement of objectives, that the compilation of learning steps, the utilization of various facilities and learning resources are all directed to achieve the objectives. However, a clear goal whose success can be easily measured needs to be arranged.

World café is a technique developed by Juanita Brown, who observed that people readily engaged in dialogue when they are in café setting. Based on Brown, World café strategy is a learning strategy that allows students to gather students to share information in group⁷. The information can be the new learning point, a review of previously learnt information or a reflection of understanding about the topic. Then, they move from one group to another group. The format consists of several rounds of movement from one group to another group every several minutes.

1.2. Research Question

Based on the background of the problem above, the research question of this research is “how is world café technique used by the teacher in teaching EFL at 10th grade of SMKN 1 Sungai Raya?”

1.2.1. Objective and Significances

There are two kinds of significances in this research such as:

Theoretical significances

The researcher expects this research will be able to add and develop insight especially for the researcher and the readers about the implementation of world café technique in teaching EFL.

The researcher expects this research can be used as a reference for further researchers.

Practical significances for English teachers

The results of this research are expected to be able to help and give many ideas to create innovative learning strategy especially for teaching descriptive text. By using world café strategy, teachers are also expected to be easier to deliver the materials for the students.

For the researcher

From this research, the researcher could know about English learning technique

in teaching descriptive text, especially using world café technique. The researcher knew how this strategy was implemented in English learning, so it could help students to understand about descriptive text easily.

For the other researcher

The researcher expects this research can be used by other researchers as a reference to make further research in relevant research.

For school

The results of this research can give the school more information about the world café methodology and be a source of special treatments for students. Besides, the results are also hoped to be able to improve the school service for the students and be the one of the references in learning technique

1.2.1.1. Review of Relevant Studies

The first, an undergraduate thesis written by Aditya Rahman in 2021 with entitled "*The Effect of World Café Learning Method on Students' Oral Communication Competence in Biology Learning*". This research was focused on the effect of world café strategy on oral communication. The equality between the research and the researcher's research is together discussed about the use of world café strategy. The difference with the researcher's study is the purpose of using world café strategy. The purpose of the research is on students' oral communication competence, while the purpose of the researcher's research is to teach descriptive text. The result of Aditya's research is there was an effect of world café learning method on students' communication competence on ecosystem concept. Oral communication competence scored 80.6 with a very good category for the experimental class and 74 with a good category for the control class. Meanwhile, the students' written communication competence obtained a percentage scored of 70 in the good category for the experimental class and 54.8 with the poor category for the control class. world café learning method on students' communication competence on ecosystem concept. Oral communication competence scored 80.6 with a very good category for the experimental class and 74 with a good category for the control class. Meanwhile, the students' written communication competence obtained a percentage scored of 70 in the good category for the experimental class and 54.8 with the poor category for the control class.

2. Methodology

This research is a qualitative research. It describes the implementation of world café technique grade of SMKN 1 Sungai Raya. Based on the result of the research, the researcher can conclude the result this way:

The research describes the teacher's efforts in managing the implementation of world café technique in teaching EFL at 10th grade of SMKN 1 Sungai Raya. There are some stages in world café method that are used by the teacher, such as set the context which is make the classroom looks like a café, create a hospitable space, encourage everyone's contribution, connect diverse perspective, and share collective discoveries. There are also some steps that skipped by the teacher due to adjusting to the students' condition and facilities in SMKN, such as the teacher did not use music in the class because it could be disturbing other classes.

The implementation of world café strategy in teaching descriptive text has stages that are quite easy and effective to support the achievement of learning objectives. The

students are free to express their opinions, develop their own way, and think in their own ideas in the discussion while enjoying the dishes. The implementation of world café text has a positive impact in teaching EFL at 10th grade of SMKN Sungai Raya.

Based on the data gained from the observation, the interview result, and document analysis the researcher found that in the learning process of the implementation of world café strategy in teaching descriptive text there are three stages. The first stage is preparation stage. In this stage, the teacher prepared about all of the things that used in the implementation of world café strategy in teaching descriptive text such as lesson plan, prepare some stuff used to make the room look like a café, book references and articles. The second stage is the implementation stage. This stage is divided into three steps such as opening, main learning, and closing. Opening the class, teacher did by greeting and had brainstorming before move to the main learning. In the main learning session, the teacher implemented world café strategy in teaching descriptive text. The application of this strategy made students able to follow the learning process, they enjoy the process and do not get bored in class. This shows that this method has more value in teaching descriptive text and could increase students' motivation to better recognize the limits of their abilities and learning to be responsible in a group. The last stage is the evaluation stage. It contains how teachers assess the students starting from cognitive assessment, psychomotor assessment, and affective assessment.

3. Findings

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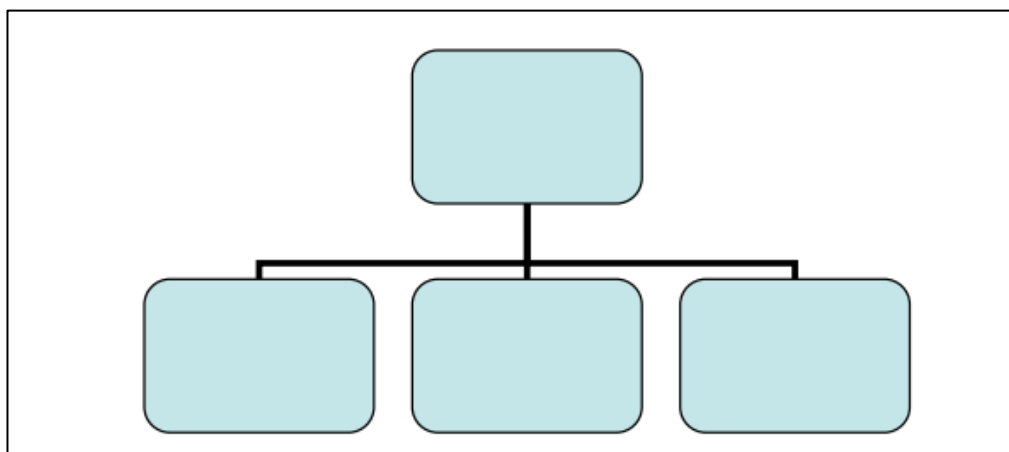


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4. Discussion

The Preparation Stage

The data in this research were collected by interview, observation, and documentation. The researcher investigated the process of the implementation of world

café technique in teaching EFL at 10th grade of SMKN 1 Sungai Raya. The subjects of this research were the English teacher who implements world café technique and the students at 10th grade of with consideration of the focus of this research that is the implementation of world café in teaching EFL.

In this process, firstly, the researcher came to the English teacher who identified as the teacher who engaged world café technique in the learning process. The researcher did the interview with the teacher by asking several questions about the preparation before the implementation of world café technique. The teacher said the preparation before the implementation was like making a lesson plan, prepare some stuff used to make the room look like a café, book references and articles, and tell the students to bring the materials needed in the world café strategy such as food and drinks.

In the implementation stage the teacher followed the Abida Solomon's theory about the principles of world café technique, such as:

Set the context

The teacher explained about the world cafe technique to the students. This technique was a strategy that will be used to learn descriptive text. Mrs. Ani divided the students into six groups. The reason why divided into six groups was because of adjusting the number of students also to form small groups to make it more effective. The teacher's statement was reinforced by Djamarah that stated "in small groups, students are stimulated to explore ideas, increase understanding of new things, techniques of solving problems, encourage the development of thinking and communicate effectively, improve teamwork also increase and involve students in making decision. After getting their own groups, the students then gathered with their groups. The teacher asked the students to discuss naming their own groups like the name of the café.

The evaluation of the implementation of world café technique in teaching EFL was done by observation, practice and also written test. It means that the points noticed in the realization of the evaluation are the students' activeness and triumph of the teacher. In other words, the aspects which will be marked are the students' activeness and the students' competence. There are three kinds of assessment competence used by the teacher such as affective assessment, cognitive assessment, and psychomotor assessment.

5. Conclusion

This research is a qualitative descriptive research. It describes the implementation of world café technique in teaching EFL at 10th grade of SMKN 1 Sungai Raya. Based on the result of the research, the researcher can conclude the result this way:

The research describes the teacher's efforts in managing the implementation of world café technique in teaching EFL at 10th grade of SMKN 1 Sungai Raya. There are some stages in world café technique that used by the teacher such as set the context, which is make the classroom looks like a café, create a hospitable space, encourage everyone's contribution, connect diverse perspective, and share collective discoveries. There are also some steps that skipped by the teacher due to adjusting to the students' condition and facilities in SMKN 1 Sungai Raya such as the teacher did not use music in the class because it could disturb other classes.

The implementation of world café technique in teaching EFL has stages that are quite easy and effective to support the achievement of learning objectives. The students are free to express their opinions, develop their own way, and think in their own ideas in the discussion while enjoying the dishes. The implementation of world café technique text has a positive impact in teaching EFL.

Based on the data gained from the observation, the interview result, and document analysis the researcher found that in the learning process of the implementation of world café strategy in teaching descriptive text there are three stages. The first stage is preparation stage. In this stage, the teacher prepared about all of the things that were used in the implementation of world café technique in teaching EFL such as lesson plan, prepare some stuff used to make the room look like a café, book references and articles. The second stage is the implementation stage. This stage is divided into three steps such as opening, main learning, and closing. Opening the class, the teacher did by greeting and had brainstorming before move to the main learning. In the main learning session, the teacher implemented world café strategy in teaching descriptive text. The application of this strategy made students able to follow the learning process, they enjoy the process and do not get bored in class. This shows that this method has more value in teaching descriptive text and could increase students' motivation to better recognize the limits of their abilities and learning to be responsible in a group. The last stage is the evaluation stage. It contains how teachers assess the students starting from cognitive assessment, psychomotor assessment, and affective assessment.

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EFFECTS OF CORPUS-BASED LEXICAL APPROACH ON ORAL COMMUNICATIVE COMPETENCE OF CHINESE SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study investigates the effect of the Corpus-based Lexical Approach (CBLA) on enhancing the oral communicative competence of Chinese senior high school students. Seventy-seven students participated in a quasi-experiment, with the experimental group (n=40) receiving a twelve-week CBLA intervention, while the control group (n=37) followed traditional instruction. Repeated measures ANOVA indicated significant differences in OCC scores over time. Mixed-design ANOVA demonstrated a strong within-subject effect of the intervention on oral communicative competence ($p < .01$), with significant interaction effects between time and group ($p < .01$). However, no significant between-subject effect was observed ($p = .25$), although the experimental group scored higher than the control group on these measures. The result of ANCOVA further confirmed significant differences in mid-test and post-test scores. The Interview data indicated that students in the experimental group had a more positive attitude towards CBLA, recognizing it as an engaging and effective teaching strategy that enhanced their confidence and oral fluency. The findings support CBLA as an innovative and effective instructional approach for modern language learners.

Keywords: Corpus-based Lexical Approach (CBLA), Oral Communicative Competence (OCC), EFL, quasi-experiment

1. Introduction

In the contemporary globalized world, proficiency in English, particularly in oral communicative competence, has become a pivotal skill for students worldwide. The pursuit of communicative competence is now at the forefront of English language learning objectives, as highlighted by numerous studies (Abdullah et al., 2019; Onishchuk et al., 2020). Despite this, Chinese senior high school students face considerable challenges in achieving proficiency in oral English communication (Yang, 2014). In the context of the rapid evolution of educational technology, the integration of information technology with the curriculum is recognized as crucial for enhancing the quality of education. The Chinese Ministry of Education (2004) has acknowledged informatization as a key global trend, with profound implications for the transformation of societal structures, including education. The Corpus-Based Lexical Approach (CBLA) leverages authentic language data from extensive text collections, or corpora, to inform language teaching practices. This approach emphasizes the critical role of authentic language exposure and prioritizes lexical chunks—such as collocations, idiomatic expressions, and fixed phrases—in language learning and utilization (Wang, 2020; Zhao, 2021). Existing literature supports the corpus-based lexical approach's

effectiveness in enriching foreign language instruction, promoting the internalization of English through genuine materials, and creating ample communicative opportunities within the learning process (Larmer, 2014; Miller, 2016). Although there is substantial research on applying CBLA to English vocabulary, translation, acquisition, and writing (Stahlberg et al., 2016; Wang, 2022), its specific impact on oral communicative competence among Chinese senior high school students remains insufficiently explored.

Given that the effectiveness of CBLA can vary based on learner demographics, cultural contexts, and educational systems, and considering that most existing research has centered on adult or university-level learners, there is a notable research gap regarding its application within the Chinese senior high school context (Nasiruddin & Sahril, 2018). The distinct challenges and characteristics of Chinese high school education necessitate empirical studies tailored to this demographic. Moreover, while initial studies have acknowledged the contributions of CBLA to vocabulary acquisition, translation, writing, and reading, its effect on enhancing oral communicative skills across diverse proficiency levels has yet to be thoroughly examined. The predominance of theoretical over empirical studies in CBLA research further underscores the need for in-depth investigation. This study, therefore, seeks to assess the impact of CBLA on the oral communicative competence of Chinese senior high school students and to elucidate their perceptions of its effectiveness in improving their oral English skills.

2. Methodology

The current study employs a quasi-experimental design, specifically a non-randomized pre-test and post-test design with a control group (Creswell, 2015). Both qualitative and quantitative methods are utilized to provide a comprehensive analysis. The research process includes a teaching experiment based on the Corpus-Based Lexical Approach (CBLA), as well as pre-test, mid-test, and post-test assessments. This design aims to determine whether the CBLA intervention induces significant changes in oral communicative competence (OCC) over time. Quantitatively, the study applies repeated measures ANOVA, mixed-design ANOVA, and ANCOVA to assess changes in OCC. Qualitatively, thematic analysis of semi-structured interviews is conducted to gain insights into students' attitudes towards the integration of CBLA in oral English instruction.

3. Findings

Repeated measures ANOVA revealed significant increases in students' scores over time in both the experimental and control groups, with large effect sizes indicating substantial improvements. The experimental group, which received instruction based on the Corpus-Based Lexical Approach (CBLA), exhibited greater gains in oral communicative competence compared to the control group, especially as the study progressed. Mixed-design ANOVA demonstrated a strong within-subject effect of the intervention on oral communicative competence ($p < .01$), with significant interaction effects between time and group ($p < .01$). However, no significant between-subject effect was observed ($p = .25$), although the experimental group scored higher than the control group on these measures. The result of ANCOVA further confirmed significant differences in mid-test and post-test scores, with the experimental group consistently outperforming the control group, highlighting the effectiveness of CBLA in improving oral communicative competence. In conclusion, the significant interaction effects between time and group suggest that the effectiveness of the teaching methods varied over time, with the CBLA approach becoming more impactful in the later stages of the study. Additionally, qualitative analysis of interview data revealed that students in the experimental group had a more positive attitude and greater interest in the

CBLA teaching strategy. They found CBLA to be an engaging, efficient, and enjoyable approach that enhanced their confidence, oral fluency, and ability for autonomous learning.

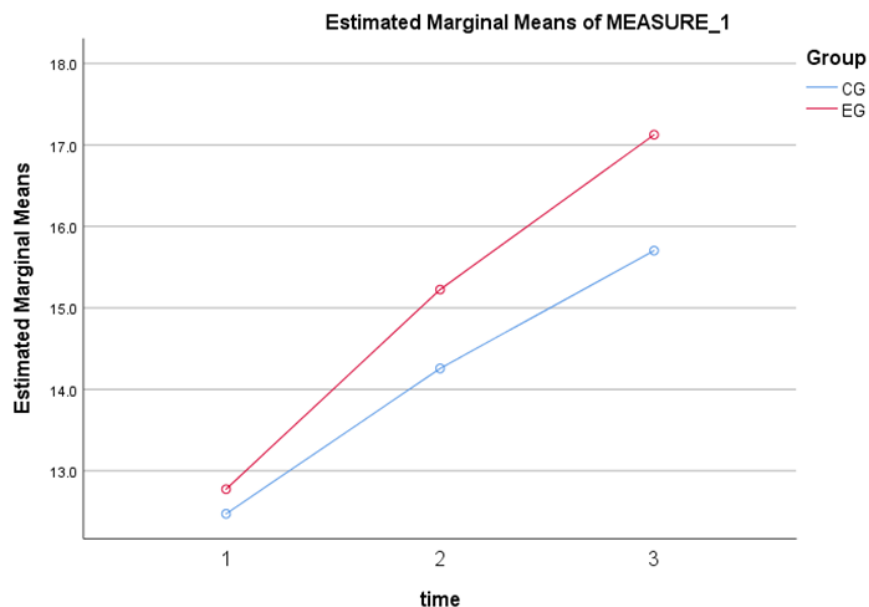


Figure 1: Interaction Plot between Time and Group for OCC

4. Discussion

This study compared the effects of the Corpus-Based Lexical Approach (CBLA) and traditional teaching methods on the oral communicative competence (OCC) of senior high school students. The findings indicated significant improvements in OCC for both the experimental and control groups across the pre-test, mid-test, and post-test assessments. However, the CBLA group showed superior effectiveness over traditional teaching methods. A repeated measures ANOVA revealed significant differences in OCC scores over time, underscoring the CBLA's impact as more time-dependent and beneficial as the study progressed. The mixed-design ANOVA further substantiated this, demonstrating a significant interaction effect between time and teaching method. This suggests that the benefits of CBLA become more pronounced with the continuation of the intervention. Additionally, ANCOVA results confirmed a significant difference between the groups, with the experimental group outperforming the control group in both mid-test and post-test scores. The findings are consistent with previous research, such as Qu & Deng(2010) and Shen (2016), which emphasize the effectiveness of CBLA in improving oral communication skills. The study further highlights the advantages of using corpus learning platforms, like the Corpus of Contemporary American English (COCA), which provide students with more authentic and varied learning materials. These resources can lead to improved autonomous learning and increased motivation. In conclusion, the CBLA teaching strategy significantly outperformed traditional methods in enhancing the oral communicative competence of students. This indicates that integrating CBLA into language instruction could offer substantial benefits, particularly in developing students' ability to communicate effectively in English.

5. Conclusion

This study provides compelling evidence for the efficacy of the Corpus-Based Lexical Approach (CBLA) in enhancing the oral communicative competence (OCC) of senior high school students. The data reveals that, despite the brief duration of the intervention, CBLA significantly surpassed traditional teaching methods, leading to marked improvements in students' grammatical, strategic, and sociolinguistic competences. The experimental group, which engaged in CBLA instruction, exhibited superior performance across pre-test, mid-test, and post-test assessments. Notably, these students also reported higher levels of motivation and autonomy in their language learning journey. These outcomes underscore the effectiveness of CBLA's emphasis on authentic language use and active learner engagement in fostering both immediate and enduring advancements in oral communication skills. The implications of these findings are substantial. CBLA emerges as a robust and innovative pedagogical strategy that aligns well with the evolving needs of 21st-century learners. Integrating CBLA into the curriculum can better prepare students for success in an increasingly globalized world. This study contributes to the expanding body of literature advocating for innovative teaching methodologies and highlights CBLA as a promising alternative to traditional English language instruction. Future research should explore the long-term impacts of CBLA on various language competences beyond oral communication, and investigate its applicability across diverse educational contexts and learner demographics. Additionally, further studies could examine potential adaptations of CBLA to address challenges such as information overload and the integration of structured grammar instruction, ensuring a balanced approach to language teaching.

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NAVIGATING CHALLENGES IN PROMOTING LEARNER AUTONOMY IN BLENDED LEARNING: PERSPECTIVES FROM ENGLISH AS A FOREIGN LANGUAGE TEACHERS IN CHINA

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Abstract

Blended learning is gaining popularity as a prevailing practice in higher education worldwide. This study explores the challenges faced by experienced English as a Foreign Language teachers in promoting learner autonomy within blended learning environments. Drawing from interviews and classroom observations conducted with five EFL teachers at a private university in China, the study identifies four key challenges: technological, pedagogical, cultural, and institutional. Technological challenges revolve around concerns regarding technical support, internet reliability, and hardware availability, highlighting the need for sturdy technical infrastructure and supportive mechanisms. Pedagogical challenges include designing effective blended learning activities that balance teacher-led instruction with opportunities for student autonomy, emphasizing the importance of scaffolding learning tasks, and providing adequate support for independent learning. Cultural challenges underscore the influence of cultural factors on student attitudes towards autonomy and authority in the classroom, emphasizing the necessity for culturally responsive teaching practices. Institutional challenges highlight barriers stemming from rigid curriculum requirements, limited professional development opportunities, and a lack of administrative support, underscoring the importance of systemic support and organizational change. The findings offer valuable guidance for institutions, administrators, and EFL teachers on how to design more effective blended EFL courses. Limitations and suggestions for future studies such as larger sample size, rigorous data collection method, and longitudinal studies are provided to enhance our understanding of promoting learner autonomy in blended learning environments.

Keywords: learner autonomy; blended learning; EFL teacher; challenge

1. Introduction

Learner autonomy (LA) is the capacity of students to take charge of their education, choose their learning objectives and approaches, and actively participate in self-directed learning activities (Ayesha, 2020). In blended EFL teaching, students have more freedom and access to a variety of online resources and learning tools. To maximize the teaching effect of the BL model, it is essential to promote students' LA throughout the BL process (Aalinezhad, Salehan, & Noroozi 2021; Ayesha, 2020).

BL environments can stimulate students' sense of ownership and investment in their studies by granting them greater autonomy over their learning process. Padilla Rodriguez & Armellini (2021) have demonstrated that students are more likely to be motivated and engaged in the learning process when they are provided with the opportunity to make decisions regarding the content, timing, and method of their education. Additionally, BL enables learners to customize and adapt their learning experiences to their preferences (Aalinezhad et al., 2021; Xie, Chu, Hwang, & Wang, 2019). Teachers can adapt instruction to accommodate the unique learning styles, interests, and requirements of students by incorporating LA into the BL model. This personalized approach improves learning outcomes by increasing the relevance and efficacy of instruction (Ashraf et al., 2022). In the rapidly changing world, it is imperative to cultivate lifelong learning skills, including the capacity to learn independently and adapt to new challenges. By fostering LA, BL equips students with the skills and mindset necessary for lifelong learning (Blaschke, 2021; Jiao, 2018). They can learn how to set goals, manage their time effectively, seek out resources, and monitor their progress, all of which are valuable skills for success in both academic and professional contexts. Besides, the development of LA is a prerequisite for the cultivation of critical thinking and metacognitive skills (Chen, 2022; Liu et al., 2022). BL environments provide opportunities for students to engage in metacognitive activities, such as self-assessment, goal-setting, and problem-solving, which are essential for deepening language comprehension and promoting higher-order thinking skills (Bolandifar, 2017).

Promoting LA in BL is essential for optimizing the capacity of technology-enhanced instruction, empowering students to develop a lifelong learning mindset, and equipping them for success in the digital era (Kim & Yoon, 2021). However, in practice, there also occur some problems in the BL implementation, such as heavy workload for EFL teachers, ineffective use of BL, and lack of digital literacy required by BL, etc (Le et al., 2022). Thus, by fostering a culture that emphasizes independence and self-directed learning, EFL teachers may create more dynamic, engaging, and efficient BL environments that cater to the diverse requirements and capacities of contemporary EFL students.

2. Methodology

A qualitative case study design was employed in this study to investigate the perspectives of the Chinese EFL teacher participants regarding the challenges associated with promoting LA in the BL model. The study adopts semi-structured interviews and classroom observations to collect data from the participants. Through in-depth interviews and observations, the study aimed to gain insights into the participants' experiences, perspectives, and practices related to promoting LA in BL environments. During the interview phase, participants were asked open-ended questions to explore their views on the challenges they encountered in promoting LA, together with the strategies they employed to address these challenges. Additionally, classroom observations were conducted to observe how participants integrate technology, foster LA, and manage classroom dynamics in their BL environments.

3. Findings and Discussion

The data analysis indicated that EFL teacher participants encountered common challenges when implementing blended English learning in a private university. The themes covered the challenges of technological, pedagogical, cultural, and institutional aspects. Technological challenges revolve around concerns regarding technical support, internet reliability, and hardware availability, highlighting the need for sturdy technical infrastructure and supportive mechanisms. Pedagogical challenges include designing effective blended learning activities that balance teacher-led instruction with opportunities for student autonomy,

emphasizing the importance of scaffolding learning tasks, and providing adequate support for independent learning. Cultural challenges underscore the influence of cultural factors on student attitudes towards autonomy and authority in the classroom, emphasizing the necessity for culturally responsive teaching practices. Institutional challenges highlight barriers stemming from rigid curriculum requirements, limited professional development opportunities, and a lack of administrative support, underscoring the importance of systemic support and organizational change.

4. Conclusions

This study explored the challenges experienced by EFL teachers in promoting LA within BL environments in China. Four key challenges were identified: technological, pedagogical, cultural, and institutional. Technological issues involved platform familiarity, technical support, internet reliability, and hardware availability. Pedagogical challenges focused on creating effective BL activities that balance teacher-led instruction and student autonomy. Cultural challenges highlighted the influence of Confucian values and exam-oriented culture on students' attitudes towards LA and BL. Institutional challenges included rigid curriculum requirements, limited professional development, and lack of administrative support. Addressing these challenges requires a multifaceted approach that includes robust technical infrastructure, ongoing professional development, and a culture of collaboration. EFL teachers should adopt learner-centred pedagogies, adapt teaching practices to cultural preferences, and advocate for policy changes that support pedagogical innovation and student-centred EFL learning. By embracing a holistic approach, institutions can create more inclusive and effective BL environments that empower students to develop LA. This study is subject to two limitations, including a small sample size from a single university in China and potential subjectivity in data collection. Future research should include a larger, more diverse sample and employ rigorous data collection and analysis techniques to enhance validity and credibility. Longitudinal studies are also encouraged to examine the long-term impact of BL initiatives on LA and academic achievement.

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THE EFFECTIVENESS OF ADAPTING TRADITIONAL GAMES FOR ENGLISH VOCABULARY MASTERY IN RURAL FOURTH-GRADE STUDENTS

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Abstract

This study examines the effectiveness of adapted Indonesian traditional games, such as *jump rope*, *galasin*, *bentengan*, *mikado*, *bakiak*, *petak umpet* (hide and seek), *engklek* (hopscotch), *kotak pos*, and *tag* (kejar-kejaran), to aid fourth-grade students in rural elementary schools acquire English vocabulary. Deeply ingrained in Indonesian culture, traditional games provide a fun and interesting approach to learn the vocabulary through incorporating these well-known activities into English language instruction. This study emphasizes the challenges of learning vocabulary in rural school environments where materials have been customized to the Kurikulum Merdeka (Emancipatory Learning). Furthermore, a classroom action research design will be applied for this study, and the research samples use fourth grade students in SDN 01 Jongkat. The study will include a pre-test to determine students' vocabulary in relation to the contents in the book "My Next Word," a post-test to measure students' progress in implementing the therapy by introducing a few modified traditional Indonesian games into the English-teaching framework. It is hoped that this study would help students learn more English vocabulary and provide useful information regarding innovative teaching strategies that draw on cultural heritage.

Keywords: vocabulary acquisition, adapted traditional games, emancipatory learning curriculum, rural primary school

1. Introduction

The incorporation of cultural components into educational methods has garnered a lot of attention lately as a way to improve learning results and student engagement. Because they are firmly anchored in cultural heritage, traditional games present educators with exceptional chances to help students connect with their cultural identity while also advancing academic skills. Rahmawati (2019) asserts that traditional games are useful for children's social and cognitive development in addition to being a way to preserve cultural heritage. This viewpoint is consistent with the growing appreciation for culturally responsive teaching, which promotes incorporating students' cultural origins into the educational process (Ladson-Billings, 2017).

Vocabulary mastery plays a crucial role in language learning, especially in the early stages of schooling. According to Nation (2018), vocabulary knowledge is the cornerstone of reading comprehension and communication abilities and is necessary for language mastery. Based on the preliminary research, however, learning a second language, like English, can be extremely difficult for students in rural locations with potentially limited educational facilities. In order to fulfill the varied needs of students throughout Indonesia, *Kurikulum Merdeka* (Emancipatory Learning), which is created to address these inequities, places a strong emphasis on the necessity of creative and contextually relevant teaching strategies.

The purpose of this study is to determine how well fourth-grade students in rural elementary schools learn English by using adaptations of popular Indonesian games such as jump rope, galasin, bentengan, mikado, bakiak, petak umpet (hide and seek), engklek (hopscotch), and tag (kejar-kejaran). The chosen games offer an enjoyable and captivating way to learn English vocabulary, and they are all well-known to Indonesian kids. This study aims to address the difficulties associated with teaching vocabulary in rural areas by incorporating these well-known activities into the instructional design.

Using a classroom action research design, the effects of these adapt traditional games on vocabulary mastery have been carefully assessed. Fourth-graders make up the study sample at SDN 01 Jongkat, a rural primary school that is the subject of this research. Students' baseline vocabulary knowledge will be evaluated with a pre-test, and their post-intervention growth will be monitored with a post-test. The vocabulary content will be derived from the book "My Next Word," guaranteeing congruence with the educational goals and curriculum.

By providing insights into how traditional games might be adapted to enhance English vocabulary acquisition in rural settings, this research seeks to advance the field of language instruction. In addition, it aims to demonstrate how culturally responsive teaching strategies can improve student learning outcomes and foster a stronger bond between them and their cultural background. Teachers, legislators, and curriculum designers who are interested in cutting-edge methods of teaching languages in a variety of educational settings will find great value in the study's conclusions.

1.1 Vocabulary Mastery

A key element of language learning, especially for English language learners, is mastering vocabulary. According to research, having a strong vocabulary helps students communicate and comprehend others more effectively since it allows them to express themselves properly and comprehend what others are saying (Alqahtani, 2015). Traditional games can be an appealing way to teach vocabulary in rural school settings where resources may be scarce. Effective vocabulary acquisition exercises should provide links between new terms and existing knowledge, allow frequent practice opportunities, and provide relevant contexts for usage (Foil and Alber, 2015). By establishing interactive settings where students can learn vocabulary in entertaining and culturally appropriate ways, traditional games can exemplify these ideas. For example, games like "Engklek" and "Kotak Pos" encourage peer social connection, which is essential for language development, in addition to encouraging language use (Hidayati, 2020). As such, modifying traditional games promotes vocabulary growth and is consistent with pedagogical approaches that value student-centered learning and cultural relevance.

1.2. Adapted Indonesian Traditional Games

Using traditional Indonesian games provides a special chance to improve fourth-grade students' command of English vocabulary in rural areas. Children have historically loved games like Kotak Pos and Engklek, which can be modified to include learning objectives for the English language. In Kotak Pos, for example, players clench their fists and gather in the center. As they sing "*kotak pos belum diisi*," one player takes the lead by touching each hand individually. Vocabulary-related songs or chants can be added to this game to make learning more dynamic and interesting (Hidayati, 2020). In a similar vein, players must toss coins or tile chips into specified boxes while walking on one foot in square boxes that are marked on the ground in *Engklek*. This game can be modified to incorporate action and movement-related vocabulary concepts, connecting new words to motions (Hidayati, 2020).

Students' enthusiasm and engagement in learning English vocabulary can be greatly increased by using these modified versions of classic games in the classroom. These games' interactive features encourage peer socialization, which is essential for language development. Additionally, students find these games intriguing due to their cultural connection, which promotes engagement and enjoyment throughout the learning process.

Traditional games like *Angklung* or *Engklek* are great examples of how cultural heritage may be used to enhance educational outcomes, as Dahuri (2020) points out. Thus, adding these modified traditional games to the curriculum can offer a thorough method of improving fourth-grade kids' command of English vocabulary in a rural setting.

2. Methodology

According to Kemmis and McTaggart (2014), the study will use a classroom action research design, which is especially appropriate for educational settings where the goal is to enhance teaching methods through iterative cycles of planning, action, observation, and reflection. This method makes it possible to modify traditional Indonesian games to improve vocabulary mastery while also evaluating how well they work in actual classroom settings. To guarantee a diverse sample, about 20 fourth-grade children from SD Negeri 01 Jongkat will participate in the study. The students will be chosen based on their varied levels of English ability. In addition to qualitative observations and interviews to learn more about student participation and opinions of the modified games, pretests and posttests will be used to measure vocabulary mastery statistically.

Vocabulary tests using modified versions of traditional games like *Engklek* and *Kotak Pos* will be used to gather quantitative data both before and after the session. Multiple-choice questions and fill-in-the-blank activities centered on the language introduced during games will be part of these evaluations (Hidayati, 2020). In order to assess the degree of student involvement and engagement during the game sessions, observations of the classroom will also be carried out. A subset of teachers and students will participate in semi-structured interviews to collect qualitative data about their experiences with the modified games and how they believe they have affected vocabulary acquisition. A thorough examination of the ways in which traditional games affect vocabulary learning in rural educational situations will be made possible by this mixed-methods approach.

Both statistical methods for quantitative data and theme analysis for qualitative data will be used in the data analysis. To find out whether vocabulary mastery has significantly improved after the intervention, paired t-tests will be used to examine the results of the pretest and posttest (Alqahtani, 2015). To find recurring themes on student motivation, engagement, and the usefulness of traditional games as teaching aids, qualitative data from observations and interviews will be coded and categorized. By using this methodology, the study hopes to provide insightful information about successful teaching methods that use cultural factors to improve fourth-grade students' command of English vocabulary.

3. Findings

The expected outcomes show that traditional game adaptations can improve fourth-grade students' command of English vocabulary in rural areas. The key to this strategy's success is picking games that are both intellectually challenging and culturally appropriate. Games such as *Engklek* and *Kotak Pos*, for example, can be modified to teach words associated with action and movement, respectively. These modifications not only increase the

enjoyment of studying but also provide vocabulary usage relevance.

Furthermore, the study's focus on interactive, student-centered learning aligns with current educational ideas that support experiential learning. Teachers can construct dynamic learning settings that accommodate a variety of learning styles and promote authentic language use by utilizing traditional games as mediators of language acquisition.

4. Discussion

Based on current literature and theoretical frameworks, the anticipated research discussion for this study expects a number of significant discoveries and consequences. It is anticipated that the study would show notable increases in students' retention rates when compared to standard teaching techniques because traditional Indonesian games like *Engklek* and *Kotak Pos* are incorporated into the acquisition of English vocabulary. This improvement is consistent with earlier studies showing that learners' engagement levels can be considerably raised by interactive activities like those offered by modified versions of classic games (Nguyen & Khatu, 2003). Furthermore, because these activities are pleasurable, qualitative data from observations and interviews will probably show increased levels of motivation among students taking part in them.

Additionally, thematic analysis may provide useful methods for modifying classic games to meet the goals of acquiring English vocabulary while guaranteeing that cultural relevance improves learning results (Foil & Alber, 2015). Together, our results imply that integrating modified traditional Indonesian games into rural learning environments may offer a thorough strategy that promotes authentic language use through interactive engagement techniques while simultaneously improving language proficiency.

5. Conclusion

The study's displayed outcome will emphasize the benefits of incorporating traditional games that are culturally relevant into vocabulary education in English. It is probable that the results will show notable increases in student engagement and vocabulary retention, confirming the idea that engaging and dynamic learning environments can improve young learners' language acquisition.

Furthermore, the study can highlight useful methods for modifying these games to satisfy learning goals, highlighting the significance of cultural relevance and contextual learning in instructional methodologies. In the end, this study hopes to add to the larger conversation on creative teaching strategies that use local culture to improve learning outcomes in rural areas, inspiring teachers to use these techniques to improve language acquisition and general student performance.

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EXPLORING AN EFL TEACHER'S UNDERSTANDING OF CRITICAL THINKING AND ITS INTEGRATION INTO PEDAGOGICAL PRACTICE: INSIGHTS FROM A PILOT STUDY IN A VOCATIONAL COLLEGE IN CHINA

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Abstract

Critical thinking (CT) is a vital 21st-century skill for students' academic and professional success in the information age. Higher education aims to cultivate CT, and in China, the demand for innovative technical talents drives vocational colleges to reform teaching methods to cultivate CT and innovative skills. In English as a Foreign language (EFL) instruction, CT can enhance students' English proficiency, creativity and problem-solving. Despite the global emphasis, the integration of CT into the EFL curriculum at Chinese vocational colleges remains limited. This study explores an EFL teacher's understanding of CT and its integration into teaching practices in college English courses at a vocational college. Using a qualitative case study approach, data were collected through semi-structured interview, classroom observations, and reflective writing from one EFL teacher and analysed with NVivo 12 software. Preliminary findings revealed that the teacher recognised the importance of CT and held a positive attitude towards it, yet her understanding was underdeveloped. Due to inadequate theoretical knowledge, she unknowingly used an immersion approach to teach CT. The teacher faced general teaching challenges, including students' low English proficiency and lack of interest in learning English, but no specific CT-related challenges due to her limited awareness of integrating CT into language teaching. These findings highlight the need for targeted CT training and further research with a broader sample to validate results. The study provides valuable insights and recommendations to enhance CT instruction, contributing to the overall quality of vocational education in China.

Keywords: critical thinking, EFL teacher, cognition, pedagogical practice, vocational college

1. Introduction

In the information age, critical thinking (CT) is essential for personal development in academic and professional realms. It is vital in instruction in English as a Foreign Language (EFL), contributing to students' holistic development and success. Despite its recognised importance, there is a lack of emphasis on integrating CT into the EFL curriculum, particularly in vocational colleges in China. Many EFL teachers face challenges in understanding and integrating CT into their teaching practices, which impacts language instruction and students' overall learning experiences.

1.1 Background

CT is globally recognised as a crucial component for effective education, fostering the ability to analyse, evaluate and create new ideas and solutions. In EFL contexts, integrating CT into the curriculum is essential for improving students' language skills and preparing students for global workplace demands. However, a gap remains in how EFL teachers understand and implement CT instruction in vocational colleges in China, highlighting a need for further exploration.

1.2 Problem Statement

Despite the recognised importance of CT, vocational colleges in China often emphasise teacher-centred approaches over interactive, CT-focused methods, hindering the development of CT skills (Niu et al., 2022). EFL teachers in these settings often have limited awareness of the importance of CT and knowledge of effective pedagogical strategies to foster it (Fan & See, 2022; Wang, 2024). Moreover, vocational college teachers are unable to connect CT development with real-life experiences, leading to a disconnect between teaching activities and students' CT abilities (Wang, 2024). Most studies focus on other educational settings, such as universities (Chen & Liu, 2017), primary (Fan, 2017) and middle schools (Li, 2023; Mok, 2010), leaving a gap in understanding CT in vocational colleges (Xu, 2022). To address these gaps and challenges, the researcher explored teachers' understanding of CT and their teaching practices in the EFL context at vocational colleges in China.

1.3 Objectives and Aims

This study aims to explore EFL teachers' understanding of CT and their pedagogical practices in the College English courses at a vocational college in China. Specifically, the study investigated teachers' definitions and thoughts of CT, their beliefs and attitudes towards CT, their strategies for improving students' CT skills, and the challenges and difficulties they faced in the curriculum.

1.4 Research Questions

1. What is the EFL teacher's cognition of CT in teaching College English courses at a vocational college in China?
2. What pedagogical practices do EFL teachers employ in College English courses at the vocational college in China?
3. What challenges and difficulties do EFL teachers face in the teaching process?

1.5 Significance of the Study

This research will provide insights into the current status of CT in vocational college English courses, informing the development of targeted interventions and teacher training programs. The findings can provide valuable insights for educational stakeholders, such as policymakers and administrators, in promoting CT integration and supporting teacher professional development.

2. Methodology

This study used an exploratory qualitative research design with a case study approach. Data were collected from one EFL teacher through semi-structured interview, classroom observations, and reflective writing. These methods helped explore the teacher's understanding of CT and her pedagogical practices. Data were analysed using NVivo 12

software. Ethical considerations included obtaining informed consent from all participants and ensuring data confidentiality.

3. Findings

This study examined a teacher's understanding of CT and teaching practices in English at a vocational college in China. The findings are detailed below:

3.1 Cognition of CT

The findings indicated that the teacher had a superficial understanding of CT, primarily based on personal opinions and literal interpretation. She believed CT involves thinking from multiple perspectives to solve problems but lacked a theoretical foundation. While she had a positive attitude towards the importance of CT and its integration into the EFL curriculum, she did not explicitly teach or emphasise CT in her classroom. The teacher perceived CT and English learning as mutually beneficial, suggesting that CT can enhance students' cognitive and language development.

3.2 Pedagogical Practice

The teacher employed teaching activities such as group discussion, questioning, and presentations, which could foster CT. However, these activities were not explicitly aimed at developing CT skills. Her focus remained on improving students' language skills rather than explicitly fostering CT, and she believed situational communicative teaching methods could encourage students to express their opinions, thereby practising both their CT ability and English proficiency. Challenges she faced in EFL teaching include low student participation level, limited English proficiency, and a lack of interest in learning English. The teacher did not identify specific challenges related to CT development, indicating lacking awareness of or prioritising CT development.

3.3 Challenges and Difficulties of CT Instruction

The teacher expressed concerns about the lack of emphasis on CT at the college, particularly in the English teaching and research group. There is a lack of substantial research or focus on CT among EFL teachers. The teacher also suggested that CT should receive more attention during lesson preparation and that teaching discussion.

Potential barriers to enhancing CT were mainly from teacher and student factors. EFL teachers may be reluctant to integrate CT into their teaching practices due to the absence of mandatory CT instruction requirements, students' weak English proficiency, and lack of interest in English learning. Moreover, the current institution often prioritised rote memorisation and standardised testing, limiting opportunities for critical engagement and developing higher-order thinking skills.

4. Discussion

The study highlighted a gap in the teacher's understanding and implementation of CT within the EFL curriculum. Although the teacher recognised the importance of CT and held a generally positive attitude towards it, her understanding lacked depth, which aligned with previous research showing that both EFL teachers and students often had a limited understanding of CT (Yuan & Stapleton, 2019; Ma & Luo, 2020; Nguyen, 2022, Wang, 2024).

The teacher's interpretation of CT was primarily based on personal opinions and a

literal understanding, resulting in inconsistent application in teaching. This aligned with Paul, Elder and Batell (1997) and Cruz et al. (2019), who noted that some teachers struggled to incorporate it effectively due to a superficial understanding. Moreover, the teacher's lack of professional knowledge about CT instruction prevents systematically integrating CT into teaching practices, a concern also highlighted by Zhang, Yuan and He (2020). Besides, the teacher had a positive attitude towards the importance of CT, stating that there was a positive correlation between CT and EFL learning. Cultivating students' CT could enhance students' English proficiency, and students with higher English proficiency could be stimulated by CT instruction. It aligned with the studies by Lopez (2017) and Ramezani et al. (2016), showing that cultivating CT positively impacts EFL students' academic performance.

Although acknowledging that cultivating CT can enhance EFL learning and improve students' English proficiency, the teacher integrated some teaching activities, such as group discussions, questioning, and presentations, which are not employed to foster CT skills. This aligned with the findings from Wang (2024), Okolie et al. (2021), Kumar & Refaei (2017), Yang & Gamble (2013), and Yuan, Kunaviktikul, Klunklin, & Williams (2008), suggesting that Integrating CT in specific subject-matter courses is more effective than teaching in separate courses (Tiruneh, Verburch, & Elen, 2014). However, the teacher's inadequate theoretical knowledge meant she was unaware that she used the immersion approach to teach CT, which was supported by the study showing that some English teachers unintentionally use teaching activities that foster CT without explicitly aiming to do so (Tiruneh et al., 2017).

The teacher faced significant challenges, which hindered effective instruction and negatively impacted students' overall language development. Student engagement is crucial for effective English learning (Chase et al., 2014; Li & Bai, 2018; Ginting, 2021) and directly influence academic outcomes (Fredericks et al., 2016). A lack of engagement can lead to poor language outcomes (Liu, 2023). Moreover, positive emotions such as interest, enjoyment, and enthusiasm can improve English achievements (Pekrun et al., 2017). The absence of specific CT-related challenges reported by the teacher may indicate a lack of awareness of enhancing CT with language learning. Institutional support for CT is insufficient, reflecting a broader challenge in vocational colleges. Wang (2024) stated that vocational colleges have placed little emphasis on cultivating and developing students' critical thinking abilities.

Moreover, there is a lack of sufficient training for teachers in CT. It aligned with Marin and De la Pava (2017) and Asgharheidari and Tahri (2015), who stated that EFL teachers did not get enough training. This lack of institutional support may contribute to the teacher's limited engagement with CT, as there was little encouragement or guidance on effectively integrating CT into English as a Foreign Language (EFL) instruction.

Addressing these challenges, developing a comprehensive strategy encompassing teacher training and enhanced student support is essential. Professional development should focus on deepening teachers' understanding of CT and providing practical strategies for its integration. Simultaneously, efforts should be made to improve students' language skills and engagement to support CT development. Such measures will help bridge the gap between theory and practice, ultimately enhancing educational outcomes and strengthening the emphasis on CT skills.

5. Conclusion

This study aimed to deepen the understanding of EFL teachers' cognition of CT and their pedagogical practices in a vocational college in China. By identifying existing gaps and challenges, the research provides valuable insights and recommendations to enhance CT instruction, thereby contributing to the overall quality of vocational education in China.

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THE DEVELOPMENT AND USE OF AN ONLINE TEXTBOOK EVALUATION SCALE

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Abstract

There are many textbook evaluation checklists developed and most of them are developed for predictive (selection) rather than for retrospective (on-going evaluation, possibly for adaptation) purposes. If textbook evaluation checklists are for predictive purposes, there is usually very little use of it after the selection of textbooks is done. The idea of developing software that evaluates textbooks online would be interesting, especially if the developers believe that there is a possibility of adding sophistication and value to the product. This paper describes two processes in the development of the online textbook evaluation scale; 1) the development of the instrument for textbook evaluation; 2) the rationale and thoughts that went into the development of the online software for textbook evaluation. The development of the initial instrument was based on rigorous instrument development methodology which was tested for reliability and validity, and which exceeded expectations. The online version which was developed was also tested and found to be user friendly and innovative.

1. Background

Selecting the Textbook and monitoring its effectiveness.

Cunningsworth (1995) and Ellis (1997) propose three distinct types of textbook evaluation, pre-use, in-use and post-use evaluations and each of these can mean different things in different contexts. Pre-use evaluation is commonly known as predictive evaluation, while in-use and post use are referred to as retrospective evaluation. Pre-use is referred to as the act of identifying and selecting a textbook as main resource for learning-teaching. This is important as decisions made will have dire consequences if the wrong book is selected – teachers and learners will have problems with the book and will have to endure it for an entire year!

Textbook selection is not that straight forward as it might suggest. While there are instruments to help the teacher do this it would be important to note that no matter how experienced a teacher is, the book would best be evaluated when it's used in classrooms by teachers. Hence, Pre-use and post-use evaluations are important even after the book is selected (Mukundan, 2004). This helps teachers evaluate the book while it's in use in classrooms. The idea is that for the teacher to reflect and understand the effectiveness or lack of effectiveness of the book. This would in the long term provide ideas for the teacher to supplementation or adaptation.

This paper discusses the development of an instrument for evaluating textbooks, something that resembles a checklist and which was initially conceptualized in 2011 (Mukundan, Hajimohammadi and Nimehchisalem, 2011), the criteria of which have two categories; 1) General Attributes and 2) Learning-Teaching content. After the instrument was developed, it went through several revisions. After the revisions were completed, the instrument was transformed into an online checklist.

There are two Research Questions (RQ) answered in this research:

- i) To what extent did the development and test of the instrument for evaluating English language teaching textbooks meet satisfactory reliability and validity values?
- ii) To what degree did users of the online textbook evaluation find satisfaction of its performance?

2. A short Review of related Literature

The development of Textbook evaluation checklists is widespread and many experts in the field believe that many have been developed without rigorous empirical testing (Mukundan, Hajimohammadi and Nimehchisalem, 2011). Also there seems very little logic taken into consideration when developing these instruments. Tomlinson (2003) believes checklists must be clear and items leading the evaluators must not be vague. A vague item will decrease the reliability of the instrument. Sometimes experts in the field believe that novice teachers in schools (especially in SL and FL contexts) know precisely what instrument developers mean when they develop items like the "Fit between textbook and the curriculum." (Byrd 2001, p. 427). What this means is that it fits the pedagogical and SLA philosophy of the program/course.

Also, any instrument that is developed for teachers must be practical, especially in terms of economy. Teachers always complain they do not have time! Some instruments, like the Skierso (1991) instrument are extremely long with 4553 running words (Mukundan, Hajimohammadi and Nimehchisalem, 2011), that teachers may find rather time-consuming.

3. The Method

This Research and Development Methodology which uses Quantitative and Qualitative approaches has two parts:

1. Development and test of the textbook evaluation instrument

Study 1 (Mukundan & Nimehchisalem, 2012a)

This quantitative study aimed at determining (i) the degree of importance of each section and sub-category of the developed checklist and (ii) the items that would be included

in the final checklist. English language teachers or lecturers (n=207, 72.5% female, aged between 20 and 67) in Malaysia received a copy of the checklist that we had developed (Mukundan et al., 2011a, b). They evaluated the importance of each item by reading and rating them from 0 (for unimportant) to 4 (very important). The data were analyzed using Exploratory Factor Analysis (EFA).

Study 2 (Mukundan & Nimehchisalem, 2012b)

In this study, we examined the validity, reliability, and economy of the developed checklist and investigated the checklist's users' satisfaction of it. For this purpose, two experienced ELT experts used the checklist to evaluate the same textbook individually. The data were tested for their correlation and hence the inter-rater reliability of the checklist. Next, the two experts evaluated the same textbook using a well-established instrument developed by Skierso (1991). Later, to establish the concurrent validity of our checklist, we tested the correlation between the data collected using the two checklists. We also measured the time the two experts spent on evaluating the textbook using the two checklists and the comparison of the results provided evidence on how economical our checklist was. Finally, the experts' responses to a usefulness questionnaire adapted from Nimehchisalem (2010) showed their level of satisfaction with the checklist.

Study 3 (Nimehchisalem & Mukundan, 2013)

This study examined English language teachers' (n=82) views on the usefulness (i.e., reliability, relevance, impact, and practicality) of our checklist. These teachers were male and female Vietnamese English language teachers with a bachelor's degree in teaching English as a Second Language. To collect the data, we used the usefulness questionnaire adapted from Nimehchisalem (2010). We gave these respondents the questionnaire immediately after they had used the checklist to evaluate two textbooks.

Study 4 (Nimehchisalem & Mukundan, 2015)

In this qualitative study, we validated the ELT Textbook Evaluation Checklist according to a panel of ELT experts' (n=3) evaluation of it. They individually evaluated the old version of the checklist in terms of the comprehensiveness, importance, and clarity of its domains and items.

2. Development and test of the online software

ELT-TEC is a web-based review site for English Language Teaching textbooks. Although the website targets English teachers, the site is equally useful to students, publishers, researchers, and content producers. Users are able to publish their reviews using a formal, objective system. It works as a reference site where users create their own checklists by modifying categories, groups, and items. Default checklists that were generated by the thorough analysis of literature are housed at textbookevaluation.com, formerly elt-tec.com. This system underwent heavy piloting across various educational institutions, with the results systematically recorded on its website. Each book reviewed in this system has its score recorded online, thereby creating a rich repository of scores on textbooks.

4. Discussion and Findings

Part 1

The development of the textbook evaluation checklist

Study 1

The results showed that the respondents viewed almost all the items as equally important. Based on the results of EFA, some items were found to be unacceptable, some of which were removed after they were examined closely in light of the related literature. This study helped the researchers establish the construct and convergent validity of the checklist and improve its economy.

Study 2

The inter-rater reliability test results indicated acceptable reliability coefficients ($r=.88$). We also tested the checklist by testing the correlation of its results with those of a well-established instrument developed by Skierso (1991), and a high correlation ($r=.77$) was observed. This established the concurrent validity of our checklist. The two experts spent almost three times less time in comparison with the time they spent using the Skierso checklist, which confirmed our checklist to be economical. Finally, the evaluators highly agreed on its usefulness, which provided evidence that they were highly satisfied with the checklist.

Study 3

Based on the results, the checklist indicated high to very high levels of usefulness. The results showed that the checklist is useful in terms of validity ($M=4$), reliability ($M=4.04$), and impact and practicality ($M=4.07$). The teachers' responses to the open-ended question at the end of our questionnaire also provided useful insights for us to improve the flexibility and comprehensiveness of the checklist.

Study 4

We refined the ELT Textbook Evaluation Checklist using these experts' feedback. We added some items, removed others, and modified some of the problematic items. We also added a scoring guide to the checklist to help the users interpret the data they collected using the checklist.

Part 2

The development of the online version of the checklist.

ELT-TEC is a unique online resource, developed to revolutionize the way textbooks of English Language Teaching are evaluated. It is the first online checklist and database for ELT textbook evaluation; it introduces a more sophisticated alternative to traditional checklists. This is a premium tool that responds to a fundamental need within the ELT sector, where teachers often confront the complex task of selecting the best materials out of a vast array of resources at their disposal. The system is built on an integrated framework that consists of three phases. Phase 1 depends on the validated checklist for reliability and item difficulty assessment. Phase 2 focuses on vocabulary pattern and structural presentation in textbooks. Finally, Phase 3 integrates all these complementary elements into a complete evaluation framework.

ELT-TEC presents a variety of essential characteristics that improve its operability and user engagement. It provides graphical illustrations of individual and collective evaluator ratings for textbooks, thereby offering a succinct visual overview of assessment outcomes. The standard checklist is available for printing and can be accessed without the need for registration, thereby facilitating user convenience. For individuals interested in submitting their evaluations, creating an account allows for the submission of checklists and their dissemination within the broader community. Another major strength is the openness and flexibility inherent in the platform. Users who are not registered may also access graph plotting facilities and view the checklists contributed by the registered users to enforce collaboration.

The system also features advanced searching with logical operators to filter the search results for precision. The benefits of ELT-TEC are extensive. It allows educators to conserve time, keeps a detailed record of evaluations, and enables worldwide comparisons of textbook assessments. This international viewpoint is especially significant in the context of the modern interconnected educational environment. Moreover, the statistical information collected via the platform acts as a valuable asset for researchers focused on evaluating ELT materials, which may lead to enhancements in the processes of textbook design and selection. With its user-friendly, comprehensive, and internationally accessible tool for ELT textbook evaluation, ELT-TEC aims to empower educators in their material selection. The list does not only support the individual decisions of practicing teachers but also makes a contribution to the field of ELT research and development, possibly shaping the future of English language teaching material and methodology.

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INTEGRATING DIFFERENTIATED INSTRUCTION INTO INSTRUCTIONAL DESIGN TO IMPROVE THE ACADEMIC WRITING SKILL OF STUDENTS IN THE ENGLISH LANGUAGE EDUCATION PROGRAM AT UNIVERSITY

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Abstract

This background study critiques the current instructional methods for teaching Academic Writing, which include interactive lecturing, question/answer, pair work, group work, and discussion, for their lack of integration of differentiated instruction principles. Differentiated instruction involves tailoring teaching methods to individual student needs by collecting data on student readiness, interests, and learning profiles. Thus, humanizing language education can be realized. The purpose of this research is to design an effective teaching method by integrating differentiated instruction into the instructional design of an Academic Writing course, in order to address the challenges that hinder mastery of academic writing skills and to enhance students' writing abilities. This mixed methods research used interviews, questionnaires, and classroom observations to make an instructional design using differentiated instruction to improve academic writing skills. The research samples use 6th-semester students of the English Language Education program at IAIN Pontianak. Data reveals that 40.63% of students are interested in art and design, indicating that incorporating these themes into assignments could boost motivation and engagement. Additionally, learning profile data shows preferences for kinesthetic (50%), visual (37.5%), and audio (12.5%) media, suggesting the need for practical tasks, visual aids, and audio resources. The majority of students (53.12%) prefer studying alone, while others favor pair works (12.5%) or group works (34.38%). Thus, applying differentiated instruction by offering varied formats and learning styles can create a more motivating learning environment, enhancing both academic writing skills and overall learning outcomes.

Key Words: Differentiated instruction, Instructional Design, Academic Writing

1. Introduction

Academic writing is vital for students, aiding both their academic and professional development. It helps them build coherent arguments, fostering critical thinking, and enabling participation in academic discussions. Writing also supports research by integrating diverse sources, deepening topic comprehension. Despite its importance, many students struggle with academic writing due to ineffective teaching methods that overlook individual differences in learning readiness, interests, and styles. This challenge is heightened by diverse student backgrounds, necessitating more flexible teaching approaches. To address this, instructional design (ID), a systematic process informed by learning theory and research, is crucial. ID helps plan, implement, and evaluate teaching strategies, ensuring decisions are based on research rather than intuition (Branch, 2009; Morrison et al., 2007).

1.1 Differentiated Instruction

Differentiated Instruction (DI) tailors teaching to individual student needs, accommodating learning readiness, interests, and styles (Tomlinson, 2001). It has proven effective in improving writing skills, especially for ESL students, by grouping them based on ability (Ismail, 2019). DI also enhances learning in diverse contexts, particularly in English as a foreign language, by addressing unique student needs (Suwastini et al., 2021).

1.2 Application of Differentiated Instruction in Academic Writing

Differentiated Instruction is a teaching strategy that accommodates various individual differences in terms of learning readiness, interests, and learning styles, which has been proven to be effective in various educational contexts. Therefore, this research aims to explore how Differentiated Instruction can be integrated into Academic Writing learning designs to improve students' academic writing skills.

1.2.1. Strategies for Integrating Differentiated Instruction

The process of integrating Differentiated Instruction into academic writing instruction involves adapting content, process, and product to meet the diverse needs of students. This includes tailoring instruction based on students' readiness levels, interests, and learning preferences, as well as providing flexible learning paths. The literature suggests that implementing differentiated strategies, such as grouping students by ability or interest, offering multiple ways to demonstrate understanding, and adjusting the pace of instruction, can help students become more engaged in their writing development (Tomlinson, 2001; Joseph et al., 2013). These strategies are essential for fostering a more inclusive and supportive learning environment in academic writing courses.

2. Methodology

The mixed methods research is ideal for examining the application of differentiated instruction to improve students' academic writing skills. This study involved 63 sixth-semester students from the English Language Education program at IAIN Pontianak. Data were collected through interviews, questionnaires, and classroom observations. Interviews provided qualitative insights into teaching methods and challenges, while questionnaires offered quantitative data on students' interests and learning profiles. Classroom observations captured real-time teacher-student interactions. The combination of these methods allows for a comprehensive understanding of students' learning needs, facilitating the integration of differentiated instruction into the course design.

3. Finding

Based on interviews with Academic Writing lecturer, several key issues were identified. Students struggle to develop ideas into written form due to low literacy, and they often cannot present information logically and coherently. Additionally, they lack understanding of sentence structure, do not master English grammar, and have difficulty using punctuation correctly. Lecturers also reported that they have never used differentiated instruction in their teaching methods. In addition to interviews, direct classroom observations revealed that many students could not answer spontaneous questions on Academic Writing topics, suggesting they were unprepared, despite the material being covered in previous sessions. Students also tended to be passive when given the opportunity to ask questions about unclear material. Researchers further used a questionnaire to gather data on student readiness, interest, and learning

profiles. This information will be used to create an Instructional Design using the Differentiated Instruction method. The questionnaire, using a Likert scale, showed an average score of 3.32, indicating that students are generally between "sometimes" and "often" ready for the Academic Writing course.

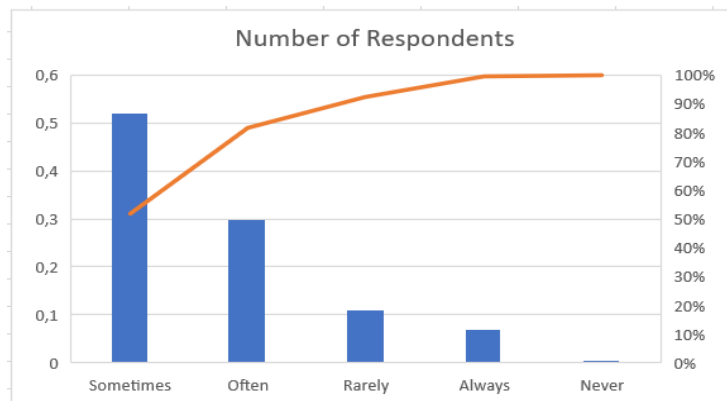


Figure 1. Distribution of Readiness Response

Then to find out students' interests, researchers asked several questions using a questionnaire. To find out the student's learning profile, two questions are asked. The first question is about which learning media students like most, whether using audio, visual, or kinesthetic. The second question is about which way of studying students prefer, whether studying alone, in pairs, or groups. The results are contained in table 1 below:

Table 1. Students' Interest and Learning Profile

No	Category of Interest	Number of Response	Learning Media	Number of Response	Learning Style	Number of Response
1	Science and Technology	15,62%	Audio	12,5%	Studying alone	53,12%
2	Humaniora and Social	6,25%	Visual	37,5%	Studying in pairs	12,5%
3	Art and Design	40,63%	Kinesthetic	50%	Studying in a group	34,38%
4	Business and Economy	9,38%				
5	Education	28,12%				
	Total	100%	Total	100%	Total	100%

The forms of learning used by lecturers to teach Academic Writing courses so far are interactive lecturing, question/answer, pair work, group work, and discussion. Data such as readiness, interest, and learning profiles have never been collected by lecturers to prepare instructional designs for Academic Writing. This happens because the teaching method applied is not differentiated instruction.

4. Discussion

Differentiated instruction relies on understanding student readiness, interests, and learning profiles to create effective learning methods. Tomlinson (2001) suggests that instructional design should differentiate content, process, and product to address students' diverse needs. Van Tassel-Baska (2003) highlights that varied materials and activities, tailored to students' interests and readiness, can enhance motivation and achievement. For instance,

aligning writing tasks with 40.63% of students interested in art and design can boost engagement and outcomes.

Differentiated processes involve using teaching methods that cater to different learning profiles, whether students prefer working individually, in pairs, or in groups. Majority of students in the Academic Writing course favor kinesthetic (50%) and visual (37.5%) learning media, underscoring the need for practical tasks and visual aids. Independent learning modules are essential for the 53.12% who prefer studying alone, while pair and group assignments should be included for collaborative learners. Additionally, blending face-to-face and online sessions can further optimize instructional design, while regular evaluations and feedback are key to developing students' academic writing skills. Product differentiation, such as offering varied assignment options, and Project-Based Learning can further engage students by aligning tasks with their strengths and interests, supported by clear rubrics and ongoing feedback.

5. Conclusion

Current methods for teaching Academic Writing, such as interactive lecturing and group work, lack the integration of differentiated instruction, which requires tailoring content, process, and products to individual student needs. Tomlinson (2001) and Van Tassel-Baska (2003) emphasize the importance of using data on student readiness, interests, and learning profiles to make lessons more relevant and engaging.

Data shows that 40.63% of students are interested in art and design, suggesting the need to incorporate these themes into assignments. Preferences for kinesthetic (50%), visual (37.5%), and audio (12.5%) learning media indicate the importance of including practical tasks, visual aids, and audio resources. With 53.12% of students preferring to study alone and others favoring pair or group work, a mix of independent modules, pair assignments, and group projects is needed. Applying differentiated instruction by offering varied formats and learning styles can create a more motivating learning environment, enhancing both academic writing skills and overall learning outcomes.

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THE EFFICACY OF AI-POWERED SPEECH RECOGNITION IN ENHANCING ENGLISH PRONUNCIATION FOR SECOND LANGUAGE LEARNERS

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Abstract

This study examines the efficacy of the AI-powered speech recognition tool, *Say It Right*, in improving the English pronunciation of the ESL learners in Malaysia with different proficiency levels ranging from CEFR level A1 to level B2. The study included participants of different skill levels, who practiced with the tool for a semester. The tool offered immediate feedback, and the results showed that feedback is an essential component for the changes in pronunciation. The findings showed that most of the learners noted that they had observed a great improvement in their pronunciation. The study found positive changes in learners' pronunciation, the general improvement indicates that longer term use and extra teaching intervention may be required for greater improvement. These results suggest the possibility of using AI-based tools in ESL education to enhance language acquisition. This study advances the knowledge of AI-based language learning technologies and instructional practices in ESL context and underscores the importance of incorporating such technologies in language learning.

Keywords: AI speech recognition, ESL learners, pronunciation improvement, personalized feedback, language education

1. Introduction

One of the most difficult tasks for ESL learners is to master the English pronunciation. Classroom learning is usually not very effective because there is not enough practice and individual feedback, which are critical for progress (Liu et al., 2019). These limitations can result in the consistent production of wrong pronunciation patterns, which affects the general communication development.

Liu et al (2019) claimed that the AI-based speech recognition technology can be considered as a solution to this problem since it can give instant feedback and practice can be done for a long time. Nevertheless, there is a lack of studies focusing on the effectiveness of AI-based speech recognition for enhancing the English pronunciation, especially in terms of user interest and individual learning.

This study will seek to fill this gap by assessing the impact of *Say It Right*, an AI tool developed by an Australian company known as Language Confidence, on the pronunciation of ESL learners in Malaysia. The tool then provides an audio for the students to listen to and then records themselves saying a particular phrase or sentence. It then gives feedback on the pronunciation of each of the phonemes. The research focuses on two objectives: (i) The first research question is related to the general improvement of pronunciation across different proficiency levels and (ii) the second research question is related to the role of the personalized feedback given by the tool in the improvement of pronunciation for each learner.

The findings will be useful in designing better language learning technologies and instructional strategies in ESL education in Malaysia.

2. Methodology

This study assessed the effectiveness of the AI-based tool *Say It Right* in enhancing pronunciation among 398 ESL learners, which included university students and language center learners with different proficiency levels ranging from CEFR level A1 to level B2. The research was initiated in May 2024, and the data was collected from August 1st 2024 to August 10th, 2024.

The participants were to complete four units of practice, which consisted of 5 to 10 sentences and phrases. They used the tool 2 to 3 times a week and got immediate feedback on pronunciation, intonation, and fluency. This made it easier for them to monitor their performance and enhance their pronunciation.

Participants completed an online survey using Google Forms to indicate how frequently they used the tool, if they noticed an improvement in their pronunciation, and if the feedback was useful. The survey was used to collect quantitative data for the purpose of analysis.

The researchers evaluated the rate of improvement by calculating the percentage of progress (out of 100%) over a semester, while the student survey showed how often students engaged with the tool and their perceptions of the tool and its feedback. These responses were then used to determine the trends in improvement, engagement, and satisfaction with the tool. The results were then employed to evaluate the effectiveness of *Say It Right* in improving pronunciation and its contribution to the overall learning process of the students, with emphasis on the significance of individualized feedback in the context of ESL pronunciation.

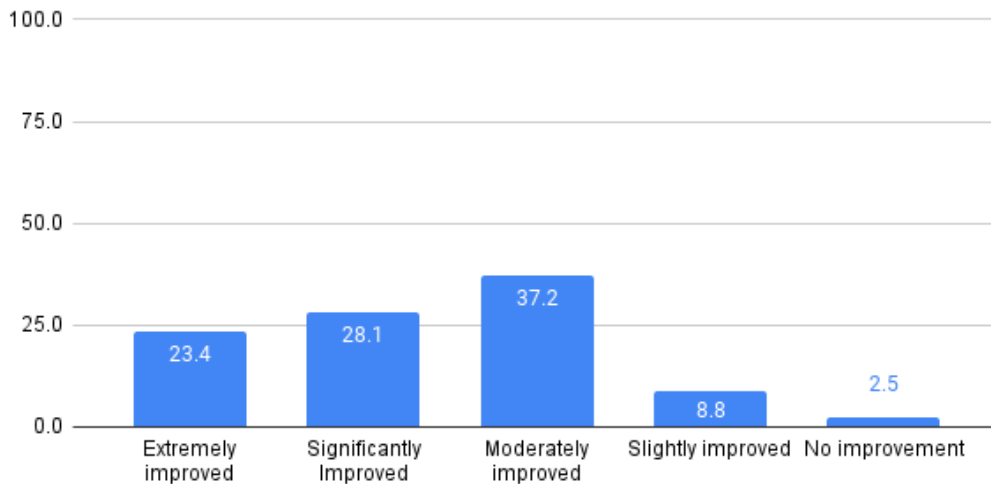
3. Findings

The survey conducted with 398 participants who employed the AI-based speech recognition application called *Say It Right* shows the improvement of their English pronunciation. According to Google Form responses:

- 23.4% of students reported that their pronunciation was "Extremely improved."
- 28.1% felt it was "Significantly improved."
- 37.2% noted "Moderate improvement."
- 8.8% observed "Slight improvement."
- Only 2.5% of participants reported "No improvement."

Chart 1: Student-Reported Improvement in English Pronunciation Using Say It Right

How much do you feel your pronunciation has improved since you started using Say It Right?

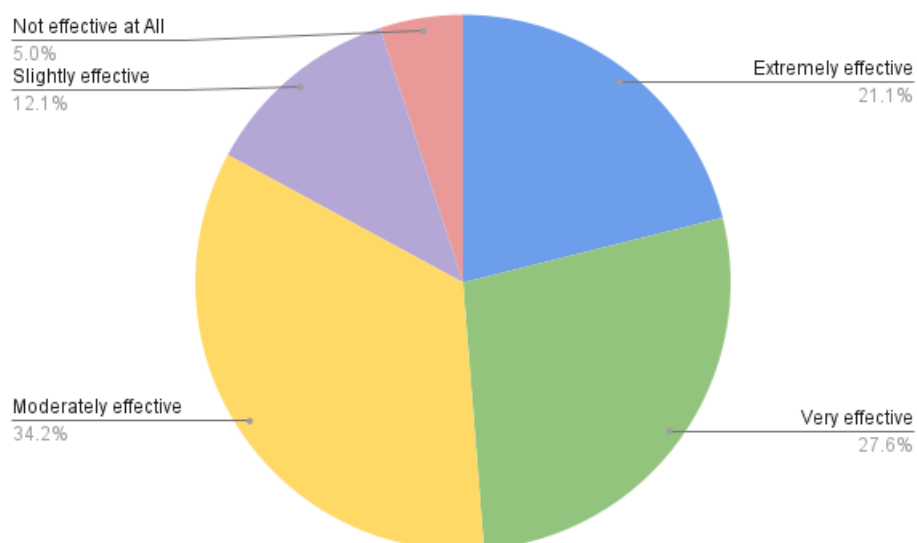


When evaluating the personalized feedback's effectiveness, the responses were similarly positive:

- 21.1% of students found the tool to be "Extremely effective."
- 27.6% rated it as "Very effective."
- 34.2% considered it "Moderately effective."
- 12.1% thought it was "Slightly effective."
- 5.0% felt the tool was "Not effective at all."

Chart 2: Effectiveness Ratings of Say It Right by Students

How effective was the feedback from Say It Right in helping you improve your pronunciation?



In a more detailed analysis, 50 were chosen from the 398 students to determine their level of improvement within the semester. The findings revealed that the average rate of improvement was 3.42% in their pronunciation scores, which were obtained out of 100% depending on how accurately the students pronounced the words that were given to them.

4. Discussion

The findings show that majority of students had a high level of pronunciation gains after using the AI-based application, 88.7% reporting at least moderate improvement. This indicates that *Say It Right* is useful in the improvement of pronunciation for ESL learners. The positive shifts in perceived progress and effectiveness ratings suggest that the tool's real-time feedback and practice sessions play a significant role in these improvements. However, 11.3% of students who reported slight, or no improvement may be influenced by individual factors such as motivation, prior knowledge, or learning styles, which could impact the tool's overall effectiveness.

An average improvement rate of 3.42% over the semester, even though small, is considerable because of the short time available for the study and the difficulty of the task of learning the English pronunciation. Such a gradual improvement shows that AI tools can help achieve small but consistent language learning improvements. However, the slight increase also indicates that the tool may require further assistance or that more significant results might emerge after prolonged use of the tool.

Overall, these results underscore the importance of incorporating AI-based speech recognition technologies such as *Say It Right* into ESL instruction. The fact that the tool is able to give feedback that is specific to the individual, and is given on the spot, is the key factor in the enhancement of pronunciation, regardless of the level of the learner. Further research could be directed towards the adaptation of the tool for different types of learners and the effects of its use in the long term on the learners' language skills.

5. Conclusion

The study demonstrates the potential of AI-powered tools like *Say It Right* to enhance English pronunciation for ESL learners. With 88.7% of participants reporting at least moderate improvement, the tool's real-time feedback and personalized practice were helpful in achieving the goal. However, the modest average improvement of 3.42% suggests that continued use and additional support may be necessary for more substantial gains. The incorporation of such tools in ESL learning is promising for enhancing language learning.

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We would like to express our gratitude to Language Confidence for providing the AI tool *Say It Right* that was essential for our research. We also extend our sincere thanks to ELS Language Centres and Just English for their invaluable support in facilitating data collection. Additionally, we appreciate the assistance of Sunago for hosting the tool during our study. Your contributions were essential to the success of this study.

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THE EFFECTIVENESS OF VIDEO-BASED CONTENT ON PRONUNCIATION IN FOURTH GRADE OF ELEMENTARY SCHOOL

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Abstract

This pre-experimental study aims to evaluate the impact of video-based content on the pronunciation skills of 4th-grade elementary students in the context of Indonesia's *Kurikulum Merdeka*, where students are introduced to English for the first time in SDN 03 Karimunting. The primary focus of this research is how repeated exposure to video content and subsequent student-created videos influence pronunciation accuracy in new English-learning students. The study will involve 23 students from SDN 03 Karimunting in the fourth grade, where participants will first watch English pronunciation videos and then create their recordings, allowing for both repetition and active production. A pre-test and post-test design will be used to measure improvements in their pronunciation, with the students' performances analyzed for accuracy, fluency, and phonetic awareness. The study explores whether video-based instruction enhances student engagement and facilitates pronunciation learning in a more immersive and accessible way. The expected outcomes include improved pronunciation accuracy and increased confidence in speaking English, providing insights into how digital content can be effectively integrated into Indonesia's evolving education system under *Kurikulum Merdeka*.

Keywords: Effectiveness, Video-Based Learning, Pronunciation

1. Introduction

English has become a critical component of Indonesia's educational landscape, especially with the advent of *Kurikulum Merdeka*, which seeks to promote greater autonomy and creativity in learning. One area that poses significant challenges for Indonesian learners, especially in the early stages, is pronunciation. As English is a foreign language in Indonesia, young learners often struggle with pronunciation due to differences in phonetic systems between English and their native language. Thus, innovative approaches to English instruction, such as video-based learning, are needed to improve students' pronunciation skills, particularly in elementary education where foundational language skills are developed.

Video-based learning has gained prominence in modern education due to its ability to engage students in immersive and interactive ways. According to Anderson et al. (2022), multimedia, especially video content, can enhance language acquisition by providing visual and auditory stimuli that support learning. In particular, videos allow learners to observe and repeat pronunciation patterns in real-world contexts, facilitating a more authentic learning experience (Brown & Li, 2023). This multimodal approach can help bridge the gap between theoretical knowledge and practical application, making it easier for students to grasp difficult concepts, such as pronunciation.

The impact of video-based instruction on pronunciation has been explored in various studies, but there is a lack of research specifically focused on elementary school students learning English in Indonesia. For instance, a study by Park and Kim (2023) showed that Video-assisted Language Learning (VALL) improved pronunciation in higher education students, yet the effect on younger learners remains underexplored. Moreover, Alkhudri and Ibrahim (2023) emphasized that while video content helps in phonetic awareness, more research is needed to determine its effectiveness in early English instruction. This gap highlights the need for studies focusing on how video content can be utilized for elementary learners, particularly in the context of Kurikulum Merdeka.

Pronunciation acquisition is not only about accurate sound production but also about developing confidence and fluency in speech. As highlighted by Jackson et al. (2023), repeated exposure to native speaker pronunciation can build learner confidence by providing consistent models for imitation. The act of creating student-generated videos, as proposed in this study, encourages active production, which has been shown to reinforce learning through repetition and self-assessment (Smith & Johnson, 2023). The combination of watching and creating videos can also lead to a deeper understanding of phonetic nuances, fostering better pronunciation outcomes in young learners.

This study aims to fill the gap in research by focusing on 4th-grade students in Indonesia's elementary schools, where English is introduced for the first time. By integrating video-based content with student-produced videos, this research seeks to determine whether this method can improve pronunciation accuracy and phonetic awareness among young learners. The findings will provide valuable insights into how digital tools can be leveraged within Kurikulum Merdeka to create a more engaging and effective English-learning environment for elementary students.

2. Methodology

This pre-experimental study employs a one-group pre-test and post-test research design to assess the impact of video-based content on the pronunciation skills of 23 fourth-grade students at SDN 03 Karimunting, within the framework of Indonesia's Kurikulum Merdeka. The research method involves having students watch instructional English pronunciation videos and creating their own pronunciation recordings. Data will be collected using pre-test and post-test assessments to measure changes in pronunciation accuracy, fluency, and phonetic awareness. The research tools include video-based learning materials, student recording devices, and assessment rubrics for pronunciation analysis. The research steps begin with administering a pre-test to evaluate initial pronunciation skills, followed by the intervention where students are exposed to video content and subsequently create their own recordings. A post-test will then be conducted to measure any improvements in pronunciation. The collected data will be analyzed to determine the effectiveness of video-based instruction in enhancing pronunciation accuracy, fluency, and student engagement.

3. Findings

The research methodology for this pre-experimental study will employ a one-group pre-test and post-test design to assess the impact of video-based content on the pronunciation skills of 4th-grade students at SDN 03 Karimunting, introduced to English for the first time under Indonesia's Kurikulum Merdeka. The sample will consist of 23 students, who will first take a pre-test to evaluate their baseline pronunciation skills in terms of accuracy, fluency, and phonetic awareness. Following this, students will be exposed to instructional English pronunciation videos, emphasizing the repetition of sounds and words. Subsequently, they

will create their own video recordings, reinforcing the pronunciation skills learned through active production and self-assessment. After a period of repeated exposure and practice, a post-test will be administered to measure improvements. Both pre-test and post-test results will be analyzed to determine any significant gains in pronunciation accuracy and fluency, while qualitative observations will gauge increased phonetic awareness and student confidence. This methodology will provide insights into the effectiveness of video-based instruction for enhancing pronunciation skills within Indonesia's evolving education system.

4. Discussion

The findings of this pre-experimental study highlight the potential of video-based content as a tool for enhancing the pronunciation skills of fourth-grade students learning English for the first time in SDN 03 Karimunting, under Indonesia's Kurikulum Merdeka. The repeated exposure to professionally created English pronunciation videos, combined with the active production of student-created recordings, appears to promote improved pronunciation accuracy and fluency. The results suggest that the use of video content facilitates a more engaging and immersive learning environment, allowing students to not only imitate native speakers but also practice phonetic awareness through self-correction and repetition. The pre-test and post-test comparisons reveal that students demonstrated noticeable progress in their pronunciation, with increased confidence in their ability to speak English. This aligns with the broader goals of Kurikulum Merdeka, which emphasizes student-centered learning and the integration of digital tools. These findings underscore the value of incorporating video-based instruction as an accessible and effective method for language learning, offering practical implications for curriculum design in Indonesian elementary education.

5. Conclusion

The study concludes that the use of video-based content significantly enhances the pronunciation skills of 4th-grade students learning English for the first time at SDN 03 Karimunting under Indonesia's Kurikulum Merdeka. Repeated exposure to pronunciation videos, combined with the active production of student-created recordings, led to notable improvements in pronunciation accuracy, fluency, and phonetic awareness. The pre-test and post-test analysis revealed marked progress, particularly in pronunciation accuracy, as well as increased confidence in speaking English. The findings suggest that video-based instruction not only engages students more effectively but also serves as an accessible and immersive tool to support language acquisition. These results highlight the potential of integrating digital content into the evolving education system in Indonesia, particularly for language learning in early education contexts.

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ROLE OF REFLECTIVE PRACTICE IN PROFESSIONAL DEVELOPMENT FOR ENGLISH LANGUAGE TEACHERS

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Abstract

Reflective teaching practice is crucial for second language educators as it helps them improve their teaching methods and professional growth by critically analyzing their classroom experiences. First introduced by John Dewey and then expanded by people like Donald Schön (1983) and David A. Kolb (1984), this practice encourages teachers to continuously improve and adapt their strategies to meet students' needs. This research aimed to review and compare various studies on reflective practices in language teaching, focusing on the benefits and challenges faced by teachers. Although the findings reveal advantages such as improved teaching methods and professional development, challenges like lack of time, emotional strain and difficulties in applying theory are still frequent. The review highlighted that while variety of strategies are useful for reflection, teachers' emotional and professional awareness significantly impacts the effectiveness of these practices. The study concludes that reflective practice should combine theory with practical experience and emotional awareness and also further research is required to explore how culture and digital tools can aid in reflection.

Keywords: Instructional Effectiveness, Professional Development, Reflective Practice, Second Language Teacher.

1. Introduction

Reflective teaching practice is essential for the professional development of second language educators, emphasizing the need for teachers to critically analyze their teaching methods, strategies and interactions to promote continuous improvement (Cole et al., 2022). This approach encourages teachers to thoroughly analyze their classroom experiences, leading to more effective teaching outcomes (Hector, 2023). The idea of reflection, originally explained by John Dewey as a thoughtful review of our beliefs or knowledge, was developed further by scholars such as Donald Schön (1983) and David A. Kolb (1984). Their contributions have made a significant difference in teaching, encouraging teachers to use their own experiences to boost student learning.

Reflective practice in teaching second languages offers significant advantages, such as continuous improvement in teaching strategies and supporting professional growth by identifying areas for development. This approach encourages innovation and collaboration, making lessons more engaging and adaptive based on students' needs. However, it also presents challenges, such as the time commitment required for thorough reflection, which can be difficult for teachers with busy schedules. Moreover, without proper training, reflective practices can lead to biased or superficial reflections, focusing more on negative experiences. Additionally, the honest self- assessment needed for effective reflection can be tough emotionally and might affect the morale of teachers.

1.1 Theoretical Framework

Reflective practice in education is shaped by significant theories and ongoing debates, which influence how teachers approach their work and professional development. A few of these theories include:

Dewey's Model: John Dewey's model emphasizes learning from experience, suggesting that if our usual methods fail, we need to reconsider and look for new solutions, similar to how scientists explore new possibilities. This approach deepens teachers' understanding and adaptability in teaching (Kurosh et al., 2020).

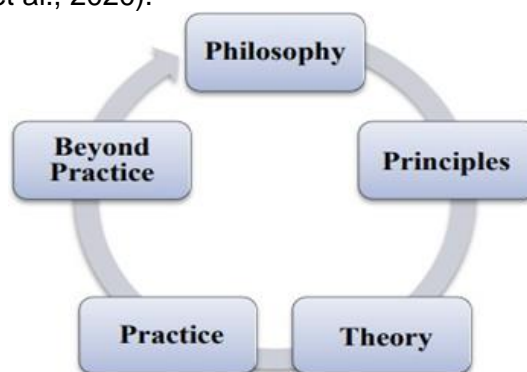


Figure 1: Framework for reflecting on practice

Farrell's Framework: Farrell expands on Dewey's ideas by introducing five levels of reflection: philosophy, principles, theory, practices, and beyond practice (Figure 1). This framework guides teachers to examine their own beliefs and teaching methods, which leads to better self-reflection and improves classroom instruction (Farrell & Macapinlac, 2021).

Schön's Theory: Donald Schön talks about two types of teacher reflection: "reflection in action" (real-time decision-making) and "reflection on action" (analyzing past experiences). Both forms of reflection are crucial for the ongoing improvement and professional growth of educators (Gordon, 2017).

1.2 Purpose and Scope

The purpose of this research is to analyze and compare various studies on how reflective practices influence second language teaching. It aims to show how these practices can connect teaching theory with real classroom challenges and identify the obstacles teachers face in using them. By comparing different studies, the research seeks to improve understanding of how reflection can improve teaching quality and teacher development. The central research question is, "How does teacher reflective practice impact the professional development and instructional effectiveness of second language educators?"

2. Methodology

For the review of literature, several credible databases were used, including Taylor and Francis, ScienceDirect, Wiley, Frontiers and the Canadian Journal of Applied Linguistics, focusing on articles published between 2017 and 2023. Google Scholar was not used because it is less reliable for academic research. Instead, Q1 journals were specifically targeted due to their reputation for accuracy and thorough peer review, which helped to ensure the quality of the literature. Research papers were searched using the term "teacher reflective practice" and

were selected based on their title, abstract and keywords. Papers that did not focus on language teaching, group reflection or teacher programs were excluded, narrowing the review to the most relevant and high-quality studies.

3. Findings

Table 1 offers a brief summary of the main arguments, theories and findings from the literature we reviewed, allowing a quick and easy comparison of key points across different sources.

Table 1. Summary of Key Studies on Reflective Practice in Language Teaching

Author	Objectives	Method	Theories	Key Findings
Aliakbari et al (2019)	To investigate the relationships between EFL teachers' teaching satisfaction, contextual variables, and their reflective teaching practices.	Quantitative, involving the use of surveys and statistical analysis	Theories of John Dewey and Donald Schon regarding reflective teaching, emphasizing the importance of critical examination and action based on careful consideration.	EFL teachers exhibited moderate levels of reflective practice and low levels of teaching satisfaction. Significant associations were found between contextual variables (autonomy, time pressure, student motivation) and reflective teaching.
Barber (2020)	To explore how incorporating reflective practice through course journals can help bridge the theory/practice gap in L2 teacher education, particularly in TESOL programs.	Qualitative, focusing on examining the theory/practice gap in SLTE	Theory/practice gap in SLTE, focusing on reflective practice as a solution. References scholars like Chick (2015), Baecher (2012), Farrell (2019), Love (2019), Tavakoli (2015).	Reflective practice, through course journals, helps SLTE students bridge the gap between theoretical knowledge and practical teaching skills, encouraging them to reflect on and apply theory to real-world classroom challenges.
Farrell & Macapinlac (2021)	To explore how reflective practice can help TESOL teachers reshape their knowledge of teaching and learning throughout their careers, focusing on a holistic approach.	Qualitative, specifically a case study	Reflective practice in TESOL, as reviewed by Farrell, emphasizes the importance of reflecting on philosophy, principles, theory, practice, and critical aspects beyond practice.	Teachers' perceptions of successful teaching emphasized qualities like passion, encouragement, and empathy, demonstrating a continuous process of self-awareness and improvement through reflective practice.
Gkonou & Miller (2021)	To explore how language teachers navigate feeling rules, develop emotional capital through emotion labor, and utilize reflective practice to enhance their emotional capital.	Qualitative, utilizing semi-structured interviews	Schön's (1983) reflective practitioner. Boud, Keogh, and Walker (1985) on intellectual and affective activities in reflection. Zembylas (2014) on critical emotional reflexivity.	Teachers were aware of the importance of acting professionally in managing their emotions. Reflecting on their experiences helped them control their feelings better, which was considered essential for effective teaching.

Habtamu (2023)	To investigate how English language instructors perceive reflective practice in language teaching and to what extent their classroom practices demonstrate various levels of reflection.	A mixed methods approach, including self-reflective surveys, observations, interviews and journal entries.	John Dewey's definition of reflective action, emphasizing its contrast with routine actions.	ELT instructors at Wachemo University have a strong theoretical understanding of reflective teaching but struggle to apply it in practice, focusing more on technical aspects and short-term outcomes.
Kurosh et. al. (2020)	To study how L2 teachers think and work, focusing on their views on teaching, problems students face, learning strategies and how reflecting on their work affects their effectiveness and job satisfaction.	Quantitative, specifically using a survey method	John Dewey's theory of reflective thought and action	Strong positive correlation between ELT teachers' self-efficacy and their reflective practice, while no significant correlation was found for soft and hard science teachers.
Xiaojing et. al. (2022)	To empirically confirm the multidimensional factor structure of a previously hypothesized model of L2 teacher reflection, test the psychometric properties of the scale, and assess its measurement invariance across gender and educational degree.	Quantitative, employing a survey methodology to collect data	Schön's Reflective Practice (1983), Jay and Johnson's Typological Framework (2002), Valli's Hierarchy of Reflective Practice (1990), Farrell's Levels of Reflection (2015), Akbari et al.'s Multi-Dimensional Model (2010).	The study tested a six-factor model of L2 reflection but found it did not fit well. An adjusted 30-item model showed good fit indices, supporting the multidimensional nature of teacher reflection in EFL contexts.

4. Discussion

The reviewed literature highlights the significance of reflective practice in improving teaching quality and satisfaction, particularly in the context of English language teaching (ELT). Despite the well-documented benefits, such as the improved alignment of teaching practices with theoretical principles, there are still ongoing challenges in the regular use of reflective practices. For instance, according to the research by Aliakbari et al. (2019) and Habtamu (2023), even though teachers often have good knowledge of reflective theories, they still struggle to apply this knowledge in real classroom situations. This issue is mostly caused by contextual factors like limited autonomy, time pressures and different levels of student motivation that can hinder the ability of teachers to engage in reflective processes effectively. Such barriers not only limit the depth of reflection that teachers can achieve but also impact their overall teaching satisfaction, indicating that addressing these contextual problems is crucial for better reflective practices.

Furthermore, according to Barber (2020), structured activities such as journaling and podcasting are effective in connecting theoretical knowledge with real-life practice in teacher education. Engaging in these activities allows teachers to review their experiences critically, thus improving their comprehension and application of theoretical concepts in real teaching contexts. However, studies conducted by Farrell & Macapinlac (2021) and Gkonou & Miller (2021) indicate that the emotional and professional awareness of teachers plays a significant role in the success of reflective practice. Managing the emotional complexities of teaching is crucial, as it influences how effectively teachers can implement reflective practices. For reflective practice to be useful in professional development, teachers need to address not only the theoretical side but also their own emotional experiences that indicate teacher education

must be more comprehensive.

This study raises questions that need further investigation, particularly regarding how language teachers from various cultures apply and experience reflective practice. More studies should be carried out exploring the contextual impacts of the effectiveness of reflective practice to determine if it is effective across different cultures or if adaptations are needed to develop more inclusive professional approaches.

5. Conclusion

The previous studies highlighted the vital role of reflective practice in the professional development of second language educators, helping them to continuously improve their teaching strategies and classroom interactions. Though this practice offers valuable advantages, like raising teaching standards and promoting professional development, it also brings challenges, particularly in maintaining regular application. Teachers often face obstacles like time constraints and emotional challenges, which can hinder effective reflection. To make the most of reflective practice, teachers need to balance theoretical knowledge with practical application and emotional awareness.

Future research could explore how different teaching environments affect the use of reflective practices among teachers, especially in diverse cultural settings. Another area to investigate is how digital tools such as online journals or apps, can support teachers' reflective practices. Additionally, studying the impact of reflective practices on student outcomes could provide valuable insights. Researchers could also examine the role of teacher training programs in improving the application of reflective practices. Finally, understanding how emotional intelligence influences the effectiveness of reflective practices could be a significant contribution to the field.

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STUDENTS' PERSPECTIVES ON THE IMPLEMENTATION OF PROJECT BASED-LEARNING IN HIGHER EDUCATION

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Abstract

Project-based learning has been used in various teaching and learning situations, including higher education. It has been generally associated with helping students develop the skills they will need in the twenty-first century. The goal of this study was to investigate, from the viewpoint of the students, the implementation of project-based Learning (PBL) in an Indonesian university. A qualitative survey approach was used in this study and included eighteen students who took part in different projects while enrolled in college courses. An open-ended questionnaire that was created using a Google form and distributed to participants online provided the data for the study. Based on the results, students agree that PBL helps them build 21st-century skills. PBL, in particular, is considered by the students to have several advantages, like enhancing their capacity for critical thought, encouraging creativity, fostering teamwork, and broadening their knowledge. Despite its benefits, PBL has specific time-consuming demands that cause conflict between group members since they have different views about how to complete the project.

Keywords: Project-based Learning, higher education, 21st century skills

1. Introduction

Project Based Learning (PBL) as a learning approach has been claimed to be helpful in building students' capability in developing various skills needed in students' lives (Shpeizer, 2019). As an instructional approach, PBL strives to combine interpersonal interactions with imaginative thinking, foster peer cooperation, strengthen students' problem-solving and critical-thinking abilities, and stimulate affective and cognitive capabilities that contribute to intellectual and creative growth (Greenier, 2020). It has also been considered to be one of the appropriate teaching approach that is able to develop skills needed in the 21st century (Baghoussi & Zoubida El Ouchdi, 2019; Ghobrini, 2020; Giri, 2016; Mohammed, 2017) for it helps learners develop their capability in affective and cognitive domains (Guo et al., 2020).

1.1 The need to implement PBL in higher education

PBL needs to be implemented in higher education partly because it offers benefits that traditional teaching approaches fail to address. According to (Shpeizer, 2019), there are at least five benefits of the PBL. The first benefit is that PBL enhances students' motivation. This is because PBL allows learners to choose the topics and working methods the students prefer, as well as the authenticity of work that is associated with PBL. Another benefit that PBL offers is in-depth inquiry, which requires students to work, integrate, and develop various learning skills, such as how to work independently, collaborate in teamwork, and communicate in order to produce a tangible outcome. The next benefit is that PBL prepares learners for a professional career. This is possible because, in PBL, learners are exposed to authentic situations in which they have to think creatively and solve problems as well as produce products, just like in a professional workplace. The other benefit of PBL is that it accommodates various learning styles that students have. Autonomy, as one of the features

of PBL, allows learners to work using the method they prefer. The final benefit of PBL is that it is suitable for the age of information, where learners have access to technology and can explore available sources on their own.

1.2 The framework of PBL for teaching a foreign language

While the benefits of PBL seem to be promising for preparing learners to be professional in their future careers, PBL is not easy to implement. Research indicates that there are some challenges that prevent the utilization of PBL in higher education. For example, Abishova et al. (2020) and Baghoussi and Zoubida El Ouchdi (2019) identified problems in the implementation of PBL, that is, both students and teachers are not ready to project organization. The teachers, for instance, do not use project-based instruction proficiently, which leads to confusion from the student side. In a similar vein, Shpeizer (2019) highlights the role of lecturers and students in PBL. Unlike in traditional teaching, where the teacher plays the role of a transmitter of knowledge and the learner just passively waits to be taught, PBL requires changes in the roles of the teacher and students. Additionally, even though collaborative work can be advantageous for building students' skills to work in a team, it can also create a conflict between students. Lastly, Shpeizer (2019) considers the evaluation of the product in PBL can be challenging for teachers.

Considering the benefits of PBL, this teaching approach has been widely implemented. Within the context of higher education, there has been much research addressing PBL in various fields, such as Biology (Abishova et al., 2020), Engineering (Fernandes et al., 2021), and English language teaching (Bastola, 2021; Gai Mali, 2016; Kavlu, 2020; Kettanun, 2015; Sirisrimangkorn, 2021). The abundant studies concerned with PBL in higher education show that PBL is considered to be useful for developing university students' skills that prepare them to work in the 21st century. According to Guo et al. (2020), PBL is a promising approach that can enhance students' learning in higher education. In addition to the implementation of PBL in various fields of higher education, PBL has also been implemented in many countries such as the United Arab Emirates (Mohammed, 2017), Nepal (Bastola, 2021), Iraq (Kavlu, 2020), Morocco (Akharraz, 2021), Algeria (Baghoussi & Zoubida El Ouchdi, 2019), and Thailand (Kettanun, 2015). While there has been abundant research related to PBL in higher education in many countries, there is still scarce research addressing how PBL is implemented in higher education in Indonesian contexts. Thus, it is important to conduct research related to PBL in Indonesian higher contexts in order to contribute to existing literature on the implementation of PBL in higher education.

- How is PBL perceived by students?
- What do the students learn from participating in PBL?

2. Methodology

The design of this research is a qualitative survey study in which the researcher is interested in gaining in-depth information related to how the research participants perceive PBL. The participants involved in this research were university students majoring in English Education who participated in Project-based Learning in even semester in the academic year 2021-2022. Purposive sampling was used in selecting the participants in the current research. The students involved in the study were volunteers. The main tool for collecting data in the current research was the open-ended questionnaire. The questionnaire was distributed to both students. The open-ended questionnaire for the students contained questions that address the names of the projects the students have involved, what students learn from doing the projects, thing they like and dislike when doing the project. The obtained data was analyzed qualitatively. The data from the questionnaire was first be read carefully. The next

stage is codifying the data by putting labels which was then be grouped into categories as the emerging themes are identified.

3. Findings and Discussion

Students' views on Project-based Learning

From the open-ended questionnaire, it was found that students' experiences varied. From the analysis, their experiences can be categorized into the merits and the constraints of PBL. The following are the details of each category.

The benefits of PBL

Overall, students view project-based learning positively. Most of the students consider project-based learning as one of the effective ways to make them understand more about the materials being taught in the class. In addition, the student's participation in the projects also contributes to building students' twenty-first-century skills, such as critical thinking, communication, collaboration, and creativity.

In doing the projects, I became more aware of the material in the class that we were studying at that time, which makes me like doing the projects because in my opinion doing the project is one of the effective way in improving my understanding of the material that is studied (Irma, questionnaire).

a. Improving students' critical thinking skills

Another benefit of participating in the projects from the students' point of view is that the students improve their soft skills, one of which is critical thinking. This is indicated in the following excerpt:

From the projects, I could improve my personality, including my soft skills such as my critical thinking, problem solving, teamwork, leadership, and professional attitude. In addition, I could also improve my sense of responsibility and my discipline (Rio, questionnaire).

b. Promoting creativity

The next benefit that students gain from their involvement in projects during taking several courses in the university context is that they become more creative in designing and creating projects as illustrated in the following excerpts:

The benefits that I learnt from those projects are I could design and delivered the material creatively. Moreover, in creating the media I could engage the students to involve while learning activity. Furthermore, the writing project makes me knew about how to writing the critical review and joining the International Conference (Dian, questionnaire).

To each of courses I took with project in them, I learned how to create them accordingly and understood their meaning/usage (Mita, questionnaire).

As indicated in the two excerpts above, both students at the undergraduate and master levels consider doing projects to promote their creativity.

c) Fostering collaboration skills

Data from the questionnaire also indicates that students also develop their skill to collaborate with others through joining PBL, as indicated in the following excerpts:

I learnt the collaboration skill and the way to do a project in a group. I got to know more what it was like to do a project together in a group of people. Therefore, after experiencing these projects, I knew how to share, how to discuss, how to combine, how to collaborate our ideas and work together more seriously for a project that was larger than common group presentation projects we usually had (Rio, questionnaire).

As indicated in the two excerpts above, the respondents consider participating in the PBL foster their collaborative skill. This is because, in the group project based, the students have to cooperate with other team members. Dani, for example, state that "I like collaborative projects because, I can share my idea to other peoples and discuss it to creating or get a good results" (Dani).

From individual projects, I have learned to focus more on achieving targets and making the best use of the available time. Also, from the group project, I learned how to adapt while studying and working on the project with friends who have unique characteristics, different opinions, and how to understand the intentions and plans that will be carried out (Diana, questinnaire).

d) Expanding knowledge

Another benefit of Project-based Learning from the students' perspectives is that the project makes students aware of their strengths and weaknesses. For some students, the project gives them the opportunity to develop themselves, expand their knowledge, and recognize their strengths and weaknesses.

What I like about the project given is that it gives me the opportunity to be able to develop myself, expand my knowledge, and know where my weak and strong points are in working on a project (Diana, questionnaire).

What I like about projects is that I can improve my knowledge and skills by working on projects, and the projects are practically not too difficult (Indah, questionnaire).

From the project that I was involved in, I learned many things. In doing the projects, I became more aware of the material in the class we were studying at that time. I also learned about how to build good cooperation between classmates in working on projects in groups (Ria, questionnaire).

From doing the projects, there were several lesson/things that I learnt. Firstly, I could increase my knowledge especially related to the projects I did which this can be useful for me in doing future projects, and I also learned to be a more responsible and disciplined person (Rio, questionnaire).

Constraints/Dislike

Despite its benefits, the students view that PBL has some constraints. Based on the questionnaire results, the constraints can be categorized into two categories: time-consuming and tension among group members. The following are the details of each constraint:

a. Time consuming

One of the constraints that most of the research participants claim is that projects they were involved in the courses they took required a lot of time to finish. One of the students, Diana, for example, mentions that "sometimes it (the project) takes a long time to complete it". Meanwhile, another student, Ria, claim that the long time they spent for the project was mostly triggered by different arguments that the students in the group project had as stated by one of the students, Adela. She explains that "it (the project) takes a long time because we have different opinions."

b. Idea differences among group members

In addition to the time, respondents also consider argument differences among group members in doing a project as a weakness of PBL as indicated in the following excerpts:

What I dislike about the project is the argument difference. I remember about the time we did the project. I read one member gave instructions to make a part of RPP like this. But after making RPP like her instructions, he even changed everything to be different. It was different from her instructions in the first. And It made us confused and want to give up to continue the project because we were always stuck on one part of it. (Mia, questionnaire)

What I dislike about the project, sometimes when I work on a project in a group sometimes I find friends who are not cooperative in the group so that it makes me have more the work assigned to me. Sometimes working on projects in groups in my opinion is not effective if you get group friends who are lazy to work together (Sari, questionnaire)

I don't like it when a group member neglects their duties, or when a member procrastinates until the deadline approaches (Mirna, questionnaire).

As indicated in the two excerpts above, the students considered having projects can also cause tension among the group members as not all of them have the same work pace and responsibilities.

4. Discussion

In terms of the student's views on their involvement in projects during taking courses in a higher education context, the findings of the current study resonate with previous research conducted Baghoussi and Zoubida El Ouchdi (2019), Ghobrini (2020), Giri (2016), and Mohammed (2017) in which PBL supports building 21st-century skills such as collaboration, communication, critical thinking, and creativity.

In terms of the challenges faced by students in completing their projects, the findings of the current research provide new insights into the constraints of doing the projects. For the students in the current study, the major problems they encountered in participating in the projects are related to the time spent on the project that was relatively long and the tension among the group members as a result of different ideas. In contrast to students' constraints, the current study found that the lecturers faced challenges in implementing PBL, especially in checking students' work progress and in assessing students' products. These findings are in line with the study by Shpeizer (2019), in which assessing students' projects is challenging for teachers.

5. Conclusion and Recommendation

Project-based learning has been considered to be an important teaching method that fosters students' 21st-century skills. PBL has also gained much attention from researchers and has been implemented in various teaching contexts, including in higher education. The findings of the current study show that the students have positive views on the implementation of PBL in higher education, especially in the English study program. The students' positive views on PBL provide evidence that PBL does enhance the students' 21st-century skills. With the coverage of the implementation of PBL, understanding both students' and teachers' views on the PBL is also important. By collecting and analyzing data qualitatively, it can be concluded from the current research that students have positive views on the implementation of PBL in higher education contexts. PBL has been found to offer many benefits for students in developing their 21st century skills. The only main challenges for the students in doing the projects are related to the time needed to accomplish the projects and the tensions among group members as they work on the project.

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IMPROVING STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXTS USING A VISUAL-SPATIAL INTELLIGENCE STRATEGY IN EIGHTH GRADE AT A JUNIOR HIGH SCHOOL

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Abstract

This research proposal aims to improve eighth-grade students' writing skills in descriptive texts through the application of a Visual-Spatial Intelligence strategy at SMP PGRI during the 2024/2025 academic year. The study employs a Classroom Action Research (CAR) approach, allowing for iterative cycles of planning, action, observation, and reflection to enhance teaching practices and student learning outcomes. The research utilizes both quantitative and qualitative methods, including pre-tests and post-tests to measure writing proficiency, along with classroom observations and interviews to gather insights into student engagement and attitudes. Preliminary findings indicate a marked improvement in student performance, with the percentage of students meeting the success criteria increasing from 32% in the pre-test to 89% in the post-test of the second cycle. Qualitative data reveals enhanced student engagement and confidence, as visual aids helped reduce cognitive overload and facilitate better idea organization, confirming previous studies on the effectiveness of visual learning strategies. In conclusion, the integration of Visual-Spatial Intelligence strategies into descriptive writing instruction not only enhances students' academic performance but also increases their motivation and engagement in the writing process. This research contributes to the broader understanding of how multiple intelligence-based methods can be effectively implemented in language learning contexts, providing practical implications for educators.

Keywords: writing skills, descriptive texts, visual-spatial intelligence, classroom action research.

1. Introduction

Writing skills are a fundamental component of language learning, especially in fostering students' ability to express ideas clearly and creatively. In junior high school, students are expected to develop proficiency in descriptive writing, a skill that requires them to vividly depict objects, people, or places in a structured manner. However, many students struggle with this task, particularly in organizing ideas and employing appropriate vocabulary. One potential solution is incorporating teaching strategies that align with students' unique learning styles, such as Visual-Spatial Intelligence strategies.

Visual-Spatial Intelligence, as defined by Gardner's theory of multiple intelligences, involves the capacity to perceive, manipulate, and create mental images, and use them effectively in problem-solving (Gardner, 2011). This form of intelligence can be leveraged in the classroom to enhance students' writing skills, as it aids in organizing thoughts, improving memory retention, and fostering creativity (Chen et al., 2020). When students can visualize the content they need to write about, it becomes easier for them to structure their writing logically and descriptively.

Classroom Action Research (CAR) is an effective method for implementing and evaluating teaching strategies like Visual-Spatial Intelligence. CAR promotes a reflective cycle of planning, action, observation, and reflection to improve both teaching practices and student outcomes (Burns, 2010). By employing CAR, teachers can continuously adapt instructional approaches to meet students' needs. Research by Johnson et al. (2019) has demonstrated the effectiveness of CAR in improving students' writing performance, showing that student-centered strategies lead to higher engagement and better results.

This study aims to improve the descriptive writing skills of eighth-grade students at SMP PGRI by applying a Visual-Spatial Intelligence strategy. By utilizing visual aids, diagrams, and mind mapping, the study seeks to provide students with tools that enhance their ability to organize and describe their ideas. This research will be conducted through two cycles of CAR during the 2024/2025 academic year, focusing on measurable improvements in students' writing skills.

2. Methodology

The research methodology follows the Classroom Action Research (CAR) framework, characterized by a cyclical process of planning, action, observation, and reflection, as proposed by Kemmis and McTaggart (2014). This approach is particularly suitable for this study as it allows for continuous adaptation of teaching methods, aimed at enhancing both student performance and instructional techniques. The study will be conducted over two cycles, focusing on integrating Visual-Spatial Intelligence strategies to improve eighth-grade students' descriptive writing skills at SMP PGRI during the 2024/2025 academic year. A total of 19 students with varying writing proficiency levels will participate, and data collection will involve both quantitative and qualitative methods. Quantitative data will be gathered through pre-tests and post-tests to measure writing improvement, while qualitative data will include classroom observations, student and teacher interviews, and analyses of student writing. This mixed-methods approach, as endorsed by Creswell (2018), will provide a comprehensive understanding of the effectiveness of visual tools in the learning process. Data analysis will involve statistical evaluation of test scores alongside thematic analysis of qualitative data, identifying patterns in student interactions with visual aids and their impact on writing skills. Success will be measured through improvements in writing scores, increased student engagement, and enhanced writing abilities. The study aims to demonstrate the effectiveness of Visual-Spatial Intelligence strategies in improving students' descriptive writing, highlighting the importance of adaptable teaching methods in response to student needs (Burns, 2010).

3. Findings

The research demonstrates that utilizing a Visual-Spatial Intelligence strategy significantly enhances students' descriptive writing skills, as evidenced by both quantitative and qualitative findings. Initially, only 32% of students met the minimum passing score in their pre-tests, reflecting common challenges in organizing and visualizing ideas in writing (Williams, 2019). The first cycle of the Classroom Action Research (CAR) showed a marked improvement, with increased student performance attributed to visual aids like diagrams and mind maps, which facilitate better conceptualization of writing (Liu & Lin, 2020). By the second cycle, the percentage of students meeting success criteria rose significantly, highlighting the cumulative benefits of sustained exposure to these strategies (Gardner & Davis, 2021).

Qualitative insights indicated heightened student engagement and confidence during lessons that incorporated visual aids, confirming that such tools stimulate interest and simplify complex tasks (Guey, Cheng, & Shibata, 2017; Kim & Park, 2019). Teacher feedback noted

improvements in students' ability to visualize and structure their writing, which aligns with Gonzalez's (2019) findings on the advantages of integrating multiple intelligences in teaching. The analysis of writing samples further revealed growth in the complexity and richness of students' descriptions (Johnson, 2020).

Overall, the study emphasizes the adaptability of the CAR approach, which allows for the refinement of teaching methods to meet diverse student needs (Burns, 2015). The conclusive evidence from this research suggests that Visual-Spatial Intelligence strategies not only improve writing skills but also foster greater engagement and confidence among students, ultimately leading to more effective and expressive writing.

4. Discussion

The research on enhancing students' descriptive writing skills through a Visual-Spatial Intelligence strategy underscores the effectiveness of integrating multiple intelligence-based methods into language learning. Findings from this Classroom Action Research (CAR) indicate that the use of visual aids, including diagrams, mind maps, and other spatial tools, significantly improves students' ability to organize and structure their ideas, particularly in writing descriptive texts. This approach is consistent with Gardner's theory of multiple intelligences, which emphasizes the importance of addressing various types of learners by leveraging their specific strengths, such as visual-spatial intelligence (Gardner, 2019). The study observed an increase in student engagement, motivation, and enthusiasm when visual aids were incorporated into writing lessons. This aligns with Kim and Park's (2019) findings, which suggest that visual learning tools can reduce cognitive overload, enabling students to process information more effectively. By visualizing content, students in this study were able to create richer and more coherent descriptive texts, supporting Williams's (2020) assertion that visualization enhances learners' ability to form detailed mental images, ultimately improving writing fluency and creativity.

Furthermore, the iterative nature of CAR facilitated adjustments in teaching strategies between cycles, ensuring continuous improvement in student performance. This adaptability is crucial in responding to individual learning needs, as highlighted by Burns (2015), who emphasizes the value of action research in refining educational practices based on real-time feedback.

Overall, the integration of Visual-Spatial Intelligence strategies into writing instruction fosters both academic improvement and increased student participation, demonstrating the benefits of employing diverse learning approaches to cater to various intelligence profiles in the classroom.

5. Conclusion

The research proposal titled *"Improving Students' Writing Skills in Descriptive Texts Using a Visual-Spatial Intelligence Strategy in Eighth Grade at a Junior High School"* demonstrates the potential benefits of integrating visual-spatial strategies into writing instruction. By employing Classroom Action Research (CAR), the study highlights how visual aids, mind maps, and other spatial tools can effectively enhance students' ability to organize and express their ideas in descriptive texts. This method also aligns with Gardner's multiple intelligences theory, which emphasizes that leveraging different types of intelligences can improve learning outcomes (Gardner, 2019).

Moreover, the findings from similar studies affirm that using visual learning strategies can enhance cognitive processes related to writing, particularly in helping students form mental images that support detailed descriptions (Kim & Park, 2019). The CAR approach allowed for continuous adaptation of the teaching method, ensuring that it addressed students' evolving learning needs and supported sustained improvement in their writing skills.

In conclusion, the proposed research provides a promising framework for enhancing writing skills using Visual-Spatial Intelligence, potentially contributing to more effective teaching practices in language education.

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EFFECTIVENESS OF UTILIZING CARTOON VIDEOS THROUGH THE SOCRATIC QUESTIONING METHOD IN DEVELOPING SPEAKING SKILLS AMONG SECONDARY STUDENTS IN SERI KEMBANGAN

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Abstract

Speaking is a vital skill in language learning, reflecting one's fluency and overall language proficiency. This study investigates the effectiveness of using cartoon videos combined with the Socratic questioning method to enhance speaking skills among secondary students in Selangor, Malaysia. The research employed a quasi-experimental design, involving 60 students divided into a control group and a treatment group. The control group received traditional instruction, while the treatment group was taught using cartoon videos integrated with Socratic questioning techniques. Pre-tests, post-tests, and questionnaires were developed and administered to measure the outcomes. Data analysis was conducted using SPSS 26, employing both descriptive and inferential statistics. An independent sample t-test revealed a significant improvement in the speaking abilities of students in the treatment group, with a mean score of 12.67, compared to the control group's mean score of 8.07. These findings suggest that the combination of cartoon videos and Socratic questioning is a highly effective approach to improving students' speaking skills.

Keywords: Cartoon video, speaking, Socratic questioning

1. Introduction

English is a globally essential language, vital in trade, education, and politics. In Malaysia, English has been a key curriculum component since independence, with the government promoting its mastery through initiatives like the Common European Framework of Reference for Languages (CEFR) and the Malaysia Education Blueprint 2013-2025. Despite these efforts, many students struggle with speaking due to limited vocabulary, lack of confidence, and pronunciation difficulties. Traditional teacher-centered methods have proven inadequate in effectively engaging students and improving their speaking skills. To address these challenges, integrating technology, particularly video, into English teaching is gaining popularity. Video is a powerful tool for enhancing students' motivation, vocabulary, and speaking abilities by connecting classroom learning with real-world contexts. Additionally, the Socratic questioning method, which promotes critical thinking through structured questioning, has been recognized as an effective strategy for developing students' oral communication skills. The combination of video technology and the Socratic questioning method offers a promising approach to improving students' speaking proficiency. Research, such as Mustikawati's (2014) study, has shown significant improvements in students' speaking skills with the use of video in teaching. Therefore, this paper explores the use of cartoon videos paired with the Socratic questioning technique as an innovative pedagogical tool to enhance the speaking skills of ESL learners in Malaysia.

2. Methods

This research employed a quantitative quasi-experimental design with pre-test, post-test, and questionnaire methods to assess the effectiveness of cartoon videos in improving the speaking skills of secondary school students aged 13-14 in Seri Kembangan, Selangor. The study involved 60 students divided into two groups: a control group taught using traditional methods and an experimental group exposed to cartoon videos. Both groups underwent pre-tests to establish a baseline, followed by post-tests to evaluate progress after the intervention. The pre-test and post-test consisted of ten questions covering grammar, vocabulary, fluency, comprehension, and pronunciation, all designed to assess speaking proficiency. A questionnaire was administered to the experimental group to gather insights into students' perceptions of using cartoon videos for learning. This questionnaire, adapted from Lialikhova (2014) and previously used in a similar study by Wardaya (2017), employed a Likert scale to measure various aspects of student engagement, motivation, and perception of the cartoon video method. Validity of the tests and questionnaires was ensured through expert judgment, while reliability was confirmed via a pilot test with Cronbach's alpha values calculated using SPSS 26. The study's procedures were designed to reduce selection bias by using data from the same local community for both intervention and control groups. In conclusion, this study aimed to determine the effectiveness of cartoon videos combined with the Socratic questioning method in enhancing students' speaking skills, with data collected through tests and questionnaires, and analyzed for validity and reliability.

3. Results and Discussion

The study provides evidence that the integration of cartoon videos and the Socratic questioning method can be an effective pedagogical strategy for improving speaking skills among secondary school students in Malaysia. This approach not only enhances students' engagement and enjoyment in learning but also fosters critical thinking and better language acquisition. These findings suggest that educators should consider incorporating multimedia tools and interactive questioning techniques in ESL classrooms to improve speaking proficiency. Independent t-tests were conducted to compare the pre-test and post-test scores between the control and treatment groups. For both groups, the pre-test mean score was 6.67. The control group had a standard deviation (SD) of 1.676, while the treatment group had an SD of 1.291. The independent t-test showed no significant difference in pre-test scores between the groups ($t(28) = 0.000$, $p = 1.000$). The post-test mean scores were higher for the treatment group ($M = 12.67$, $SD = 3.559$) compared to the control group ($M = 8.07$, $SD = 1.486$). The independent t-test revealed a significant difference between the groups' post-test scores ($t(28) = -4.619$, $p < 0.05$), indicating that the treatment group outperformed the control group.

The questionnaire results showed positive perceptions of the animated video method. The overall mean was 3.80 ($SD = 1.299$). The highest mean was for the statement "regular lessons with animated videos help me to increase my communication skills a lot" ($M = 4.63$, $SD = 0.490$). Negative statements received the lowest means, indicating that students believed animated videos significantly improved their speaking skills and confidence. The study provides evidence that the integration of cartoon videos and the Socratic questioning method can be an effective pedagogical strategy for improving speaking skills among secondary school students in Malaysia. This approach not only enhances students' engagement and enjoyment in learning but also fosters critical thinking and better language acquisition. These findings suggest that educators should consider incorporating multimedia tools and interactive questioning techniques in ESL classrooms to improve speaking proficiency.

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EFFECTS OF PROCESS DRAMA ON ENGLISH SPEAKING COMPETENCE AMONG UNDERGRADUATE EFL LEARNERS IN CHINA

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Abstract

Process drama has been widely utilized in educational settings to enhance engagement and achieve communicative goals. Despite its growing application, there is limited empirical evidence assessing its effectiveness specifically for improving English as a Foreign Language (EFL) speaking competence among undergraduate students in China. This study aimed to investigate the efficacy of process drama in enhancing EFL speaking competence among undergraduate students in China. A total of 84 non-English major undergraduates participated, with 42 assigned to an experimental group (EG) that received process drama-based instruction, and 42 to a control group (CG) that followed conventional teaching methods. Data were collected through pre- and post-tests evaluating speaking competence. The analysis utilized paired samples t-tests, independent t-tests, and ANCOVA to compare the pre- and post-test results. The results demonstrated significant improvements in speaking competence in both groups; however, ANCOVA revealed that the EG exhibited significantly greater improvement compared to the CG ($p = .003$). This study affirms that process drama is significantly more effective than conventional teaching methods in enhancing English speaking competence, providing novel insights into the specific benefits of process drama, highlighting its potential to address the limitations of traditional teaching approaches and offering a novel contribution to the field.

Keywords: process drama, English speaking competence, EFL learners

1. Introduction

Effective English speaking learning requires high-quality instruction, engaging input, and opportunities for meaningful output, as these elements are crucial for both progress and sustained motivation in language study (Oroujlou & Vahedi, 2011). Numerous studies have demonstrated the effectiveness of drama pedagogy in facilitating target language communication and engaging students in reflective, constructivist, and active learning in the classroom (Bsharat & Behak, 2021; Göktürk et al., 2020; Iamsaard & Kerdpol, 2015; Sirisrimangkorn, 2018; Wongsas & Son, 2022). Among the various categories of drama pedagogies, process drama (PD) stands out as particularly suitable for promoting adaptability, fluency, and communicative competence (Araki & Raphael, 2018; Kao & O'Neill, 1998; Park, 2015). Process drama, unlike scripted performances, is an open-ended and creative pedagogical approach that encourages learners to actively participate and engage in co-constructed, imagined dramatic worlds (Hulse & Owens, 2019). By placing language in a contextualized setting, process drama provides learners with real-life communication

experiences and builds their confidence to navigate the world beyond the classroom. It offers a dynamic learning environment where students can apply their language skills, interact with peers, and develop their communicative abilities. Therefore, process drama holds great potential for enhancing English speaking competence by immersing learners in authentic and interactive language experiences.

Chinese EFL learners suffer higher levels of English-speaking anxiety, compared to international samples (Amoah & Yeboah, 2021), largely due to the dominance of teachers in classroom discourse, which often relegates students to peripheral roles. This lack of interactive engagement and effective instruction results in decontextualized language acquisition, insufficient speaking practice, and increased anxiety towards English. Despite the known challenges, there is limited empirical evidence evaluating the effectiveness of pedagogical approaches, such as process drama, specifically for improving English-speaking competence among undergraduate students in China. Therefore, this study aims to address this gap by investigating the impact of process drama on enhancing English-speaking competence among undergraduate EFL learners in the Chinese context.

2. Methodology

The methodology employed in this study utilizes a quantitative approach involving pre- and post-tests to assess the impact of process drama on English speaking skills among 84 third-year undergraduate students from a university in Chongqing, China. The participants were randomly assigned to either an experimental group or a control group. Both groups participated in a weekly English-speaking course of 90 minutes duration over an eight-week period. The experimental group engaged in a course that incorporated various scaffolding activities based on Neelands and Goode's (2015) process drama model. Conversely, the control group received the same English-speaking course but adhered to a conventional teaching strategy as prescribed by the same instructor. Student performance was evaluated using an English Speaking Test (EST) developed by the researcher, which emulated the format and interactive nature of the IELTS speaking test. The reliability and validity of the EST were established through Cronbach's alpha (0.9) and a preliminary pilot study conducted prior to the main data collection.

3. Findings

Initially, the intraclass correlation coefficient (ICC) was computed using SPSS to evaluate the interrater reliability of the speaking test scores. The use of ICC was deemed appropriate due to the continuous nature of the data, which included both pre-test and post-test speaking scores (Mandrekar, 2011; Wuensch, 2018). The ICC values obtained were .932 for the pre-test and .921 for the post-test, both exceeding the .70 threshold. These high ICC values indicate a strong level of agreement among raters in the evaluation of the speaking test (Koo & Li, 2016).

Table 3.1 presents the results of paired samples t-test for the experimental and control groups.

Table 3.1: Comparison of Mean Scores

Group	Paired Differences			t	df	Sig.
	Mean	SD	SD Mean			
EG: Pre-Post	-5.89286	4.69631	0.72466	-8.132	41	.000
CG: Pre-Post	-2.21429	3.2444	0.50062	-4.423	41	.000

As can be seen from Table 3.1, there is a significant difference between the experimental group's pre-test and post-test scores ($t(41) = -8.132, p=.00<.05$). The mean score of the pre-test ($M = 22.70, SD = 5.76$) was lower than the mean score of the post-test ($M = 28.60, SD = 5.00$), indicating a significant improvement in speaking test scores. The control group also showed a significant difference between pre-test and post-test scores ($t(41) = -4.423, p=.00<.05$). The pre-test mean score ($M = 21.75, SD = 6.19$) was lower than the post-test mean score ($M = 23.96, SD = 5.69$), indicating a significant improvement in speaking test scores. Cohen's d was calculated to compare the effect size between the experimental and control groups. The experimental group had a large effect size (Cohen's $d = 1.255$) while the control group had a medium effect size (Cohen, 1988; $d = 0.682$).

An independent samples t-test was performed to compare the effect of the experimental and control groups on the EFL learners' speaking competence. Table 3.2 presents the summary statistics of the independent samples t-test of the speaking competence scores at the post-test.

Table 3.2: Results of Independent Samples T-test

Group	Mean	SD	t	df	Sig.
Experimental	28.60	5.00	-3.959	82.000	0.00
Control	23.96	5.69			

Table 4.12 shows that the EFL learners in the experimental group ($M=28.60, SD=5.00$) outperformed those in the conventional group ($M=23.96, SD=5.69$) based on the mean scores. The p -value indicates a significant difference in students' speaking competence between the experimental and control groups ($p=.000$) at a significance level of $.05$. The results indicate that there was a statistically significant improvement in speaking skills among learners who were taught using process drama compared to those who were taught using conventional teaching strategies.

To refine the accuracy of the independent samples t-test findings, an ANCOVA was applied, which accounted for initial differences by incorporating the pre-test speaking scores as a covariate.

Table 3.3: Tests of Between-Subjects Effects of English speaking competence at Post-test

Source	Type III Sum of Squares	df	Mean Square	F	p	Partial Eta Squared
Intercept	733.329	1	733.329	59.719	.000**	.427
Group	119.487	1	119.487	9.730	.003**	.108
pre-test ESC	1291.238	1	1291.238	105.152	.000**	.568
Residual	982.377	80	12.280			

* $p<0.05$ ** $p<0.01$

From Table 3.3, it can be seen that when holding constant the pre-test scores (covariate), the significant difference value between groups was slightly improved ($F(1, 80) = 9.73, p = .003$) as well as the effect size (partial eta-squared = $.108$), resulting in more accurate results since all the pre-existing factors had been removed. Specifically, the mean score of the Control Group (23.96) was significantly lower than that of the Experiment Group (28.60), indicating a distinct advantage of process drama in enhancing English speaking competence of EFL learners starting from a similar baseline.

In brief, the result demonstrated a significant improvement in speaking competence within process drama group compared to the conventional group, notably after the intervention. Initially, both groups had similar mean scores, but after the treatment, the experimental group exhibited a more substantial increase in mean scores, highlighting the effectiveness of process drama in enhancing English speaking competence.

4. Discussion

This study aimed to evaluate the effectiveness of process drama in enhancing the English speaking abilities of tertiary-level EFL learners, compared to traditional teaching methods. To assess the impact of the treatment on students' English speaking competence, paired-samples t-tests and independent sample t-tests were conducted. The results revealed significant improvements in both groups ($p < .001$). The experimental group (EG) demonstrated a mean score increase from 22.7 in the pre-test to 28.6 in the post-test, while the control group (CG) exhibited a mean score change from 21.75 in the pre-test to 23.06 in the post-test. Although both groups showed improvement, the EG outperformed the CG, with the post-test mean score of 28.6 in the EG significantly higher than the CG's 23.06 ($p < .001$).

Further analysis using ANCOVA, with pre-test scores controlled as a covariate, confirmed that process drama was significantly more effective in enhancing speaking competence among learners with similar initial abilities compared to traditional teaching methods. These findings are consistent with previous research on the effectiveness of process drama in improving English speaking skills. For example, Hismanoglu and Çolak (2019), and Gill (2013) reported enhanced speaking skills following the implementation of process drama, reinforcing its potential in language learning contexts. Similarly, Galante and Thomson (2017) observed significant improvements among Brazilian EFL learners using process drama compared to those using traditional methods. This study specifically focused on improvements in fluency, comprehensibility, and accent.

The observed results can be attributed to the immersive, communicative environment provided by process drama, which fosters students' speaking and communication abilities within a relaxed and interactive learning context. Process drama is underpinned by Vygotsky's (1978) sociocultural theory, which posits that learning is a social process and highlights the crucial role of social interaction in cognitive development. By engaging in multiple roles, peer discussions, and improvisations, learners practice speaking in a dynamic, less formal setting, leading to substantial improvements in their speaking skills. Alam, Karim, and Ahmad (2020) highlighted the effectiveness of role-play and enactment in enhancing speaking competence, promoting cooperative learning through unscripted activities, and improving non-verbal communication. Similarly, Ding (2017), Donnery (2014), and Alam and Al-Hawamdeh (2022) have affirmed that process drama provides numerous opportunities for improving speaking competence among EFL learners by encouraging interaction and communication, thus making English language learning more meaningful and engaging.

5. Conclusion

The study investigates the impact of process drama on the English speaking competence of EFL learners within a Chinese university context. This investigation arises from concerns regarding the insufficient English speaking skills observed among EFL undergraduates in China. The study is grounded in the premise that Chinese EFL learners, who face limited English-speaking opportunities and are entrenched in a test-oriented educational environment, require instructional and evaluative approaches that mitigate

speaking anxiety. It is posited that providing ample speaking opportunities is crucial for the success of Chinese EFL learners in enhancing both their speaking and communicative competencies.

This research provides valuable insights into the effective implementation of process drama in tertiary-level English speaking courses, particularly for students with low English proficiency. While the study demonstrates the efficacy of process drama in the Chinese university setting, caution should be exercised when generalizing these findings to EFL learners in other countries due to potential variations in educational systems and cultural contexts. Future research could address this limitation by including a larger and more diverse sample of EFL learners from various countries, thereby yielding results that are more robust and generalizable across different educational and cultural contexts.

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THE EFFECTS OF DIFFERENT INPUT MODES ON SENIOR HIGH SCHOOL STUDENTS' LISTENING COMPREHENSION

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Abstract

This study investigates the effectiveness of three different input modes—audio-only, audio-visual, and audio-visual-caption—on listening comprehension among first-year senior high school students in China. It examines how these different input modes influence learners' comprehension and vocabulary retention during listening tasks. A quasi-experimental design was used, dividing students into three groups with different modes. Each group was evaluated using listening tests to measure how the input mode impacted their comprehension. The results revealed that audio-visual input significantly improved listening comprehension compared to other inputs, particularly in tasks requiring gist inference and the interpretation of visual elements relevant to the content. However, the inclusion of irrelevant visual details or tasks demanding detailed inference did not show marked improvement across any of the input modes. The findings suggest that while all three input types can enhance comprehension to some extent, the integration of relevant visual cues in audio-visual formats is particularly effective for comprehension tasks requiring contextual understanding. These results highlight the need to reconsider the role of input modes in instructional design to better optimize listening comprehension, especially in immersive learning settings.

Keywords: audio input, audio-visual input, audio-visual-caption input, listening comprehension

1. Introduction

Since the 1970s, the impact of different language input modes on listening comprehension has become a research topic in the field of language acquisition. The traditional audio input has gradually been supplemented and sometimes replaced by other kinds of input modes, especially with the improvement of the multimedia technology. With the trend of digital evolution, exploring and understanding how these input modes affect English language listening can guide educational practices and multimedia usage for teachers in the language learning classrooms.

1.1 Research Background

Advancements in multimedia technology have profoundly impacted English language instruction, particularly in light of the China's National English Curriculum Standards for General Senior High School (2017). These standards promote a multi-modal teaching framework that incorporates listening, speaking, reading, writing, and viewing to develop students' discourse abilities. The inclusion of "viewing" highlights the role of visual elements such as graphics, tables, animations, symbols, and videos, which aid students in interpreting texts within a multi-modal discourse framework, enhancing their overall comprehension.

The use of audio-visual materials in English classrooms is increasingly encouraged due to their ability to present authentic language scenarios and stimulate student interest. The curriculum also advocates for leveraging advanced educational technologies to diversify teaching methods and create an enriching language learning environment. Notably, audio-visual inputs have become a central component of English listening instruction, providing a more engaging and interactive learning experience.

Research by scholars such as Wagner (2010) and Wang Meng (2008) demonstrates that audio-visual inputs are often more effective in improving listening comprehension than audio-only resources. However, the benefits of such inputs are not universally agreed upon. For instance, Qiu Donglin (2010) cautions that while audio-visual materials can enhance comprehension, they may also introduce complexities that hinder the retention of detailed information. This ongoing debate highlights that the success of audio-visual inputs in listening comprehension is context-dependent, with some studies indicating potential drawbacks.

In addition, there are not quite too much research in the comparison of effects of those three different input modes on Chinese senior high school students' listening comprehension.

1.2. Research Purpose and Significance

With advancements in multimedia technology, audio-visual input has emerged as a key tool in foreign language listening instruction. This study aimed to investigate the impact of audio-visual, audio-only and audio-visual-caption input on Chinese senior high school students' listening comprehension. Additionally, it compared the effects of two distinct types of video content: content-focused videos and background videos. The findings not only offer a fresh perspective on listening instruction but also serve as practical guidance for teachers in selecting appropriate listening materials and instructional methods. Furthermore, by analyzing students' performance across various listening tasks, the study contributes to a deeper understanding of how different input modalities affect listening comprehension. This has significant implications for designing effective listening strategies and selecting materials, ultimately assisting educators in tailoring their approaches and resources to meet specific pedagogical needs.

2. Methodology

This study investigates the impact of varying input modes on high school students' English listening comprehension. While existing literature reveals ongoing debate about the influence of audio versus audio-visual input on listening proficiency, this research seeks to clarify these effects by categorizing video types and examining how audio-only, audio-visual, and audio-visual-caption stimuli differently affect Chinese senior high students' listening performance.

A total of 180 high school students participated, divided into three groups. The groups were matched for listening ability based on a preliminary listening test, ensuring comparability. Class A served as the audio-only group, Class B received both audio and visual input, and Class C received audio-visual-caption mode. An independent sample T-test confirmed no significant differences in baseline listening levels between the three classes.

During the experiment, all students first completed a listening proficiency test followed by a formal listening comprehension test, which comprised multiple-choice and short-answer questions designed to assess their performance across diverse listening tasks. Afterward, ten students were selected for semi-structured interviews, based on their listening scores, to gather more detailed insights into their perceptions of the input modes and how these

influenced their comprehension.

3. Findings

When compared to audio-only input, video input and audio-video-caption enhanced students' comprehension, particularly in tasks focused on grasping main ideas and recognizing visually related details. It proved especially useful when visual elements were necessary to understand general themes. However, video input did not demonstrate significant advantages in tasks that required recognition of details unrelated to visuals, inferring details, or deducing word meanings.

Several participants noted that video input aided their understanding of the main ideas, as the visual elements provided additional context that helped clarify the content. On the other hand, some respondents found the visuals and captions distracting, which hindered their ability to focus on important auditory details within the listening material. While many respondents indicated that video input did little to assist with word meaning inference, some suggested that audio-only input allowed them to concentrate better, particularly when comprehending finer details. Overall, a larger number of respondents expressed a preference for audio input without caption over video in listening comprehension tasks.

4. Conclusion

Audio-visual and audio-visual-caption materials facilitate better comprehension by engaging multiple senses, offering vivid imagery that enhances understanding beyond audio input alone. Specifically, content videos can substantially improve listening skills as they provide a stable visual context that aids memory and comprehension. However, the fixed scenes in situational videos might become distracting and reduce effective information processing.

Both content videos and situational/context videos can improve students' recognition of visually-related details. However, they offer limited benefits for recognizing non-visual information. Visual stimuli in these materials can help direct attention to relevant linguistic cues, but extraneous visual content can hinder comprehension by causing distractions.

Content video input outperforms audio-only input in aiding detail inference. In contrast, situational video input may perform worse than audio-only input in this aspect. Regarding word meaning inference, both content and situational video inputs place a heavier cognitive load on working memory, potentially disrupting the bottom-up process of listening comprehension.

These findings align with the theory of multimedia learning and underscore the importance of aligning visual elements with auditory content in instructional design to enhance learning outcomes to concentrate better, particularly when comprehending finer details. Overall, a larger number of respondents expressed a preference for audio input without caption over video in listening comprehension tasks.

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DEVELOPING ENGLISH LANGUAGE LEARNING MATERIALS FOR POLICE OFFICERS: APPLYING STEVE KAUFMANN'S METHOD FROM BOOK THE LINGUIST TO OCCUPATIONAL LANGUAGE TRAINING

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Abstract

This research explores the development of English learning materials tailored specifically for police officers, utilizing the language acquisition principles outlined by Steve Kaufmann in his book *The Linguist*. The study focuses on adapting Kaufmann's method, which emphasizes extensive input, active listening, and reading in context, to create materials that cater to the unique linguistic needs and scenarios faced by law enforcement professionals. The research involved designing a curriculum that integrates real-life situations, vocabulary, and dialogues relevant to policing. By incorporating Kaufmann's approach, the materials aim to foster natural language acquisition, promote fluency, and enhance comprehension in professional settings. The effectiveness of the developed materials was evaluated through a series of pilot programs with police officers, assessing improvements in their English language proficiency, particularly in areas of communication critical to their duties. The results indicate that Kaufmann's method, when applied to specific occupational contexts, can significantly enhance language learning outcomes, providing a practical and effective approach to language education for police forces.

Keywords: *Developmental Research; Police communication skills; Steve Kaufmann; language acquisition*

1. Introduction

In an increasingly globalized world, English language proficiency has become a critical skill for professionals across various sectors, including law enforcement (Brown, 2014; Richards & Rodgers, 2014). For police officers, particularly those operating in regions frequented by international tourists or engaged in collaborative efforts with international law enforcement agencies, effective communication in English is essential (Hutchinson & Waters, 1987). This necessity is accentuated in areas like Sekadau, where officers may encounter non-Indonesian speakers or engage in cross-border policing activities.

This research delves into the development of specialized English learning materials tailored for police officers stationed at Polres Sekadau. The study draws on the language acquisition principles articulated by Steve Kaufmann in his seminal work, *The Linguist* (Kaufmann, 2005). Kaufmann's approach, which champions natural language acquisition, centers on immersive and context-based learning. It emphasizes the importance of extensive exposure to the language through meaningful input, which facilitates deeper understanding and retention (Nation, 2013).

Kaufmann's method advocates for engaging with the language in a manner that mirrors real-life usage rather than relying solely on traditional rote memorization techniques

(Kaufmann, 2005). This research aims to design a curriculum that aligns with these principles, focusing on the specific linguistic demands faced by police officers. By creating a framework that incorporates realistic scenarios and practical applications, the study seeks to enhance the officers' ability to perform their duties effectively within English-speaking environments.

The curriculum will be crafted to address common communication challenges encountered in policing, such as interacting with international tourists, conducting interviews, and preparing incident reports (Brown, 2014; Richards & Rodgers, 2014). The ultimate goal is to improve officers' functional English proficiency, thereby enabling them to navigate diverse linguistic interactions more proficiently and contribute to more effective policing and international collaboration.

2. Objectives

1. To design English learning materials tailored for police officers at Polres Sekadau using Steve Kaufmann's language acquisition principles.
2. To enhance English communication skills of police officers in real-life policing scenarios.
3. To evaluate the effectiveness of the developed materials in improving English proficiency among the officers.
4. To adapt Kaufmann's method for specific occupational language training in a law enforcement context.

3. Methodology

The research adopted a mixed-methods approach, combining both qualitative and quantitative methods to provide a comprehensive evaluation of the developed materials. The qualitative process involved conducting in-depth interviews and focus group discussions with police officers to gather detailed insights into their specific communication challenges and needs. On the quantitative side, surveys and pre- and post-tests were used to measure improvements in language proficiency and the effectiveness of the learning materials. This combination ensured that both subjective feedback and measurable outcomes were taken into account in assessing the program's success.

4. Key Findings

The table below illustrates the key findings, showing improvements in communication skills, confidence levels, and job-specific task proficiency among the police officers who participated in the pilot program.

Table 1: Key Findings from Pilot Program Evaluation

Category	Pre-Training	Post-Training	Change/Improvement
Communication Skills	Average score: 40%	Average score: 75%	35% increase in effective communication
Confidence in Using English	30% felt confident	85% felt confident	55% increase in confidence levels
Reception of Training	Not applicable (initial)	90% positive reception	Strong appreciation of context-based learning
Job-Specific Task Proficiency	Limited ability	Significant improvement	Enhanced ability to perform in job-specific scenarios

5. Discussion

The application of Steve Kaufmann’s method in developing English learning materials for police officers at Polres Sekadau proved to be effective and practical. The study highlights the importance of context-specific language training, which directly addresses the communication needs of the officers in their daily duties. While Kaufmann’s method is traditionally used for general language learning, its adaptation to a specialized occupational context like law enforcement showcases its versatility and effectiveness. The findings suggest that similar approaches could be beneficial for other occupational groups with specific language requirements.

6. Significance and Relevance

This research contributes to the field of occupational language training by demonstrating how a general language acquisition method can be tailored to meet the needs of specific professional groups. For law enforcement, effective communication in English is crucial for maintaining public safety and building international cooperation. The study at Polres Sekadau serves as a model that could be replicated in other regions, helping to raise the overall standard of English proficiency within police forces.

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USING ONLINE GAME “KAHOOT” IN TEACHING NON-ENGLISH LANGUAGE STUDENTS

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Abstract

The aim of this study is to find whether or not online game “Kahoot” affecting students’ engagement. Besides, this research explores the effectiveness of online game “Kahoot” in checking students’ comprehension. Online game “Kahoot” is an educational tool that can be used in teaching and learning. Online game “Kahoot” is game-based learning that contains quizzes. In teaching non-English language students, most of the students feel afraid and nervous. Most of the students have negative thought while learning English. The atmosphere of the classroom should be enjoyable. Therefore, online game “Kahoot” is used in teaching. This research will use quasi-experimental design where experimental and control group needed in this research. The study will use pre-test and post-test. The research is expected to create enjoyable atmosphere where students can learn without feeling afraid. Furthermore, this research is expected to explore the effectiveness of using online game “Kahoot” in teaching non-English language students.

Keywords: Kahoot, technology, quasi-experimental

1. Introduction

Using technology in teaching and learning is not new in this era. Most of the schools and universities are using technology in their teaching. The benefits of using technology are engaging students in the classroom and enhancing students’ motivations. However, the use of laptops and smartphones are still needed to support the learning and teaching. Nowadays, one of the technologies and can be used as a game-based learning is Kahoot. This type of technology can support learning and teaching as it is beneficial dealing with tense atmosphere of the classroom. The technology can be used in the classroom if teachers or educators explained it first before using it. Students usually reluctant dealing with complicated technology. Since the goal of using technology is engaging, interesting and enhancing students’ motivations, these criterias should be considered. Technology that usually used by the teachers is gamified learning platform.

Gamification is closely related to rewards. Most of the gamification systems focus on levels, adding points, leaderboards, achievements or badges. To design a meaningful gamification, these six elements should be added, play, exposition, choice, information, engagement, reflection. One of the gamified learning platform is Kahoot. Johns (2015) stated that Kahoot is a free Web site that allows teachers to create game-based quizzes and surveys in which participants compete against each other. Creating a quiz and survey can be done in Kahoot. It allows students to participate in the quiz or survey. This application is a quick and fun way to assess students formatively before, during, or after the instruction. Kaur and Nadarajan (2020) stated that Kahoot offers educators benefits where educators are allowed to be creative in designing the survey or creating the quizzes. Kaur and Nadarajan (2020)

continued that by using Kahoot, students are able to practice and doing their task with enjoyable atmosphere. Besides, Utilizing Kahoot helps support student metacognition by providing immediate feedback. Kahoot also offers the opportunity to not only assess students' conceptual understandings but also support the construction of new knowledge and understanding through further explanation during or after the game (Oktaria et al., 2021). Oktaria et al (2021) continued Game-based activities have always been interesting and enjoy for language teaching and learning. Technology of education, gamification is innovation to motivate and to engage students in their learning process.

In the present, there are many teachers in the remote area still use traditional teaching where enables students to engage in the activities. There are so many challenges that can be found in the remote area such as limited knowledge about the technology-based learning, limited internet access for some areas, limited tools to access such as cellphone, laptop or computer. Therefore, the purpose of this study is to know whether or not Kahoot affect students' comprehension and motivation in learning English. This study will be conducted at vocational high schools in Ketapang regency where technology is not fully used in teaching and learning.

2. Methodology

This study will use Quasi eperimental design. The pre test and post test will be conducted to find the result. The pre test will be conducted on the first phase and then the treatmen will be given before conducting the post test. In addition, the purpose of quasi-experimental design is to evaluate the change in a subject's result which is caused by receiving the treatment compared to maintenance the treatment. Because this research will use pre-post test as measurement and treatment-control group comparison that are included of quasi-experimental requirement, so this is why the researcher will use quasi-experimental as the design of this research. The design can be seen in the table below:

Group test	Pre-test	Treatment	Post-
Experiment	√	√	√
Control	√	-	√

Note:

√ : With treatment of the Kahoot

- : Without treatment of Kahoot

3. Expected Findings

This study is expected to show the effectiveness of the Kahoot in teaching and learning. With the use of technology, it is expected to help students to check their comprehension in learning English materials, to create anjoyable learning atmosphere and help teachers to have insight on the use of technology in teaching and learning English. Furthermore, by using Kahoot in teaching English, teachers are expected to be creative to design the lesson plan.

4. Discussion

The use of Kahoot in teaching and learning affects students' participation and engage students in teaching and learning. Students will not get bored easily since Kahoot is game-

based learning. It will create enjoyable atmosphere. By using Kahoot to check students' comprehension, students are able to comprehend the previous materials given by the teachers, teachers can directly give feedback on students' performance while using kahoot, students can recall the materials from the previous learning. This is in line with some previous studies.

5. Conclusion

In conclusion, this study is conducted to know the effectiveness of Kahoot in teaching and learning English at Vocational School in Ketapang, West Kalimantan. The findings of this study are Kahoot is effective to be used in learning, it creates enjoyable atmosphere since Kahoot is a game-based learning. Students can comprehend the materials easily compared to traditional teaching. Those findings indicate that the use of Kahoot should be added in teaching and learning to support the learning. With the internet access, cell phone and laptops students can access through websites. Furthermore, the future studies can explore the use of Kahoot in different levels of educations. With the benefits of using Kahoot, hopefully teachers in remote area can use Kahoot or another technology-based learning to support teaching and learning.

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INDONESIAN ENGLISH TEACHERS' PERCEPTIONS AND RESPONSES TO THE CURRICULUM REFORM 2022-2024: INSIGHTS FROM DEEP INTERVIEWS

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Abstract

The Government of Indonesia recently concluded a significant national curriculum reform (2022-2024), designed in response to the rapidly evolving global technological landscape. This reform, commonly known as the emancipation curriculum, has sparked diverse reactions from educators. Nevertheless, English teachers are expected to adapt professionally to these changes, fulfilling their responsibilities to both the government and the broader educational community. This study explored how four Indonesian English teachers perceived and responded to the curriculum reform in their professional practices. Data were collected through in-depth interviews, conducted by a colleague using a structured interview protocol. The teachers were informed of the interview recording process, which was later carefully transcribed for analysis. Thematic analysis was conducted using three stages of coding: initial coding, focused coding, and theoretical coding. The findings revealed that all four teachers had a positive outlook on the new curriculum. They accepted the changes and adapted their teaching strategies to meet the challenges presented by the reform. These strategies included the use of innovative methods to enhance student engagement and learning. The results emphasize the importance of ongoing professional development to ensure teachers are equipped to successfully implement the curriculum and address its demands.

Keywords: curriculum reform, deep interview, English curriculum, English teacher's perception

1. Introduction

After a three-year process of curriculum reform (2022-2024), the Indonesian education system has introduced the "Emancipation Curriculum" (Kurikulum Merdeka) to align with the demands of the digital era (Rohimajaya & Hamer, 2023). This reform marks a significant shift for English language teaching, placing teachers at the forefront of shaping students' learning experiences. In light of this, the present study aims to explore how Indonesian English teachers perceive and respond to the curriculum changes through in-depth interviews, offering insights into their professional adaptations.

Previous research underscores the challenges that often accompany curriculum reforms, particularly when insufficient support is provided to teachers. For example, studies in Malaysia on English language teaching reforms revealed that rushed implementation led to dissatisfaction among teachers, who felt unprepared and under-resourced to adapt to new teaching requirements (Rashid et al., 2016). Similarly, the transition to Indonesia's Emancipation Curriculum, which modernizes the system while maintaining elements from the 2013 curriculum, presents both opportunities and challenges for teachers, especially in balancing the continuity of old practices with new approaches (Rohimajaya & Hamer, 2023).

In the Indonesian context, previous studies have shown that in the absence of clear curricular guidelines, teachers often depend on textbooks and their pre-existing knowledge to navigate instructional demands (Zein, 2014). This reliance suggests that teachers' perceptions of curriculum reforms play a crucial role in shaping how effectively these changes are implemented.

While past research has provided valuable insights into general educational reforms, including language policy changes in Indonesian primary schools, limited attention has been given to teachers' responses to the Emancipation Curriculum specifically (Mâță, 2012; Hawanti, 2014). This study seeks to bridge that gap by focusing on the unique experiences and strategies of English teachers as they navigate the transition to the Emancipation Curriculum, highlighting their role in adapting to and implementing this new educational framework.

2. Methodology

This study employs a qualitative research design, utilizing in-depth interviews to explore the perceptions and responses of Indonesian English teachers to the Emancipation curriculum reform. The sample for this study was purposefully selected, comprising four English teachers from different junior high schools in Pontianak City, Indonesia. Each participant had over 13 years of teaching experience and held a professional teaching certificate, which was considered essential for providing informed insights into the curriculum reform.

Interviews were conducted over two weeks, with each session lasting approximately 60 minutes. The interview protocol consisted of twenty-two questions grouped into four thematic categories. The first theme, teachers' roles and motivations, explored participants' backgrounds and motivations for adapting their teaching practices. The second theme, curriculum changes and resistance, addressed the implementation of the Kurikulum Merdeka, including challenges in curriculum adoption and promoting reading. The third theme, reading practices and improvement strategies, focused on efforts to encourage reading and the resources available. Finally, the challenges and solutions, and professional development themes explored barriers to improvement, potential solutions, and opportunities for growth. This structure allowed for a comprehensive analysis of the teachers' experiences.

The interviews were conducted in Indonesian and later translated into English. All interviews were carried out by a colleague of the participants, who informed them about the use of a voice recorder for research purposes. To ensure the reliability of the translation, care was taken to preserve the accuracy and meaning of participants' responses.

The data were analyzed using thematic analysis, which involved identifying recurring patterns and themes within the interview transcripts. The analysis followed a three-stage coding process: initial coding, focused coding, and theoretical coding. All coding was done manually using a word processor. This approach allowed for the systematic organization of data and the development of a nuanced understanding of teachers' perceptions of the curriculum reform.

3. Findings

The interviews with the four English teachers revealed a range of perceptions and responses to the Emancipation Curriculum reform. Overall, the teachers expressed a positive attitude toward the new curriculum, recognizing its potential to enhance student engagement and improve learning outcomes. They noted significant differences between the Emancipation

Curriculum and its predecessor, particularly in the way it reshaped their roles as teachers and required them to learn new strategies and approaches.

3.1 Perceptions

All the teachers understood the key difference in the Emancipation Curriculum was its emphasis on differentiated teaching, which catered to students' individual abilities and characteristics. A notable aspect of this curriculum was the Pancasila soft skills initiative, designed to promote character development through various activities. The curriculum also focused on diagnostic assessments and ongoing evaluations, helping teachers tailor instruction to individual student needs. As a result, teachers reported increased student motivation, interest in reading, and improvements in character development.

Despite facing some challenges, such as a lack of intensive training, teachers generally did not encounter significant resistance to the new curriculum. They acknowledged their duty as civil servants to comply with government regulations, expressing confidence that the government had studied educational practices and social changes before implementing the reform.

3.2. Responses

In implementing the Emancipation Curriculum, the teachers took on roles as facilitators and mediators in the classroom, tasked with preparing instructional materials, conducting assessments, and addressing student challenges. For many, especially in schools actively driving the curriculum, participation in this reform was a professional requirement aligned with their teaching responsibilities.

Teachers employed various instructional strategies, particularly in teaching reading. Respondent A, for example, began by mapping students' abilities and interests, selecting reading materials accordingly, which led to increased enthusiasm. Common methods included problem-based and project-based learning. In one instance, students created videos summarizing their reading texts as part of a project-based task, while problem-based learning activities involved interactive games, quizzes, and worksheets adapted to student needs.

Respondent B used thematic approaches, such as teaching descriptive texts to 7th-grade students. This involved having students read aloud and discuss text structures, with varied student responses ranging from fluency to hesitancy. Respondent C, on the other hand, focused on foundational instruction for students new to English, using media like YouTube and animations to model reading activities. Performance varied, with some students requiring repeated material to improve comprehension.

Finally, Respondent D emphasized the autonomy given to students in choosing their reading materials. After discussing a sample text, students were encouraged to select their own titles and engage in brainstorming and mind-mapping exercises. This method promoted active participation and self-directed learning, allowing students to take more control of their educational journey.

4. Discussion

The Indonesian government's curriculum reform for the 2022–2024 period, focusing on the emancipation curriculum, introduced both opportunities and challenges for English teachers. One opportunity was for teachers to take a more active role in designing and implementing the curriculum to meet students' diverse needs and interests. English teachers

generally welcomed the curriculum's flexibility, which allowed them greater autonomy in preparing instructional materials, conducting assessments, and addressing students' challenges (Rachmawati et al., 2022; Nurkamto et al., 2021; Hidayati et al., 2021; Anggraini, 2023).

In the new curriculum, teachers served as facilitators and mediators, supporting student learning through creative and adaptable methods. Many teachers embraced thematic, problem-based, and project-based learning approaches to enhance reading comprehension and engagement (Hidayati et al., 2021). This shift allowed teachers to explore various strategies to stimulate student interest in reading, such as grades, praise, motivation, and scaffolding (Nurkamto et al., 2021). Additionally, the curriculum provided an opportunity for teachers to integrate character education alongside the development of hard skills.

However, the curriculum reform also presented challenges. Many students were new to English at the secondary level, making effective instruction more difficult for teachers (Ang & Yunus, 2018). The reliance on technology in the curriculum posed risks, such as device damage and potential disruptions to the learning process (Wahyuningsih et al., 2023). Moreover, teachers were required to provide diverse reading materials to align with students' varied interests, which added to their workload. Some schools struggled to fully support these reading activities due to limited resources.

Despite these challenges, the curriculum reform encouraged schools to improve facilities, such as providing internet access, reading materials, libraries, and technological tools. Teachers, in turn, adopted more student-centered approaches that promoted autonomy and active participation in the learning process (Education Bureau of Hong Kong, 2014). Various strategies, including problem-based learning, project-based learning, and thematic approaches, were employed to enhance student engagement (Anggraini, 2023; Hidayati et al., 2021; Rachmawati et al., 2022).

5. Conclusion

The emancipation curriculum introduced additional demands on teachers, such as providing diverse reading materials and adapting to students' needs, but it also fostered opportunities for growth and reflection in teaching practices. Teachers responded by exploring new strategies that promoted student-centered learning and autonomy, contributing to a more dynamic and flexible educational environment. However, challenges arose, including students' unfamiliarity with English, the risks associated with technology use, and the increased demand for creative and adaptive teaching methods.

To address these challenges, collaboration between teachers and schools is crucial, with a focus on providing adequate resources, support, and professional development. By working together, they can effectively navigate the demands of the curriculum reform. Further research is necessary to assess the long-term impact of the emancipation curriculum and identify successful strategies for its sustained implementation.

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CORPUS-BASED EXTRACTION OF LEXICAL BUNDLES FROM CHINESE SENIOR SECONDARY SCHOOL EFL TEXTBOOKS: A PILOT STUDY

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Abstract

This is a pilot study validating the pre-determined criteria for extracting lexical bundles in Chinese senior secondary school EFL textbooks. Lexical bundles are recurrent continuous sequences of two or more words found in discourse. The corpus-based approach is one of the most widely used and effective methodologies for investigating lexical bundles. In this study, the first three books in the series of Chinese senior secondary school EFL textbooks were selected as pilot samples and converted into the self-built Chinese Senior Secondary School EFL Textbooks Corpus (CSSTC). The extraction process involved the use of the software tools Collocate and AntConc, followed by manual vetting. In summary, this study evaluates pre-determined criteria for identifying lexical bundles and conducts a corpus-based pilot study to test their feasibility in these textbooks. The findings provide valuable preliminary insights into the extraction criteria for lexical bundles in Chinese EFL textbooks, serving as a reference for future studies.

Keywords: lexical bundles, corpus, extraction criteria, EFL textbooks, pilot study

1. Introduction

1.1 Definition of Lexical Bundles

In language, phrases are the primary carriers of meaning, rather than individual vocabularies (Sinclair, 2008). Phraseological units fall under the broad category of formulaic language, which speakers frequently use as a unit. Over 50 terminologies have been used by previous researchers (see summaries in Wood, 2015, pp. 35-37). It is essential to clearly define the scope of these terms to mitigate ambiguity. Referring to Granger and Paquot's categorization (2008) (see Figure 1.1), this study adopts the term "*lexical bundles*" (Biber et al., 1999, p. 990), which refers to continuous sequences of two or more words with no free slots under N-gram analysis. This study provides the following working definition of lexical bundles: Lexical bundles are recurrent, continuous sequences of two or more words found in discourse. They exhibit fixed structures, including at least one content word, convey relatively complete meanings, and fulfil specific discourse functions.

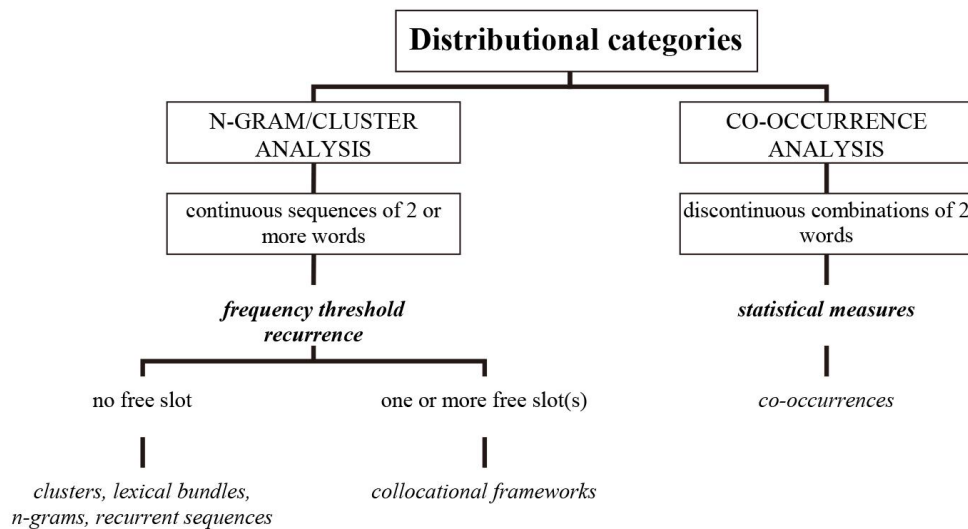


Figure 1. Terminology Categorization in Phraseology Research Units

1.2. Lexical Bundles in English Language Acquisition and Instruction

Lexical bundles are widely present in the use of English (Martinez & Schmitt, 2012). They are pre-constructed units that are stored and retrieved as wholes in the brain. Consequently, they are recognized more quickly (Rastle, 2007) and processed more efficiently than individual words or non-bundles (Northbrook & Conklin, 2019). Thus, the acquisition of lexical bundles enhances language processing and memory retention.

Lexical bundles should be treated as fundamental units of language teaching (Lewis, 1993), especially benefiting learners with intermediate to lower proficiency (Northbrook & Conklin, 2019). Mastering lexical bundles, particularly in non-native English teaching contexts, enables learners to achieve fluent, natural, and idiomatic English comparable to that of native speakers (Hyland & Jiang, 2018).

1.3. Corpus linguistics research into lexical bundles

Existing literature highlights an overall upward trend in the study of lexical bundles within corpus linguistics, despite some fluctuations (Crosthwaite et al., 2023). However, there is a significant gap in the study of lexical bundles within English language teaching textbooks, particularly in the evaluation of lexical bundles in English for General Purposes (EGP) textbooks at low to intermediate levels. In China, no research has yet focused on extracting lexical bundles from the most widely used and latest editions of Chinese senior secondary school EFL textbooks published by People's Education Press (PEP). This study aims to address this gap. Specifically, three- and four-word lexical bundles are extracted from the first three books in this series. The study is guided by the following research question: Based on pre-determined extraction criteria, what are the most frequent three- and four-word lexical bundles in Chinese senior secondary school EFL textbooks, and how frequently do they occur?

2. Methodology

2.1 Textbooks Samples

The selected textbooks must be representative. For the pilot study, the first three books in the senior secondary school EFL textbook series, published by People's Education Press (PEP) (2019) were chosen. PEP is the most authoritative publisher in China, and its textbooks are widely used across mainland China, with the first three books forming the compulsory curriculum.

2.2 Target Self-built Corpus Establishment

The electronic versions (PDF files) of the sample textbooks were collected and converted into editable text files (.txt) through optical scanning. The text files were then manually cleaned to remove images, repetitive headlines, tables, and other non-textual elements, followed by word-by-word proofreading. The full content of each book was compiled into corpora, excluding catalogues and word lists that lack contextualized language. After manually checking for misspellings and omissions, the text files were imported into corpus analysis software, forming the self-constructed Chinese Senior Secondary School EFL Textbooks Corpus (CSSTC).

2.3 Extration Process and Criteria of Target Lexical Bundles in Self-built Corpus

The process of extracting and identifying target lexical bundles consisted of two steps: (1) extraction using software and (2) manual screening. The software extraction was based on pre-determined criteria, including length, frequency threshold, dispersion, and the supplementary statistical metric of Mutual Information (MI) scores. Pseudo-bundles and overlapping bundles were manually filtered out.

Length refers to the number of words in each bundle (Wray, 2002). This study set the length range from three to four words, as previous research has shown that three-word bundles are pedagogically valuable and four-word lexical bundles are more common than longer-bundles.

Cut-off frequency indicates the number of occurrences per million words (pmw). Due to differences in research objectives and corpus sizes, previous studies have varied widely in their chosen frequency thresholds, with values ranging from two to fouty occurrences per million words. Lin (2014) used a cut-off of five occurrences per million words (5 pmw) to extract three-word bundles from Taiwanese junior secondary EFL textbooks. Given the similarity in textbook samples, the current study follows this threshold to ensure a broader dataset, setting five occurrences per million words (5 pmw) as the cut-off for extracting target 3- and 4-word bundles.

Dispersion can be measured by determining the number of texts that contain lexical bundles or as a percentage. Similarly, Hoang and Crosthwaite (2024) extracted bundles from 16 university EFL textbooks, setting the threshold of occurrence in at least two textbooks. Thus, this study follows a similar approach, setting the criterion for dispersion at a minimum of two textbooks.

Concerning the supplementary statistical measure of Mutual Information (MI) scores, numerous prior studies on lexical bundle extraction have relied solely on length, cut-off frequency, and dispersion. However, lexical bundles that are identified solely based on frequency and range may lack meaningfulness for EFL learners (Hsu, 2014). Simpson-Vlach

and Ellis (2010) highlighted the necessity of supplementary criteria to ensure the psychological salience and pedagogical relevance of lexical bundles. They incorporated Mutual Information scores (MI), which serve as a statistical measure indicating the strength of association among co-occurring words in a phrase, beyond mere coincidence. It is generally recognized that an MI score of three or above indicates stronger associations between words (Stubbs, 1995). As a result, this study uses MI scores as an additional statistical measure for extraction, applying a threshold of three.

2.3 Softwares for Extration

In this pilot study, two tools for lexical bundle extraction were selected. One software, Collocate (Barlow, 2004) allows for extracting lexical bundles by setting specific lengths. It provides Mutual Information scores (MI), which is highly suitable for the setting of MI as the supplementary extraction criterion. The other software, AntConc (Anthony, 2022), is a free and user-friendly software that allows the extraction of lexical bundles using its N-Gram function, where frequency and range can be specified. However, its extraction function does not provide MI. Therefore, the extraction of lexical bundles will combine both tools to ensure accuracy. The extraction will begin with the software Collocate, where the extracted bundles will be ranked based on high MI scores. Then, the software AntConc will be used to extract bundles by setting frequency and range criteria. The two lists will be compared, and the overlapping bundles will be selected. A manual filtering process will then be conducted on all the selected bundles (those meeting all pre-determined criteria), resulting in the final list of lexical bundles from Chinese senior secondary school EFL textbooks.

3. Findings

A self-built corpus of Chinese senior secondary school EFL textbooks has been developed to serve as the foundation for lexical bundle extraction in this pilot study. Table 1 presents an overview of this corpus.

Table 1. The Self-built Textbooks Corpus

Chinese Senior Secondary School EFL Textbooks Corpus (CSSTC)		
Textbooks Samples	Tokens	Types
Compulsory English Textbook 1	27,916	4,284
Compulsory English Textbook 2	28,091	4,502
Compulsory English Textbook 3	29,660	4,714
Total	85,667	13,500

Using two software tools, three- and four-word lexical bundles were extracted. Figure 2 presents a screenshot from Collocate, displaying the bundles ranked by mutual information (MI) values from highest to lowest. The findings demonstrate that the pre-determined extraction criteria (length, cut-off frequency, dispersion and Mutual Information scores) successfully generated a sufficient number of lexical bundles for research purposes. These criteria have proven effective in identifying relevant lexical bundles within the textbook corpus, ensuring the process is both methodologically sound and scalable for future research.

Freq	Cost	Collocation
18	54	and answer the questions
13	39	correct forms of the
13	39	the words and phrases
13	39	with the correct forms
13	39	the correct forms of
9	27	Complete the passage with
9	27	Do you want to
9	27	What do you think
9	27	Does the writer use
8	24	answer the questions What
8	24	the passage with the
8	24	again and answer the
8	24	Choose one of the
8	24	the present continuous tense
7	21	Read the text again
7	21	passage with the correct
7	21	the sentences with the
7	21	Work in groups Discuss
7	21	groups Discuss the questions
7	21	Why or why not

Figure 2. Screenshot of Lexical Bundles Extracted by Software Collocate (Ranked by MI)

4. Discussion

This pilot study established the Chinese Senior Secondary School EFL Textbooks Corpus (CSSTC) and extracted three- and four-word lexical bundles, providing valuable insights into the frequency and overview patterns of language in these textbooks. However, since the corpus has undergone only one round of manual vetting, some minor discrepancies may exist. Future research needs additional rounds of vetting, as well as the division of the corpus into sub-corpora based on specific research objectives to enhance the precision of the extracted bundles.

The study consolidated extraction criteria from previous research and employed two software tools to extract lexical bundles from Chinese secondary school EFL textbooks. While the pre-determined criteria were validated as effective in extracting a sufficient number of lexical bundles, future studies could adjust these criteria based on research needs. Additionally, the selection of extraction tools could be expanded to include other software, such as WordSmith, to further refine the process.

5. Conclusion

This pilot study established the Chinese Senior Secondary School EFL Textbooks Corpus (CSSTC), extracted three- and four-word lexical bundles, and validated the pre-determined extraction criteria within this corpus. This foundational work lays the groundwork for further exploration of lexical bundles in Chinese EFL textbooks.

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RELATIONSHIP BETWEEN TRANSLANGUAGING STRATEGY, COMMUNICATION AND ENGLISH ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL LEARNERS IN ESL CLASSROOM IN KUALA TERENGGANU

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Abstract

In Malaysia, English serves as a second language for students expected to achieve B1/B2 proficiency by secondary school graduation. While students are fluent in Malay, Mandarin, or Tamil, English proficiency is essential. Translanguaging, which utilizes students' full linguistic repertoire, is a common instructional method, though it raises concerns about potentially hindering overall English proficiency and communication due to limited immersion. This proposed study aims to: (1) examine the translanguaging strategy, level of communication, and English academic performance among secondary school learners in ESL classroom in Kuala Terengganu; (2) examine the relationship between translanguaging strategy and communication among secondary school learners in ESL classroom in Kuala Terengganu; and (3) examine the relationship between translanguaging strategy and English academic performance among secondary school learners in ESL classroom in Kuala Terengganu. Despite evidence of translanguaging's benefits and drawbacks, no prior research has directly investigated these relationships. Utilizing a quantitative research design, questionnaires will be distributed to secondary students in a rural school setting. While the anticipated findings are expected to provide valuable insights into the relationship between translanguaging strategy, communication, and English performance, it is important to note that this is a proposed study, and the research has yet to be conducted.

Keywords: Translanguaging strategy, communication skills, English academic performance, secondary school learners, ESL Classroom

1. Introduction

1.1 Background of the study

Globalization has transformed perspectives, making English essential for economic success and cross-cultural communication (Nishanthi, 2018). In Malaysia, the push to enhance English proficiency has intensified due to its importance in academic and economic contexts (Abu Bakar et al., 2021).

In 2009, Malaysia shifted from an English medium policy for science and mathematics to the MBMMBI policy, prioritizing Malay while promoting English skills (Ahmad et al., 2011). This change aimed to alleviate challenges faced by students who previously struggled with English-taught subjects (Azman, 2016). Historically, English Language Teaching (ELT) in Malaysia focused on examination-driven reading and writing, neglecting essential

communication skills needed in the workforce (Zaki and Darmi, 2021). This neglect has correlated with declining English proficiency, as indicated by Malaysia's PISA reading scores, which fell from 414 in 2009 to 398 in 2013 (OECD, 2023).

In response, Malaysia launched a 2013 education blueprint targeting sustainable reforms by 2025 and incorporating the Common European Framework of Reference for Languages (CEFR) to ensure comprehensive English language skill development (Ministry of Education Malaysia, 2015). Despite expectations for secondary students to achieve a B1/B2 level in English, many still struggle (Yusri et al., 2022). Educators are encouraged to use scaffolding techniques that reflect students' linguistic and cultural identities (Omidire and Ayob, 2020).

Translanguaging has emerged as an effective strategy in English classrooms, enhancing communication and alleviating psychological barriers related to limited language skills (Thu Ha et al., 2021). Initially introduced by Cen Williams for Welsh-English education, the concept was adapted by Baker to emphasize bilingual communication.

Teachers can leverage students' shared languages to enrich the English learning experience. Essential components of translanguaging pedagogy include valuing students' language skills, involving them in lesson planning, and adapting lessons based on feedback (Thu Ha et al., 2021). This approach fosters bilingual identities and supports social-emotional development, allowing students to express themselves across languages while enhancing their linguistic abilities. In Malaysia's multilingual context, a monolingual approach may inadequately support students facing challenges with English. By utilizing the diverse linguistic resources of students and teachers, translanguaging can effectively address low English proficiency, student reluctance to communicate, and overall language performance.

1.2. PROBLEM STATEMENT

1.2.1. Concerning trends in numbers of English failures

The rising failure rates in English proficiency among Malaysian students, highlighted by a 14.3% failure rate in the SPM 2022 exam (Norhisham, 2023), present a significant educational challenge. This marks an increase from 13.9% in 2021 (Ministry of Education, 2021) and points to the need to address the underlying issues of language inadequacy. Proficiency in English, a global language, is crucial for career success (Nair et al., 2012). Without it, students struggle to find jobs, which could hinder national economic growth (Li et al., 2022)

1.2.2 Higher Education English requirement

Moreover, the shift toward English as the primary medium of instruction in higher education reflects the demands of globalization and the knowledge-based economy (Misiran et al., 2018). As such, enhancing students' English proficiency is imperative for their success in higher education settings.

1.2.3 Students' current challenges in learning English

Current studies indicate that Malaysian students encounter numerous challenges in learning English, significantly affecting their performance. A major barrier identified is anxiety, as highlighted by Kashinathan and Abdul Aziz (2021). Students often report feelings of inadequacy due to insufficient English knowledge, fear of misunderstanding, and concern about making grammatical mistakes. This anxiety diminishes their self-confidence and

motivation, leading to disengagement and avoidance behaviors which then affected their performance (Paneerselvam and Mohamad, 2019, as cited in Kashinathan & Abdul Aziz, 2021). Similar findings by Kaur (2022) emphasize that English as a Second Language (ESL) students struggle with speaking anxiety and often find it challenging to initiate conversations due to their perceived inadequacies in comparison to their first language.

1.2.4 Translanguaging as a solution

In response to these challenges, translanguaging has emerged as a promising pedagogical strategy. It leverages students' multilingual repertoires to enhance communication and learning, allowing bilingual students to draw upon their entire linguistic toolkit, with their first language serving as a supportive resource (Liu and Fang, 2022; Garcia, 2009). For instance, Nor et al. (2019, as cited in Kashinathan & Abdul Aziz, 2021) demonstrated that students who struggled with English fluency could effectively use local languages and dialects alongside English to convey their thoughts and intentions, thereby promoting meaningful communication.

1.2.5 The relationship between translanguaging strategy, communication and academic performance.

However, while translanguaging shows promise, it also presents several caveats. Ticheloven et al. (2019) identify key pedagogical issues, such as the "language of schooling," which suggests that insufficient targeted language immersion can lead to student complacency and reduced motivation. Furthermore, some educators and students in Malaysia still prefer English-only instruction, as evidenced by research from Azhar and Gopal (2021), which indicates that this approach can enhance speaking fluency and motivation, even amidst anxiety. In contrast, Akbar and Taqi (2020) reported that translanguaging did not significantly improve overall performance but did facilitate writing skills, while Atta and Naqvi (2022) found positive impacts on reading comprehension and vocabulary which are particularly assessed in Malaysian examinations that gauge students' academic performance.

These conflicting perspectives highlight the need for further investigation into the relationship between students' attitudes towards translanguaging, their communication, and their performance in English examinations in ESL classroom. This research gap is particularly significant for Malaysian secondary students, who have been learning English since primary school and teachers may benefit from a deeper understanding of how translanguaging strategy can influence their students' language acquisition and academic success.

2. Methodology

This proposed study will employ a correlational research design to examine the relationship between translanguaging strategies, communication, and English academic performance among secondary school learners in Kuala Terengganu's ESL classrooms. This design facilitates natural observations of variable interactions (Bhandari, 2023). Quantitative methods will be employed to analyze key variables using basic statistical techniques (McCombes, 2021), which enhance replicability and allow for meaningful comparisons. These methods ensure high accuracy and objectivity (Zyoud et al., 2024), providing a clearer understanding of the relationships between translanguaging strategy, communication, and English academic performance. Additionally, they ease the quantification of groups and respondents' level of agreement or disagreement and minimize personal bias (Pandey et al., 2023). Given these advantages, quantitative methods are particularly suitable for achieving the study's objectives as the researchers intend to investigate the interplay between the variables.

Data will be collected through face-to-face questionnaire, which are effective for obtaining comprehensive insights (Ponto, 2015; Bhandari, 2023). The target population comprises students aged 13-16 in a rural school setting, where research by Shan & Aziz (2022) indicates that these students often find English challenging due to limited exposure. Additionally, the variability in translanguaging strategy across different ages will be examined. Investigating the influence of age on this strategy is crucial, as prior studies suggest that translanguaging usage tends to increase with age (Harris, 2020; Qiao, 2024).

To ensure representativeness, a minimum sample size will be calculated, and stratified sampling will be employed to enhance comparability across diverse groups (Parsons, 2017). A structured questionnaire, adapted from previous research with established reliability coefficients of 0.82 and 0.93, will be used to assess student attitudes towards translanguaging and their willingness to communicate in English. To ensure the questionnaire's relevance in the Malaysian context, a thorough validity and reliability assessment will be conducted, given that the original instruments were developed in Pakistan and Iran. Three experts in language education will be consulted to review the adopted questionnaire, and a pilot study will be conducted to refine the instrument further and ensure its cultural appropriateness and effectiveness for the target population.

3. Conclusion

In conclusion, this proposed study, rooted in the literature review, aims to critically investigate the role of translanguaging within Malaysia's education system, addressing its prevalence and the ongoing debates regarding its efficacy. By delving into the complexities of translanguaging strategies, this research aspires to equip teachers with adaptive instructional methods tailored to the diverse needs of Malaysian learners, ultimately enhancing students' English proficiency through the effective use of their entire linguistic repertoire. It is essential to emphasize that this remains a proposed study, yet to be conducted, and therefore does not provide any conclusive findings at this stage.

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TASK DIFFICULTY OF THE INDIVIDUAL PRESENTATION AND GROUP DISCUSSION SPEAKING TASKS

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Abstract

Many recent and current ESL oral assessment focus on task characteristics, which is core in designing oral assessment tasks. Despite this focus on the validity of task characteristics in investigating oral assessment, little rigorous research has been conducted on tasks from high stakes tests. This study aimed to solve an important issue by examining the difference in difficulty level of assessment marks among individual presentation and group discussion tasks. It used data from candidates who were due to take the Malaysia University English Test (MUET), a high-stakes English test in Malaysia. The study involved 40 students from Form 6 as well as 7 appointed raters. Students sat for two mock speaking tests. The task types followed the Malaysian University English Test (MUET) speaking test component. The data was analysed using the Many-facet Rasch Measurement (MFRM) model employing the FACETS software. The findings showed that the monologue task displayed a significantly higher difficulty level as compared to the group task. The findings of this study have implications for English language teaching and assessment practices, particularly in the context of preparation of high-stakes oral tests. They suggest that careful consideration of task type can enhance the effectiveness of oral assessments and ultimately improve student oral performance. This study contributes to the ongoing research on English language assessment, providing valuable insights for educators, policymakers, and future research in the field.

Keywords: Oral assessment, MUET, CEFR, group oral tasks, task-based language assessment

1. Introduction

In the literature, the individual presentation is also termed as a monologue, where the speaker is the single character that has a speech to deliver and there are no other members (Brown, 2001). A monologue speaking task teaches test-takers how to make meaning by receiving, processing, and conveying their ideas orally in a logical and cohesive manner. Doe (2017) says the first phase is turning a conceptualised utterance into speech by turning it into linguistic material. The individual test-taker presents some ideas or information over a sustained period, with the expectation that they will not be interrupted. Individual presentations have rather lengthy turns and, as a result, typically demand greater planning and a more explicit structure to achieve coherence (School-Based Assessment Consultancy, 2005). After developing a speech plan with correct vocabulary, grammar, and phonological conventions, the plan is spoken.

Presentations or monologues are individual tasks where a student presents on a given topic. Alharbi & Surur, (2019) found that students generally perceive presentation techniques for speaking assessment as interesting, with 83% of students believing that the presentation was an accurate evaluation technique of their English speaking skill, and 80% agreed that presentation techniques helped them improve their speaking skills. The study also highlighted that students experienced a number of difficulties related to personal traits, such as fear of evaluation, avoidance of their instructors' eyes, and forgetting what they want to say. Other difficulties included lack of oral presentation courses, technology-based equipment, a suitable environment, and ample time allowed for the presentation.

When it comes to group discussions, studies have shown that group discussions require more attention from students than individual presentations (e.g., Alharbi & Surur, 2019). This is because test-takers in group discussions must be attentive and actively listen to their partner's contribution, while processing and responding to them in a timely manner. Additionally, they have to monitor the discussion to ensure that it remains relevant to the task assigned to the group, in order to successfully complete the task as a team (Alharbi & Surur, 2019). In terms of linguistic performance, the group discussion task was associated with less accuracy, less complex language, and lower fluency compared to the presentation task. This could be due to the greater mental workload and the need to co-construct their performance with other interlocutors.

Table 1. Comparison of the Individual Presentation and Group Discussion Tasks

Past Studies	Individual Presentation/ Monologue	Group Discussion/ Group Interaction
Ahmadi & Sadeghi (2016)	<ul style="list-style-type: none"> • Lower test-taker performance • Higher complexity 	<ul style="list-style-type: none"> • Higher test-taker performance • Lower complexity
Gan (2013)	<ul style="list-style-type: none"> • Higher test-taker performance • More accuracy • Longer and more sophisticated stretches of discourse 	<ul style="list-style-type: none"> • Lower test-taker performance • Less accuracy • Less complex language
Gan (2012)	<ul style="list-style-type: none"> • Higher test-taker performance • Less communicative pressure 	<ul style="list-style-type: none"> • Lower test-taker performance • More communicative pressure – less complex language produced

The cognitive demands of individual presentation tasks and group discussion tasks in language oral assessment and testing can be compared in terms of attentional resources, information processing, complexity of language, and fluency. A study by Gan (2013) investigated the linguistic performance of students in individual presentation tasks and group discussion tasks.

2. Methodology

The study involved 40 students from Form 6 as well as 7 appointed raters. The researcher proceeded to administer two practise speaking tests to the same 40 individuals, who were divided into four groups for the purpose of the speaking tasks. These practice tasks utilised previously utilised MUET speaking test materials which involved the individual presentation and group discussions tasks. The speaking tests were recorded using both video and audio methods. Afterwards, a total of 7 raters were assigned to examine the videos and assess the oral performance of each participant as depicted in the recorded audio and videos. The data was analysed using the Many-facet Rasch Measurement (MFRM) model employing the FACETS software. The task types followed the Malaysian University English Test (MUET) speaking test component.

3. Findings

The items proved to be more difficult for the Individual Presentation task with a logit value of 0.09 as compared to the Group Discussion task with logit value for item difficulty of -0.09. The difference in difficulty between the tasks is 1 logit, with the Individual Presentation task being slightly of higher difficulty than the Group Discussion task. Next, the outfit MnSq values show that the fit measures are within the recommended range with Individual Presentation having the value of 1.10 and Group Discussion 0.92.

Reliability of the task facet data was found to have a high reliability value of 0.90. The Chi-Square analysis depicted that the differences of item difficulty differentiated by the task types of Individual Presentation and Group Discussion were statistically significant with the Chi-square value, $\chi^2 = 9.8$, $df = 1$, $p < 0.01$. The Fair-M avg column shows the fair average, which is a criterion-referenced average of the measures for all elements except the current element. The Individual Presentation task has a fair average of 2.94, while the Group Discussion task has a fair average of 2.99. Individual presentation has a higher difficulty level as compared to group discussion due to stochastic patterns.

4. Discussion

This finding corroborates with Ahmadi & Sadeghi's (2016) claim that short speech tasks like the group discussion may facilitate conceptualisation and formulation due to its lower difficulty. Test-takers might use more cohesive devices (e.g. linking words) which may raise language difficulty. However, regarding structural complexity, lower-performing test-takers performances in the two tasks did not significantly differ, indicating that the positive effects of the individual presentation task could not be extended to lower-performing test-takers.

5. Conclusion

In summary, task type can influence oral performance in various ways. Familiar topics may lead to more complex speech, extraverted individuals may have an advantage in oral communication, and different task types can affect the complexity, accuracy, and fluency of language production.

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EXPLORING FLIPPED TEACHING PRACTICES IN BANGLADESHI ESL SECONDARY CLASSROOMS

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Abstract

Flipped classroom is a form of instructional environment that allows educators to consistently reach out and improve students' differentiated learning. The ESL classrooms extensively employ flipped teaching practices to extend and enhance classroom instructions. Such methodologies require teachers with multiple abilities to apply their most effective teaching practices to successfully implement flipped classroom. The purpose of this study is to examine flipped teaching practices in Bangladeshi ESL secondary classes, specially to explore instructors' flipped classroom experiences. Thus, this study focuses on the various forms of flipped teaching practised by instructors such as pedagogical instruction, teaching and learning experiences. This qualitative research adopts a case study approach to holistically understand participants' opinions of contemporary phenomena. Approximately 11 ESL teachers would be selected for entire data collection process using purposeful sampling. Multiple data collection phases like semi-structure interview, and document analysis would involve to perform the study process. As English is widely used in schools, colleges, and universities, the elicited outcomes would serve as guidelines for educational institutions at all levels in Bangladesh. Education policymakers who intend to create a digital education system in the country can also improve the ESL pedagogical practice with these guidelines. Therefore, this empirical work could propose the most effective means of integrating both theories with the ESL pedagogical flipped methods.

Key Words: Flipped classroom, Secondary Education, Active Learning, Bangladeshi ESL, Teaching Practices.

1. Introduction

1.1 Context and Background

With deep-rooted and active pedagogical ideas flipped classrooms allow students to be active learners while allowing teachers to employ optimal teaching techniques and enhance participatory learning (Yin & Yusof, 2020). Flipped classrooms also enhance students' interest and involvement (Hwang et al., 2022). This approach has gained much popularity in higher education and K-12 given its ability to boost active learning (Bond, 2020). The contemporary and student-centric instructional methodology of flipped classrooms has been linked to technology-based e-learning and/or face-to-face instruction, with the potential to improve student learning (Yin & Yusof, 2020). In actual classrooms, the learning environment is active, collaborative, and interactive (Zhu et al., 2023). The ESL classrooms extensively employ flipped teaching practices to extend and enhance classroom instructions. Such methodologies require teachers with multiple abilities to apply their most effective teaching practices to successfully implement flipped classroom (Ngo & Yunus, 2021). Thus, instructional methodologies that constantly evolve in response to students' changing needs must be incorporated into ELT. Several scholars have investigated the possible benefits of improving Bangladeshi teaching and learning methods following the popularity of flipped classrooms.

Most Bangladeshi instructors believed that learners who intend to embrace both virtual and on-campus learning need more experience and practice to adopt new pedagogy.

1.2 Objectives

This study aims to examine the flipped teaching practices in Bangladeshi ESL secondary classrooms and explore instructors' flipped classroom experiences. This study specifically explores the forms of flipped teaching practise by instructors in pedagogical instruction, teaching and learning methods, and lesson planning. Such experiences potentially provide a methodology via the concept of multiple intelligence to motivate ESL students.

1.3 Significance

In this context, empirical outcomes on the flipped teaching practices in ESL secondary classrooms can enrich the current body of literature. Key findings on teachers' flipped classroom experiences that integrate flipped teaching with skills requisition in ELT pedagogy would also add to the knowledge corpus. In other words, the study findings would bridge existing gaps and determine the most effective strategy to implement flipped methods in Bangladesh's secondary education. The current work focuses on several methods that should be applied by ESL teachers. Education policymakers who intend to create a digital education system in the country can also improve the ESL pedagogical practice with these guidelines. This study would also contribute to applying and adapting the research framework, knowledge, and theories to improve the inverted ELT pedagogy method in secondary education.

2. Methodology

This qualitative study employs descriptive research methods that are commonly used in many disciplines, including L2 teaching and learning. The proposed study adopts a case study approach to holistically understand participants' opinions of contemporary phenomena. Merriam and Tisdell (2016) claimed that case study research effectively studies educational innovations. In terms of scope, this case study extensively explores flipped teaching in an ESL secondary classroom based on instructors' and learners' experiences while implementing the method. The researcher would collect and analyse qualitative data with descriptive thematic data analysis, and constructivist and interaction theory would be used for supporting the data collection and analysis process.

As qualitative researchers typically study a small number of individuals or situations rather than collect large-scale data, this research employs a small number of participants (Maxwell, 2012). Approximately 11 ESL teachers (Polit & Beck, 2012; Boddy, 2016) would be selected for entire data collection process using purposeful sampling. Multiple data collection phases like semi-structure interview, and document analysis would be implemented to elicit the study participants' real-life experiences in flipped teaching practices within Bangladeshi ESL secondary classrooms, and working experiences of teachers. The researcher will use Braun and Clarke's (2006) approach to thematic analysis to identify primary themes and sub-themes. The ultimate coding procedures will be conducted by researcher that will contribute to the establishment of themes.

3. Findings

As English is widely used in schools, colleges, and universities, the elicited outcomes would serve as guidelines for educational institutions at all levels in Bangladesh. Teachers may have positive attitudes toward the flipped classroom method, as well as fulfilling the requirements for implementing the flipped classroom to improve learning in Bangladesh for the benefit of both teachers and students. The analyse would make connection of flipped

classroom practices with pertinent educational theories as well as examine the impact of educational factors in Bangladesh on the adoption and perception of flipped classrooms.

4. Discussion

The discussions will centre around analysing responses to open-ended questions, examining the flipped classroom methodology, and discussing the roles of teachers. To ensure the trustworthiness of the study's outcomes, the researcher will employ iterative processes and collaborate with an external coder. The findings will offer valuable insights into the precise dynamics of implementing flipped classrooms in ESL instruction in Bangladesh. It is crucial to acknowledge that these would be theoretical anticipations, and the factual discoveries will arise from the data gathering during the research procedure.

5. Conclusion

Incorporating the interaction and constructivist learning theories in ESL has optimised the classroom by motivating and encouraging students to delve into their learning activities. Education policymakers who intend to create a digital education system in the country can also improve the ESL pedagogical practice with these guidelines. Overall, this empirical work could propose the most effective means of integrating both theories with the ESL pedagogy flipped methods.

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TEACHING TO THE TEST: AN EVALUATION OF THE COURSE OBJECTIVES AND COURSE CONTENTS OF THE INTENSIVE ENGLISH PROGRAM

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Abstract

This research addresses the gap between the course objectives of the Intensive English and the course contents (especially the writing parts) of the textbooks prescribed for the Arab students of computer science, engineering, media and communication, law, and business administration at a university in Saudi Arabia. This study explores the perspectives of the Saudi learners about the course Intensive English and the contents in the prescribed textbooks. Quantitative research has been used for this study because it can be used to duplicate results and verify information. For data collection, a questionnaire consisting of ten closed questions was administered to the students. The participants in this study were thirty-two female Saudi learners aged between 18-19 whose L1 is Arabic. The findings of this study show that because of the vast course contents in the prescribed textbooks, all teachers focus on “teaching to the test”. Based on the findings of the study, it is evident that the course objectives of Intensive English need some revision and modification. This goes with the backward design of Mc Tighe & Wiggins (2005), which focuses on not covering a certain amount of content but emphasizes facilitating student learning. Taking into consideration the Backward Design of McTighe and Wiggins (2005), the study concludes with some recommendations so that the course objectives and course contents of Intensive English can be revised and modified.

Keywords: Backward Design, Course objectives, Teaching to the test

1. Introduction

There is a strong need at any educational institution to evaluate and monitor whether a curriculum or course is working according to the plan and find out the areas of improvement. Preparing an effective course or curriculum helps a progressive educator with an opportunity to identify the needs of the learners. “The perception of curriculum design contains numerous essential characteristics. For many teachers and students, a curriculum and its design generally mean certain documented requirements for curricula, which are related to specific areas of knowledge” (Druzhinina et al. 2018). “The curriculum is the foundation for educators and students in outlining what is critical for teaching and learning. The curriculum must include the required goals, methods, materials, and assessments to allow for effective instruction” (Stutt, 2023). However, there are times when a course or a program does not seem to work effectively for the learners. Several reasons are there but the most important reason is teaching to the test practice of the teachers. According to Siddiqui (2020), “Teaching to the Test or Item Teaching means teaching only the specific items found on the test.” Teaching to the test is a controversial topic because some educators believe that “Even if teaching to the test does improve student scores on specific tests, it could be that it ignores or even substitutes for broader subject matter learning and problem-solving skills” (Holmstorm & Milgrom, 1991).

In the 1940s, Ralph Tyler wrote his ideas about the principles for making a curriculum in the book *Basic Principles of Curriculum and Instruction*. He developed a simple model of

curriculum development consisting of four steps:

1. Determine the school's purposes -what is the need of the students?
2. Identify educational experiences related to purpose – experience needs to be consistent with the objective.
3. Organize the experience- the teacher has to determine a logical order of experiences for the students.
4. Evaluate the purposes- the teacher assesses the students' ability to determine whether they have achieved the objectives.

The 'mini- Bible' of Tyler, *Basic Principles of Curriculum and Instruction*, written in 1949, is noteworthy because we can grasp the concise steps suggested to plan curriculum as practitioners. Although the Tyler model has its drawbacks, and it has been criticized to “be inadequate, naïve, overly lockstep, and technocratic...”it cannot be said that it is not helpful for the new curriculum workers. No matter what the critics have judged about Tyler's model, it depicts “a rational, logical, and systematic approach to curriculum making” for many.

During the first half of the twentieth century, Tyler's model demonstrated the best principles of curriculum making, which laid out four linear steps, which his colleague Hilda Taba (1962)- the curriculum theorist, a curriculum reformer, and a teacher educator, developed into seven linear steps. Taba (1962) has proposed some steps that a course designer must work through to develop subject matters for the learners. Her list of “curricular processes” includes the following:

- Diagnosis of needs
- Formulation of objectives
- Selection of content
- Organization of content
- Selection of learning experiences
- Organization of learning experiences
- Determination of what to evaluate and the means to evaluate

Considering some of the steps of the Tyler and Taba model of curriculum development, the researchers have attempted to evaluate the textbook and redesign the course that they teach at a university in Saudi Arabia. According to Marsh and Willis (1995), teachers “possess the experience acquired by advanced studies extending over four or five years, and they have continual opportunities to analyze and reconsider their knowledge and beliefs in light of interaction with students in real classroom situations.” Apart from this, we have drawn on Cunningsworth (1995), who points out three kinds of materials evaluation: (a) pre-use evaluation, (b) in-use evaluation, and (c) post-use evaluation. The authors believe more attention needs to be paid to in-use and post-use evaluation. Similarly, McGrath (2013) opines that if there are some weaknesses in the materials, post-use evaluation can lead to constructive revision and adaptation.

2. Research Questions

This study intends to seek the answers to the following questions.

1. Are the course objectives of the Intensive English Program appropriate and realistic for Arab EFL learners?
2. Are all the contents of the coursebook *Evolve and Unlock Series* suitable for the Arab learners of the Intensive English Program?

3. Could the Course Specification of Intensive English Program focus more on prioritizing the intended learning outcomes of the learners instead of the topics to be covered in *Evolve and Unlock Series*?

3. Methodology

Quantitative research has been used for this study because it can be used to duplicate results and verify information. To avoid subjective judgment and researchers bias, quantitative data has been collected. The participants in this study were (N=32) Saudi learners (female) aged between 18-19 whose L1 is Arabic. The students were from Levels 1 and 2 (first year) pursuing Graduation Honors in Engineering, Computer Science, Business Administration, and Law. The sample was selected carefully, and the researchers understood the purpose and relevance of the study. The researchers constructed a valid and reliable questionnaire consisting of 10 closed (Yes/ No) items. Data was collected in class (after the lecture) manually (on paper) and the researchers collated and interpreted the responses manually.

4. Findings

The analysis of the questionnaire says evidently that the course objectives of Intensive English need some revision and modification. This goes with the backward design of Mc Tighe and Wiggins (2005), which focuses on not covering a certain amount of content but emphasizes facilitating student learning. Once the objectives of a course are clearly defined, student progression is enabled.

Based on the analysis of the responses of the research population, it is evident that the course objectives of Intensive English can hardly be called realistic, especially regarding the writing items. Referring to research question number 1: '*Are the course objectives of Intensive English appropriate and realistic for Arab EFL learners?*', it can be said that the course objectives of Intensive English are not fully appropriate and realistic for Arab EFL learners because the intended learning outcomes are not achievable for them. The reason is that the students' prior knowledge and skills were not taken into consideration while the course objectives were formulated. In this context, the arguments of Eisner (1967) are noteworthy which say that objectives cannot be accurately... used as criteria to measure the outcomes of curriculum and instruction. So much of learning takes place as the curriculum is constructed; the objectives cannot be fully known until the act of instruction has been completed.

In answering research question 2: '*Are all the contents of the Evolve and Unlock Series suitable for Arab learners of Intensive English Program?*', it can be stated that all the contents (especially the writing items) of the *Evolve* and *Unlock* series are not suitable for the students of Intensive English due to lack of their proficiency level. Referring to research question number 3: '*Could the course specification of Intensive English focus more on prioritizing the intended learning outcomes of the learners instead of the topics to be covered?*', it can be said that more than emphasizing the content to be covered, teachers need to focus on the performance of the students, ensure that the intended learning outcomes are achieved and that they have attained the desired understanding and proficiency level.

5. Discussion

When half of the participants stated that the writing items in *Evolve series-1,2 & 3* were easy to learn, the investigators were doubtful whether their students answered this question truthfully because they had been in close contact with the students for 130 hours this semester (Spring 2024) and found that barely five students' writing skills were acceptable. However,

50% of the participants stated that the writing items were not easy to master. This means that if learners find the learning materials difficult to learn and fail to use them, learning becomes a failure. This supports Tyler (2013), who states that “if students are not able to transfer their knowledge outside the classroom, then education is a failure.” Moreover, the students also opined that some writing items needed to be excluded from the course as they did not have enough practice in the previous semester. This is similar to the views of Mc Donough and Shaw (1993), who said that teachers should adapt materials to meet the needs of the learners as they are the ones who interact with the students on a daily basis and can understand what is relevant for the learners. A textbook is an important component of the EFL classroom. It is assumed that people who design courses are usually thoroughly familiar with what goes on in classrooms, but a curriculum that is contrary to the expectations of teachers and learners might pose a great challenge for both of them.

Teachers need to be aware that they are materials developers and that they are ultimately responsible for the materials that their learners use. Therefore, considering the contents of the prescribed books, it should be mentioned that in the writing part, the following items are the least important for the students because they are not going to major in English, and their specialization may not need these topics at all. Here are the least important items:

- Writing an online advertisement/An ad for a local product
- Writing a travel post
- Writing a comment reacting to a podcast
- Writing a movie review

Considering that for these learners, English is their L2 and most of them are not proficient in English, these writing items need to be omitted. As suggested by Mc Tighe and Wiggins (2005), more than simply covering the content, learning needs to be facilitated. Besides, Griffin (2018) opines that “simply assigning more writing does not lead to better student learning or engagement.”

Based on the recommendation of Cunningsworth (1995) on the selection and evaluation of two or more units in a textbook, three units have been selected by the researchers from *Evolve 3* and the shortcomings in those units have been shown. When talking about the grammar items in units 10 and 11 in *Evolve 3*, the writers should have included more explanations about active and passive voice, and conditional sentences. These are some examples where clear explanations could be given in the following grammar parts in the textbooks.

Form of the Passive,
The passive forms of the present and past progressive
Passive modal auxiliaries
Overview of Basic Verb Forms Used in Conditional Sentences
Conditional Sentences that express true, factual ideas in the present/future
Untrue (Contrary to Facts) in the Present or Future
Using Progressive Verb Forms in Conditional Sentences and
Using ‘Mixed Time’ in Conditional Sentences

6. Conclusion

A course designer’s full responsibility is that of setting not only broad, general goals but also specifying objectives that are made accessible to all those involved with the program (Dubin & Olshtain, 1986). According to Biggs (1996), aims, learning outcomes or objectives,

content, teaching and learning methods, and assessment methods all must be constructively aligned. Teaching to the test has merits and demerits, but teachers can strike the right balance between teaching to the test and preparing students for their long-term careers and life. Mc Donough and Shaw (1993) opine that “different countries have widely differed educational systems and philosophies, resulting in teachers being subject to different expectations and pressures.” As educators, we are not free to teach any topic we choose. Rather, we are guided by national, state, district, or institutional standards that specify what students should know and be able to do (Mc et al., 2005). Jim Burke (2015) suggested that all educators study their classes and students. Therefore, as suggested by Jim Burke, the investigators have studied our classes and learners of Intensive English and arrived at a few speculative remarks about the course objectives and course contents. This paper is an invitation to reflect on the course objectives and contents of Intensive English in the researchers’ workplace and modify and revise them appropriately.

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MYSTERIUM UNLOCKED: BOARD GAMES DESIGN TO FOSTER STORYTELLING SKILLS

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Abstract

Storytelling skills can enhance language proficiency by improving vocabulary, sentence structure, and creative expression, while fostering effective communication and critical thinking in various contexts. Regrettably, many learners face challenges in developing this ability. This research explores the innovative use of board games as pedagogical tools to enhance storytelling skills in educational settings. Board games, with their interactive, immersive, and collaborative nature, offer a dynamic approach to teaching and learning. The study investigates key game mechanics that facilitate narrative development, examines the role of social interaction in stimulating creative expression, and analyzes participants' perceptions of how gameplay contributes to their storytelling growth. A qualitative approach was used, combining gameplay observation and participant interviews, with five players as participants. Findings indicated that cooperative mechanics, role-playing elements, and character-driven narratives significantly foster storytelling abilities. Furthermore, the collaborative environment of board games cultivated communication skills, creativity, and confidence, reflecting participants' positive perceptions of their storytelling progress. The results suggest that integrating board games into educational practices represents an innovative strategy to engage learners, promote active learning, and nurture storytelling competencies. Future research could explore long-term impacts and identify additional game mechanics that support educational goals.

Keywords: Board games, storytelling, innovation, pedagogy, social interaction, narrative skills

1. Introduction

Storytelling is a valuable tool for second language learning (Geoffrey & Harwati, 2024; Ghafar, 2024; Thang & Hue, 2024), offering contextualized vocabulary that enhances retention and real-world application. It also helps learners internalize grammar through narratives while improving listening and speaking skills. Storytelling fosters critical thinking,

problem-solving, and socio-emotional understanding, promoting cultural awareness. However, not all students are natural storytellers, and traditional classroom methods may not fully engage them. This highlights the need for innovative approaches to effectively integrate storytelling into language learning.

Thang and Hue (2024) outlined several techniques for using storytelling in education. Traditional storytelling involves oral narration of cultural and personal stories. Interactive storytelling engages students through role-playing, story retelling, and collaboration. Digital storytelling incorporates technology and multimedia to create narratives, while picture storytelling uses visual prompts like photos and illustrations to inspire stories. Task-based storytelling requires students to work together on tasks such as scriptwriting, storyboarding, or video production, all centered around a specific theme.

Board games, also called tabletop games, are valuable educational tools for developing storytelling skills due to their interactive, collaborative, and narrative-driven structure. O'Neill and Holmes (2022) describe board games as in-person games played on a flat surface using items such as dice, boards, tokens, and cards. They categorize these games into three types based on the classic positional race format, where players race to reach the end: (1) traditional mass-produced games, (2) niche "hobby gamer" games, and (3) modern board games like Eurogames. Wong and Yunus (2021), however, offer a simpler classification of board games into five categories: classic, family, strategy, thematic, and war games.

The concept of using games in education is well-established, with gamification—integrating game design elements into non-game contexts—extensively researched (Dilasiny & Harwati, 2024). Board games, however, offer unique benefits due to their physical, interactive nature, facilitating direct player interaction and fostering collaboration, communication, and narrative engagement. Despite the focus on digital games in educational research, there is limited exploration of board games specifically for enhancing storytelling skills. This study aims to address this gap by investigating how board games can improve narrative abilities and how game mechanics and social interactions during play contribute to storytelling development in educational settings. Specifically, this study aims to answer the following research questions:

1. What specific game mechanics in board games foster the development of storytelling skills?
2. How do social interactions during board game play influence the enhancement of narrative abilities?
3. What are participants' perceptions of how board games impact their storytelling skills, particularly in terms of creativity, communication, and confidence?

2. Methodology

This research utilized a qualitative approach, combining direct observation of gameplay and interviews with participants. Five students, ranging from age 20 to age 35, and were selected randomly from an institution of higher learning. The students were speakers of English as Second Language, with Band 4 proficiency level of the Malaysian University English Test, and were pursuing degrees in the social sciences and humanities domain. The board game 'Mysterium' was selected. The board game was selected for its strong narrative components and cooperative gameplay mechanics. It was chosen because it requires players to engage in character development, plot progression, and collaborative storytelling. One gameplay session was observed to identify how gameplay mechanics influenced storytelling development. Data were collected through two primary methods: (1) direct observation of gameplay session and (2) semi-structured interviews with participants. During gameplay

session, researchers took detailed field notes on how the participants engaged in storytelling, focusing on game mechanics, character development, and social interactions. After each session, participants were interviewed to assess their perceptions of how board game play influenced their storytelling abilities. The qualitative data (interviews transcripts and observation field notes) were analyzed using thematic analysis.

3. Findings

The findings revealed three game mechanics that supported storytelling developments: (1) Cooperative gameplay; (2) Character development; and (3) Role-playing elements. In the study, participants worked together to interpret abstract visual clues provided by "the ghost," which encouraged collaboration and collective decision-making vital for narrative construction. They engaged in discussions to share their interpretations and theories, co-creating a cohesive story about the murder. Each participant represented a medium with a distinct personality, allowing them to invest in their character's unique viewpoint, even though detailed character arcs were not a primary focus. The decision-making process, which involved interpreting vague and symbolic clues, helped participants grasp narrative depth by considering motivations, potential storylines, and alternate outcomes. The ghost-player communicated silently through abstract visions represented by illustrated cards, while the mediums acted as interpreters of these cryptic images. This imaginative connection between the images and the mystery fostered creativity and enhanced storytelling skills, as participants navigated ambiguous clues and constructed a narrative from the scattered and symbolic elements of the game.

The second research question focused on social interaction and narrative construction. Social interaction is a central element. The cooperative nature of the game forced the participants to communicate their interpretations of the ghost's visions, debate possible solutions, and build a consensus around the narrative they are constructing. The participants must rely on each other's perspectives to solve the mystery, creating a dynamic where the narrative evolves through conversation. The findings indicated two themes: (1) Collaboration, and (2) Confidence and creativity. The game's mechanics required constant interaction and collaboration. The participants were not only solving a mystery but also shaping a story as they debated and interpreted clues. This interaction fostered communication and narrative co-creation, key elements of storytelling. In addition, the open-ended nature encouraged the participants to take creative risks with their interpretations. Since the clues were often abstract and open to multiple interpretations, the participants were motivated to think outside the box, explore different narrative possibilities, and become more confident in their storytelling abilities. This creative freedom led to a more engaging and dynamic storytelling experience.

Interviews with participants indicated that they perceived the game significantly enhanced their storytelling abilities. Many participants reported that interpreting the abstract imagery forced them to think critically about narrative elements like symbolism, metaphor, and plot development. The cooperative and interpretive nature of the game also improved their confidence in creating and contributing to complex narratives. The participants highlighted that the flexibility required to interpret the ghost's visions allowed them to practice creative problem-solving, an essential skill for storytelling. The game's abstract nature encouraged them to explore a wide range of narrative possibilities, fostering creativity and adaptability. Meanwhile, the constant dialogue and negotiation helped participants improve their ability to express ideas clearly and consider the perspectives of others. This reflective dialogue was key to constructing a shared story, enhancing both their spoken and conceptual storytelling skills.

4. Discussion

This study highlights the significant role of board games in enhancing storytelling skills through their mechanics and interactive elements. Four critical components support their effectiveness as educational tools for storytelling: cooperative gameplay and narrative construction, role-playing and character development, abstract clues and creative thinking, and social interaction and communication skills. Cooperative gameplay, where players work together to interpret abstract clues, promotes shared narrative creation and communication. Role-playing fosters dynamic interactions and character-driven narratives, allowing students to explore different perspectives. Abstract clues challenge players to think creatively and construct narratives from limited information, enhancing critical thinking and adaptability. Social interaction further strengthens storytelling by enabling players to negotiate meanings and build consensus around narratives. The findings suggest that future board games can integrate these elements to create engaging learning experiences, encouraging students to express ideas and develop a deeper understanding of narrative structures in educational settings.

5. Conclusion

This study emphasizes the innovative potential of board game design in enhancing storytelling skills, advocating for their use in educational settings. Games like *Mysterium* engage players in cooperative narrative-building, fostering critical thinking, creativity, and effective communication. These mechanics develop essential storytelling abilities vital in today's interconnected world. Future research could investigate various board game designs and their effects on storytelling across different educational contexts and age groups. Additionally, exploring the long-term impacts of repeated gameplay on narrative skills could provide insights into their lasting benefits, enriching the educational landscape through innovative teaching and learning strategies.

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EXPLORING THE ROLE OF A SOCIAL-MEDIA BASED INTERVENTION (TEPDJO) IN IMPROVING ENTREPRENEURSHIP AND BUSINESS UNDERGRADUATES' SALES PRESENTATION COMPETENCIES

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Abstract

The Technology Enhanced Presentation Development Journal (TEPDJO) is a social media-based instructional tool developed to improve sales presentation competencies among Entrepreneurship and Business undergraduates, particularly in an ESL context. Combining TikTok and Google Classroom, this instructional intervention tool integrates the Community of Inquiry model and Social-Constructivism theory. This study explores learners' perceptions of TEPDJO's role in improving sales presentations, with a focus on the most effective elements of the intervention. An online survey conducted with 20 students from Universiti Malaysia Kelantan found that TEPDJO positively impacted presentation skills, particularly through pre-task activities. It also reduced anxiety and increased confidence. Students appreciated the role of repeated practice, feedback, and the use of TikTok, which provided a creative and engaging platform for learning.

Keywords: social media, TikTok, sales presentation, ESL, instructional tool

1. Introduction

Delivering an effective and persuasive sales presentation is crucial for entrepreneurs, as it directly influences sales success and helps establish long-term client relationships (Cicala et al. 2012). Sales presentations are not only used to showcase the value of products or services, but they also serve as a platform for building rapport and trust with potential customers (Thalji & Alshboul 2022). For non-native speakers of English, such as ESL learners pursuing entrepreneurship, delivering these presentations in English poses added challenges, particularly in terms of language proficiency and public speaking anxiety (Al-Sobhi & Preece 2018).

Social media, particularly platforms like TikTok, have become key tools in modern marketing and communication. Leveraging these platforms in education allows learners to practice presentations in more engaging, real-world contexts. TEPDJO (Technology Enhanced Presentation Development Journal) integrates TikTok with Google Classroom, based on the Social-Constructivism theory (Vygotsky, 1978) and the Community of Inquiry model (Garrison et al., 2000). This intervention aims to create an engaging learning environment where students can repeatedly practice presentations, receive feedback, and build confidence through peer support. Prior research has highlighted the value of combining these technologies to reduce anxiety, improve language skills, and foster learner autonomy (Alam & Aktar 2021, Orben 2020). Moreover, TikTok's potential to reduce public speaking anxiety by allowing students to practice without a physical audience provides a safe space for iterative improvement.

2. Methodology

The research was conducted using a qualitative design. TEPDJO was integrated into a 5-week syllabus of the "English for Business Communication" course. Students engaged in repeated presentation practices using TikTok, supplemented with Google Classroom for feedback and collaborative learning. A survey was distributed to gather student feedback on how TEPDJO impacted their sales presentation skills.

3. Findings

Findings from the student responses highlighted several themes:

- **Perceptions of the Lesson:** Many students found the lesson both helpful and fun. For instance, one student noted, *"For me, the lesson on Google Classroom + TikTok was very helpful and fun."*
- **Impact on Presentation Skills:** Most respondents felt their presentation skills improved. One student mentioned, *"It helped me speak more fluently without doubt,"* while others noted improved confidence and reduced anxiety.
- **Improvements in Fluency and Pronunciation:** Specific improvements were observed, particularly in fluency, pronunciation, and the ability to organize presentations.
- **Enjoyment of TikTok as a Learning Tool:** Most students found TikTok engaging and beneficial. One student commented, *"Presentations through TikTok can reduce nervousness and panic attacks,"* emphasizing the platform's supportive nature.

Student responses revealed several key themes related to the implementation of TEPDJO in their language classroom. Most students reported that TEPDJO significantly helped them improve their sales presentation skills, describing the intervention as "helpful" and "fun." Many participants appreciated the opportunity for repeated practice, which allowed them to become more comfortable with the task over time. One student noted that "the ability to record my presentation multiple times until I was satisfied" played a crucial role in improving their performance. This is consistent with the importance of repeated practice in building both competence and confidence in public speaking (Kartchava & Nassaji, 2019).

Additionally, students highlighted improvements in key presentation elements such as pronunciation, fluency, and organization. These improvements were linked to the collaborative nature of the pre-task phase, where students worked together to share resources, watch successful presentation examples, and provide feedback. The use of TikTok allowed students to feel less pressured, as they could record their presentations in a more relaxed environment without the immediate pressure of a live audience. As one student remarked, "TikTok helped me feel less nervous about making mistakes, and I could focus on improving each attempt."

4. Discussion

The findings of this study align with the principles of Social Constructivism and the Community of Inquiry model, both of which emphasize the importance of collaborative learning environments. Through TEPDJO, students could engage in authentic communication and work within their Zone of Proximal Development (ZPD) as they learned from one another's feedback and the models provided by external resources like TED Talks (Vygotsky, 1978). The intervention fostered cognitive presence by encouraging students to reflect on their own strengths and weaknesses and work collaboratively to improve their presentations over time. Moreover, the role of TikTok in reducing public speaking anxiety was particularly noteworthy. Previous research has shown that students' fear of negative evaluation can significantly hamper their ability to speak confidently in public (Kitano, 2001). By allowing students to practice in a private setting and receive peer support through digital platforms, TEPDJO provided a less intimidating environment for students to improve. This reduction in anxiety was a key factor in the intervention's success, as students could practice repeatedly without fear of judgment, thereby building their confidence and competence in sales presentations.

Additionally, using video-based platforms like TikTok allowed students to pause, replay, and control learning materials, which contributed to improved linguistic elements such as pronunciation and vocabulary acquisition (Salem, 2019). This finding aligns with previous studies highlighting the benefits of using digital tools to scaffold language learning and promote student autonomy (Leeds & Maurer, 2009; Kartchava & Nassaji, 2019). Overall, integrating TikTok and Google Classroom proved to be an effective way to engage students, reduce anxiety, and support the iterative process of developing their presentation skills.

5. Conclusion

TEPDJO has proven to be a valuable intervention for improving sales presentation skills among Entrepreneurship and Business undergraduates. By utilizing TikTok and Google Classroom, the tool creates an engaging learning environment that reduces anxiety and fosters improvements in fluency and confidence.

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GRADUATE STUDENTS' IMAGINED IDENTITIES THROUGH METAPHOR ANALYSIS

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Abstract

Metaphors are proxies to gain insight into teachers' professional identity formations. However, the link between metaphors and professional role identity formation among novice teachers at the end of a course receives less attention. At its preliminary analysis stage, this study examined 6 graduate students' self-generated metaphors about their professional role identity in second language (L2) teaching after they completed one elective course. Data were obtained from digital pictures and 200-300 words of reflection submitted to the learning platform after week 14. It was found that the reflections on their professional roles reflect three major themes; (a) roles of who teachers would like to become, (b) metaphorical roles related to psychomotor, cognitive, and affective domain, and (c) teachers' imagined identity. Implications for facilitating fresh student teachers' and graduate teachers' professional identity formations during the course are discussed.

Keywords: language teacher education, imagined identity, identity-in-discourse

1. Introduction

1.1 Identity and Self

Identity, a complex blend of professional beliefs, experiences, and professional roles, profoundly influences how teachers view their work. Teacher identity has become an important concept in second language (L2) teaching. As Varghese, Morgan, Johnston, and Johnson (2005) noted, we must grasp the personalities first before we can truly understand teachers. Given the importance of identity for language teachers, there is a growing need for research to explore how they develop and diversify their identities over time to validate their teaching practices.

Identity can be understood from both essentialist and nonessentialist (constructivist) perspectives. The essentialist perspective views identity as inherently tied to the person's self and regards it as singular and relatively stable (Virkkula & Nikula, 2010). In contrast, studies have also emphasized a non-essentialist perspective, where identity is seen as transformable, fluid, and shaped by numerous factors instead of being static and fixed (Barkhuizen, 2016). This shows that the ongoing formation of one's identity is fluid and can change over time. Identity is relatively dynamic as it can be characterised by one's contextualised experience. Due to its developmental characteristics, the way identity develops and reconstructs in teaching language skills indicates that not only it involves slow processes, but also occurs on an individual basis (Burri, Chen & Bakker, 2017; Moodie, 2016).

The transition from student teacher to graduate teacher can be a steep learning curve

yet, the formation of professional identity of graduate students has received limited research. In the present focus, professional role identity can be seen as an individual's concept of themselves in fulfilling the job role as a member of their chosen profession. Social Identity Theory and Possible Selves Theory are the two commonly used perspectives to understand formation and development of teachers' professional role identity. While Social identity posits that individuals define their sense of self in relation to group membership across many social contexts (Tajfel & Turner, 2001), Possible Selves Theory posits that individuals have ideas about what they might become, what they would like to become, and what they are afraid of becoming (Markus & Nurius, 1986). In this present study, Possible Selves theory is used as it provides more insight into the research about graduate teachers. It explains what the teachers would like to become in addition to the teachers' current selves.

1.2 Metaphor and Identity

One of the ways to investigate the link between identity and self is through examining teachers' reflective practice. There is a growing empirical evidence that indicates encouraging both pre-service and in-service TESOL teachers to engage in reflection gives positive impact on their recognition of self, knowledge, and classroom practice. To illustrate, Gao and Tay (2023) reported that negative physiological depictions were overused by the EFL university learners English public speaking anxiety. Similarly, Shi and Senom (2024) describe an L2 student-teacher's negative practicum experience as honeymoon period. Meanwhile, Phyo, Nikolov, and Hódi (2023) reported that graduate students' metaphors indicate optimism, despite they imply demanding features of English academic writing. These instances demonstrate that teachers who reflect on their personal philosophy and experiences are found to be better in understanding the origin, formation process, and development of their own identity. In other words, teachers better understand the roots and evolution of their professional selves by introspecting. Hence, introspective thinking leads to more meaningful teaching practices and gain deeper insights into one's own identity.

When exploring professional role identity, metaphors serve as a key tool for teachers to conceptualise their role and connect it with their teaching experiences (Thomas & Beauchamp, 2011; Zhao, Coombs, & Zhao, 2010). For example, Yuksel (2019) reported that pre-service teachers expressed their practicum experience using metaphors with positive or negative connotations. In another instance, Phyo, Nikolov, and Hódi (2023) have explored how doctoral students used metaphors for characterizing their English academic writing experiences. However, there was no visual to match with their experiences. Despite scholars' attempts in reporting the use of metaphor in describing identity formation, these studies are bound by two limitations. First, both studies emphasises teachers' beliefs as they elaborated the experiences that they went through. Second, none of the discussion leads to what motivates the teachers to imagine what they should become. These limitations demonstrate that what has not been reported in the literature is how teachers construct their role identities in language teaching through metaphorical expressions while they have just completed a postgraduate course. Hence,

In this study, I aimed to explore the teacher identities of L2 teachers over the last 14 weeks of the graduate programme they were enrolled in via metaphors. In line with this purpose, the following research questions were investigated:

- 1) What are the domain of teacher identities revealed in PG's teachers' identity metaphors?

- 2) How does the teachers' imagined identity influence identity formation?

2. Methodology

Adopting qualitative case study as its research design, this study involved six graduate teachers; conveniently selected. The data of the study were collected within two weeks. At the end of the week 14 of the course, two questions were given to the participants. First, "metaphor" was defined, and then, participants were given a sample. They were asked to explain how they saw themselves at the end of the 14th week and how they wanted to be as teachers of English in the future using a metaphor with the following two tasks:

- 1) How does this course affect (develop) you professionally or personally as a teacher?
- 2) Suggest one metaphor and write a short reflection on your role in professional development as a teacher.

Next, each teacher participant wrote between 200-300 word reflection detailing their feeling upon completing the course. Most of the participants completed the tasks in five working days. Some of them indicated that they needed extra time to complete it but in the end not everyone uploaded their reflections on the online learning platform. It was important to note that all participants have been briefed and everyone had given their consent to participate in the study. These teachers' name are anonymous.

Participants' teacher identities were explored by analysing the data with the categorisation of Zhao, Coombs, and Zhou (2010). The coding process employed thematic analysis, incorporating metaphors and metaphorical expressions to uncover deeper layers of meaning. By identifying recurring themes and patterns, this approach provided a comprehensive understanding of the graduate teachers' perspective on their professional role identity.

3. Findings

3.1 Teachers' identity derived from self-referential metaphors

First, a brief summary of the obtained results was presented in Table 1 before focusing on the results in detail. Out of six self-referential metaphors, the metaphorical expressions actually indicate seven interrelated keywords in which all pointed to the what the teacher participants' would like to be seen as their professional roles.

Table 1. Teacher identity metaphor and examples

Metaphor	Keyword	Example
bridge	transmitter nurturing	The teacher is like a bridge, connecting the students and the other side of knowledge. Comparing teachers to bridges aptly expresses their important role and far-reaching influence in the growth of students.
bridge builder	transmitter support	My duty is to build bridges that will lead students towards the required knowledge, skills, and opportunities. As a builder of a bridge I am ready to fill gaps in cognition, and help my students to learn as much as they could.
architect	transmitter building foundation	I consider how each part fits into the overall picture of my students' education, much like how an architect ensures every layer of brick contributes to a stable structure. it includes fostering critical thinking, resilience, and a love for learning.
AI map	guidance flexibility	I offer tailored guidance and support to help my students reach their learning goals. ... my commitment to providing personalized, adaptive, and interactive guidance.
chopsticks	transmitter flexibility	As a tool, chopsticks can be transmitted both outwards and inwardly, helping everyone to eat delicious food. Teaching is like holding chopsticks, passing on knowledge
guardian angel	protection guidance	A teacher fosters and protects students intellectual and emotional development in the same way that an angel does for their charge. ... leave an indelible mark on the lives they shape by their dedication and care.

The seven keywords also lead to another important point – how teachers formed these roles. Upon completing this course, the teachers have come to a realisation that they themselves need to embrace these roles before their learners could make sense of what they learn. In the table below, the self-referential metaphors can also be interpreted from another teaching perspective; professional role domains. Table 2 summarised the findings for what each domain represents.

Table 2. Teachers' professional roles

Domain	Metaphor	Definition
Psychomotor	bridge, bridge builder, architect	Coordinate and facilitate movement to effectively transform plans into reality
Cognitive	AI map, chopsticks	Handle and navigate plans with precision while ensuring coordination to achieve specific tasks
Affective	guardian angel	Provide unconditional support with protection and guidance

The analysis of the metaphors revealed that despite teacher participants used six different self-referential metaphors to represent their roles, three sub-categories emerged. The psychomotor, cognitive and affective metaphorical domains exhibit how teachers describe their imagined-roles which reflect the formation of teacher identities at the end of the course of that academic session. Generally, these three domains further illustrate their imagined job specifications on L2 learners namely building and linking knowledge, enhancing skills and ability, and sustaining emotional support.

3.2 Teachers' imagined identity and identity formation

Teachers' self-referential metaphors also exemplify the future version of themselves as they envision. Based on the reflection analysis, these imagined selves entail their hopes, aspirations and dreams, as well as their fears while fulfilling their roles as teachers. Figure 1 summarises these roles.

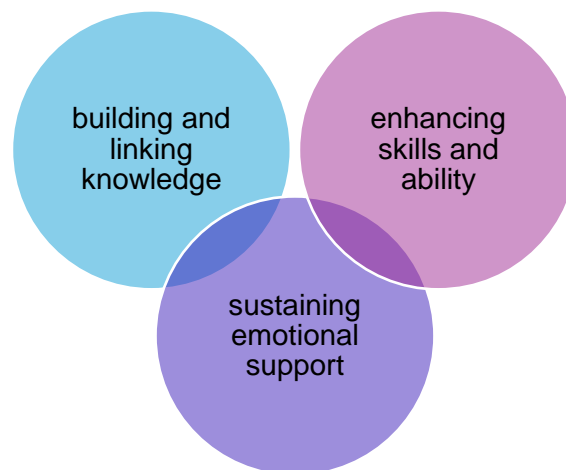


Figure 1. Imagined identities from possible selves theory

Imagined identity was reflected in how the self-referential metaphors specifically imply what teachers imagined their role should be in language teaching. The three major roles include building and linking knowledge, enhancing skills and ability, and sustaining emotional support. What teachers aim to become in the near future link one's cognition and motivation while shaping their identity and future oriented goals. These goals are also parallel with the individual and collaborative efforts for professional development in language teaching. As such, teachers' imagined identity in this study resonates the notion of possible selves as it functions as incentives for future behaviour and offer an evaluative and interpretive context for the current view of self (Markus & Nurius, 1986).

4. Discussion

The keywords derived from teachers' metaphor further support Phyo, Nikolov, and Hódi's (2023) report that graduate students' metaphors indicate optimism in their professional role identity. However, the graduate students in Phyo's et al. study also reported some negativity in academic writing. Graduate teachers in this study, in contrast, did not mention at all any fears in their role. The finding resonates another argument that there is a more dominant presence of themes about identity-in-discourse than those about identity-in-practice in existing research (Moonthiya & Stevenson, 2024). Additionally, teachers' imagined identities were derived only via written reflection. Hence, relatively, little is known about the links between language teacher identity and language teacher education. In-depth interviews should be done as a follow-up method in looking at more information on the metaphors used.

Teachers' imagined identities could have influenced how they would like to be perceived as in the community. At this juncture, this is the foundation of the graduate teachers' identity formation; by associating their roles with learners' knowledge, skills and ability, and emotional support. Apparently, this foundation exemplifies that they have embraced the concept of autonomy for professional development in language teaching. Teacher identity has played an essential role in education research and teacher education because the construction of teacher identity is related to the teacher's professional development (Schutz et al., 2018). However, the autonomy in this current study seems to be different from the report by Nazari, Nejadghanbar and Hu's (2024) on professional development. Teachers' in Nazari's et al. (2018) study display emotional vulnerability due to lack of autonomy in decision making. Although the foundation of identity formation by these graduate teachers might not be permanent and changed to fit the language learning context, their imagined identities have established the necessary foundation for them to reflect on their own autonomy.

5. Conclusion

The finding suggests that teacher education programs need to place greater emphasis on the practical aspects of identity formation. Educators should be trained not just in theory but also in how their identities evolve through practice and interaction in the classroom. In return, this could lead to more effective strategies and a stronger connection between L2 teachers and their roles, ultimately enhancing the quality of second language teacher education.

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THE ROLE OF AI IN PERSONALIZED LANGUAGE EDUCATION: A NEW ERA OF LEARNING

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Abstract

This study aims to explore students' perceptions of the role of Artificial Intelligence (AI) in the learning process and identify the associated benefits and challenges. Based on data obtained through questionnaires, majority of students (65%) agreed that AI has an important role in education, especially in facilitating access to information and providing quick feedback. AI is also considered capable of improving learning effectiveness by helping students understand concepts better and providing personalized learning experiences. As many as 74% of students stated that AI supports self-directed learning, allowing them to learn interactively and flexibly outside the confines of a traditional classroom. However, there are also concerns regarding the negative impact of AI, with 50% of students agreeing that reliance on AI can reduce critical thinking skills and trigger laziness, especially when it comes to reading books or conducting manual research. These findings underscore the importance of striking a balance between the use of technology and traditional learning methods. AI should be utilized as a supporting tool that enriches the learning process, without replacing students' active engagement in critical thinking and independent exploration. The results of this study provide implications for educators and policy makers to design learning approaches that incorporate technology wisely, to improve learning outcomes without compromising students' critical thinking skills development

Key words: Artificial Intelligence (AI), learning, student perception, self-directed learning, critical thinking.

1. Introduction

In recent years, the integration of Artificial Intelligence (AI) into education has transformed traditional teaching methodologies. AI's ability to adapt to individual learner needs has opened new possibilities for personalized education, especially in the field of language learning. Traditional language education often relies on a one-size-fits-all approach, which may not cater to the diverse needs of learners. However, with the advent of AI technologies such as adaptive learning systems and natural language processing (NLP) tools, educators now have the potential to offer customized educational experiences that align with learners' unique preferences, abilities, and proficiency levels.

AI technologies play a crucial role in personalizing language learning by creating individualized learning paths. These paths are tailored to align with each learner's specific linguistic competencies, learning pace, and preferences. By analyzing data from learners' interactions, AI algorithms can determine the most effective sequence and type of content for each individual. This approach moves away from the traditional one-size-fits-all method of language instruction, instead adopting a learner-centric model that dynamically adapts to

everyone's progress. The implementation of AI in language education has the potential to revolutionize how students acquire and retain language skills. By providing real-time feedback, personalized content delivery, and dynamic assessments, AI creates a more engaging and efficient learning environment. Preliminary research suggests that learners who utilize AI-based platforms demonstrate enhanced motivation, better retention, and improved language proficiency compared to those using traditional methods.

This paper aims to explore the transformative role of AI in personalized language education, examining both its benefits and the challenges associated with its widespread adoption. Furthermore, it addresses the need for further research into the long-term effects of AI on language acquisition and the ethical considerations that arise from integrating AI into educational settings.

2. Methodology

In this study, a qualitative approach was used to deeply understand how artificial intelligence (AI) plays a role in personalized language education, as well as how this technology affects the way students learn and teachers teach. The researcher chose to use a questionnaire as the main data collection tool, which was distributed online through Google Forms. The use of this online-based questionnaire was chosen to reach a wider population with various backgrounds, such as language teachers, students using AI-based learning platforms, and experts in the field of educational technology.

The questionnaire contains both open and closed questions. The open-ended questions were designed to gain an in-depth understanding of the respondents' subjective experiences with the use of AI in language learning. For example, respondents were asked about how AI helps them personalize learning, the challenges they face in using this technology, and their views on the effectiveness of AI in improving learning outcomes. Meanwhile, the closed-ended questions aimed to obtain more specific quantitative data, such as how often they use AI technology and the extent to which they find it helpful.

The data obtained from the questionnaire was then analyzed using thematic analysis method, which focuses on identifying patterns and main themes in the respondents' responses. The stages of analysis included initial coding of each respondent's answers, grouping the codes into relevant themes, and interpreting the relationships between the themes to gain deeper insights into the role of AI in personalizing language learning. The results of this analysis are expected to provide a more comprehensive understanding of the potential and challenges of using AI in language education, while offering recommendations for the development of more effective and adaptive learning methods.

3. Findings

Along with the development of the times, especially in the field of education, which is currently using technology-based media learning, although there are some possibilities that there are students who are concerned about the use of technology, namely artificial intelligence AI can make it easier for them to carry out the learning process, it can be useful to find out pronunciation errors, and can provide faster feedback, and provide additional assistance to help them practice their speaking skills. In this case, it is important for the author to consider what students want about learning English using AI. Based on the results of using the questionnaire, this study provides the following results;

The Importance of AI in Learning

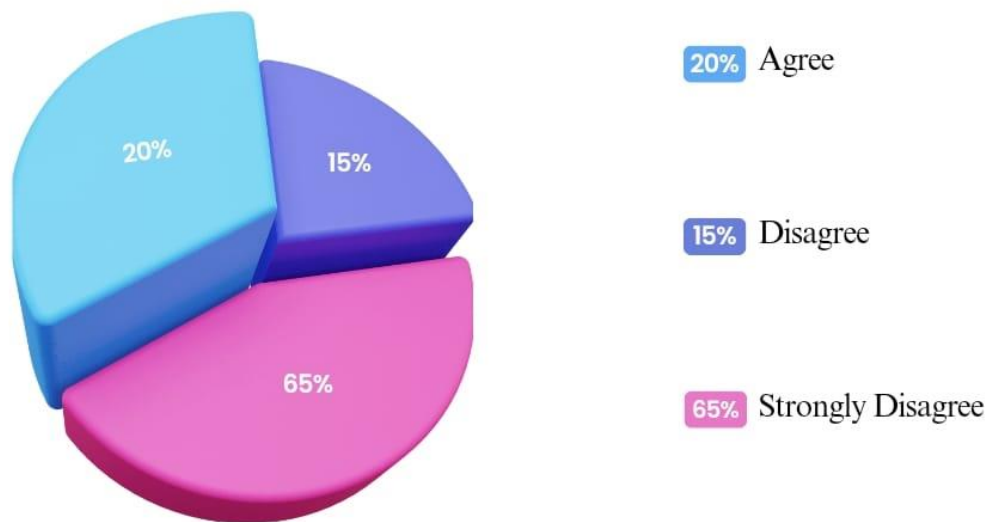


Figure 1. Student Perceptions Related to the Importance of AI in Learning

In Figure 1, based on the questionnaire, the data shows that 65% of students agree, 20% disagree, and 15% strongly disagree about how important AI is in learning, according to the results of the study, students are greatly helped when doing learning, especially in finding a view of learning done in class, they can find what information they need quickly, with a system like this it can easily find out what kind of learning style students need along with feedback, the use of AI can also help improve student learning outcomes.

AI in Self-directed Learning

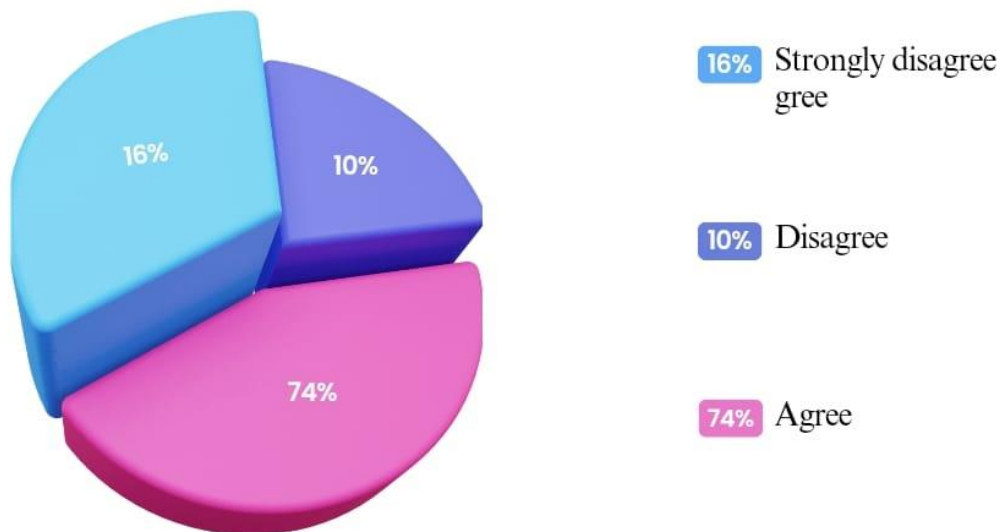


Figure 2. Duolingo response results that make it easy to create questions

In figure 2, based on the results of the questionnaire, the data shows that 74% of students agree, 16% strongly disagree, and 10% disagree about AI as an intermediary in conducting independent learning. In this era, learning is often done using technology, so students can do learning independently anywhere and anytime. In the era of information and communication technology in education today, students can do learning independently by utilizing applications built with artificial intelligence (Karyadi, 2015). With the existence of AI, students can improve learning by learning while playing on various platforms that are already numerous in this modern era, students can meet their needs and increase their interests and intelligence.

Students' Perceptions of the Negative Impact of Using AI

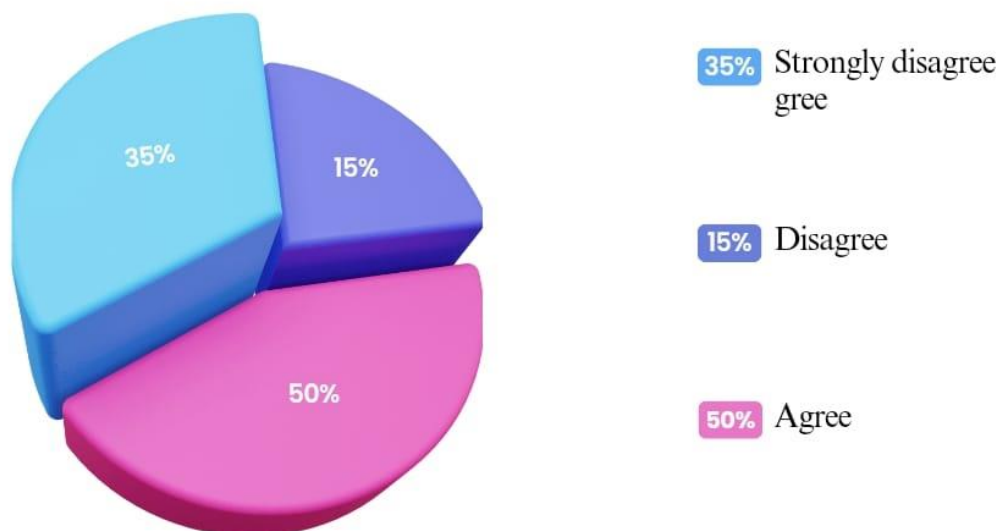


Figure 3, student perceptions of the negative impact of using AI

In Figure 3, based on the results of the questionnaire, it is found that 50% agree, 35% strongly disagree, and 15% disagree about the negative impact of using AI for students, along with the development of the times many people have used AI, especially in the field of education, but it can be seen that there are some negative impacts of using AI that can also affect student learning, students tend to depend on using AI, so they tend to rarely read books, it can even be said that they are lazy to think.

4. Discussion

Based on the findings obtained through the questionnaire, it can be concluded that the majority of students hold a positive view regarding the use of Artificial Intelligence (AI) in the learning process. In Figure 1, 65% of students agreed that AI plays an important role in education, while only 35% disagreed or strongly disagreed. This indicates that most students perceive AI as a tool that facilitates learning, particularly in terms of accessing information and receiving prompt feedback. AI enables students to grasp concepts more effectively and contributes to improving learning outcomes. Additionally, AI aids in tailoring educational content to individual learning styles, making the learning experience more personalized and efficient. For instance, AI's ability to detect pronunciation errors and provide corrective feedback demonstrates its potential as an efficient tool for students aiming to enhance their English language proficiency.

In Figure 2, data reveals that 74% of students agree that AI serves as a beneficial intermediary in supporting independent learning. This highlights the significant role of technology in enabling students to engage in self-directed learning beyond the formal classroom setting, at any time and from any location. AI-based applications allow students to learn interactively and independently, providing access to materials and exercises tailored to their specific needs. As noted by Karyadi (2015), technology-driven learning assists students in meeting their educational requirements while simultaneously enhancing their interest and motivation to learn. This reflects a shift in the educational paradigm, where learning is no longer confined to traditional classrooms and can occur flexibly, facilitated by technological advancements.

However, in Figure 3, the questionnaire results also indicate concerns about the potential negative impacts of AI on student learning. A total of 50% of students agreed that AI might have detrimental effects, while 35% strongly disagreed, and 15% disagreed. Those who expressed concern emphasized the possibility that reliance on AI could diminish students' critical thinking abilities and foster a tendency toward laziness, particularly with regard to reading books or conducting manual research. The convenience of obtaining quick answers from AI could potentially reduce students' intrinsic motivation to deeply engage with learning materials or develop their problem-solving skills. This dependency on AI presents a significant challenge in educational settings, where fostering independent thought and intellectual curiosity is paramount.

Overall, while there are substantial benefits associated with the use of AI in education, it is crucial for educators and policymakers to strike a balance between technology use and traditional learning methods. AI should be employed as a supplementary tool to enhance learning outcomes and skill development, but it must not replace students' efforts to engage in critical thinking and independent exploration of subjects. Educators must encourage students to remain actively involved in deep learning and to maintain the habit of reading and analytical thinking, ensuring that AI serves as an enrichment to the learning process rather than a substitute.

5. Conclusion

Based on the results of this study, it can be concluded that the majority of students have a positive view of the use of Artificial Intelligence (AI) in the learning process. Most students find AI helpful in accessing information, receiving quick feedback and improving learning outcomes. AI also plays an important role in personalizing the learning experience according to each student's style and needs, as well as supporting independent learning outside the traditional classroom.

However, alongside the significant benefits, the study also revealed some concerns regarding the negative impacts of AI use, such as the potential decline in critical thinking skills and the tendency for students to rely more on technology, resulting in less interest in reading books or conducting manual research. Over-reliance on AI may weaken students' intrinsic motivation to explore learning materials and develop problem-solving skills.

Therefore, it is important for educators and policy makers to balance the use of AI technology with traditional learning methods. AI should function as a support tool that enriches the learning process, without replacing students' efforts in critical thinking and independent exploration. This balanced approach will ensure that AI plays a complementary role in education, rather than replacing students' primary role in understanding and mastering learning materials.

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THE ROLE OF YOUTUBE IN ENHANCING ENGLISH LANGUAGE PROFICIENCY: UNDERGRADUATES PERSPECTIVES FROM A MALAYSIAN PRIVATE UNIVERSITY

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Abstract

This study explores the role of YouTube in enhancing English language proficiency among English Language and English Education undergraduates at a Malaysian private university. The aim is to investigate students' perceptions of using YouTube to improve their English proficiency and examine how its usage contributes to this enhancement. A qualitative approach was employed, with data gathered through semi-structured interview with a set of open-ended questions. Ten undergraduates from the English Education and English Language programmes were purposively selected based on their experience using YouTube as a tool to enhance their language proficiency. The findings suggest that YouTube can be an effective and practical tool for independent language learning, offering students opportunities to develop their English in an informal, self-paced environment. YouTube serves as a valuable educational resource, providing a wide range of English-language content that caters to various language skills, allowing students to engage with material that aligns with their personal interests and learning needs. By integrating YouTube into their learning strategies, students believe they can access authentic language materials, engage with native speakers, and further enhance their English language development.

Keywords: YouTube, English Language Learning, English Education

1. Introduction

The field of education, particularly in English language acquisition, has been significantly influenced by technological advancements. One notable outcome of this progress is the widespread use of social media as a communication tool across various age groups globally. Social media not only connects individuals but also serves as a vital source of information and knowledge (Hamid & Rahman, 2018). University students utilize social media for various purposes in their daily lives. Given its global status, English is among the most used languages on these platforms. As internet technology evolves rapidly, students engage with a variety of social media platforms, including prominent websites and applications. Among these, YouTube stands out due to its unique blend of visual and informational content, particularly engaging animated videos that attract students' interest. The platform offers significant potential for improving writing, listening, and pronunciation skills, making it a valuable resource for language learning. By watching YouTube videos, students can explore various English dialects worldwide and gain practical experience (Anwar, 2020).

Initially designed as a video-sharing platform, YouTube has shown promise in educational contexts. According to Zaidi et al. (2018), it facilitates English learning and enhances pronunciation, motivating students to pursue their language studies beyond the classroom. Additionally, YouTube has proven to be an effective means of improving students' overall English proficiency. Research by Kabooha and Elyas (2018) suggests that

incorporating YouTube significantly influences students' understanding and acceptance of the language. The platform not only fosters critical thinking but also enhances students' speaking, listening, reading, and writing abilities. Furthermore, June, Yacoob, and Kheng (2014) found that many students perceive YouTube videos as engaging, relevant, and intriguing educational tools. Although many students access YouTube, they may not fully realize how different types of videos contribute to their English improvement. This leads the researcher to explore students' perceptions of YouTube's role in enhancing their English language proficiency and how YouTube usage contributes to this enhancement.

1.1 The Impact of YouTube and Technology on English Language Acquisition

YouTube, created as a video-sharing platform in 2005, has emerged as a powerful educational tool, particularly in the realm of English language acquisition. Initially launched in beta in May 2005, YouTube quickly gained traction, attracting approximately 30,000 unique visitors per day. By December of the same year, the platform went live with over 2 million daily users watching more than 30 hours of video content. This rapid expansion continued, with user numbers skyrocketing to over 25 million by January 2006 and more than 25 million videos available on the site by March 2006, with an average of over 20,000 new uploads each day (Hosch, 2022). Today, YouTube stands as the most popular online video platform and the third most visited website globally, with over 24 hours of content uploaded every minute. It facilitates a rich environment for users to learn and engage with diverse topics (McFadden, 2021). The platform's interactive nature and extensive resources make it an invaluable asset for students looking to enhance their English language skills.

The significance of English as a global language further highlights the importance of utilizing platforms like YouTube in language education. English serves as a crucial means of international communication, with its acquisition encompassing speaking, reading, and writing skills. As the language has gained prominence worldwide, particularly as a second language in countries like India, teaching methodologies have evolved to include more dynamic approaches. Traditional teaching methods, such as the chalk-and-talk technique, have proven inadequate, prompting the integration of technology in the classroom (Susikaran, 2013). Teachers are encouraged to leverage technological tools, demonstrating effective ways to incorporate them into the curriculum to enhance students' language skills. The use of multimedia texts and online resources can foster collaboration and promote active participation among students, thereby improving their overall learning experience (Ahmadi, 2018). Moreover, technology has revolutionized English language instruction, offering innovative ways to engage students and improve their comprehension and retention of new vocabulary and grammar. The fusion of multimedia with traditional teaching methods captures students' attention and enhances their motivation, ultimately facilitating a more effective learning environment (Arifah, 2014). As students increasingly turn to platforms like YouTube for educational content, it becomes vital to explore their perceptions of how these resources impact their English language proficiency and overall learning experience.

1.2. Importance of YouTube in Learning English

YouTube has significantly transformed the educational landscape, particularly in language learning. As a widely accessible video-sharing platform, it serves as a valuable teaching tool, providing high-quality educational content at no cost. Students can immerse themselves in various English cultures and accents, enhancing their language acquisition both in and out of the classroom. Two primary benefits of using YouTube for learning are increased student motivation and exposure to authentic language use (Ismaili, 2013).

The platform enables students to learn from teachers around the world, eliminating the need for expensive resources and allowing for flexible learning. With just a smartphone and internet access, students can engage with educational materials without traditional classroom constraints (Kim & Kim, 2021). YouTube's visual format captures students' attention more effectively than conventional methods, fostering a relaxed learning environment. It allows easy access to relevant videos tailored to specific topics, which can enrich the learning experience and encourage independent exploration (Manavele, 2022). Additionally, YouTube's interactive nature, where users can create and share content, makes it a dynamic resource that lowers affective filters and enhances learning engagement (Bakar et al., 2019). Overall, YouTube proves to be an effective tool for improving comprehension and performance in English language studies (Rorimpandey, 2019).

2. Methodology

This study employs a qualitative research design to explore on the perceptions of undergraduates regarding the role of YouTube as a tool in enhancing their English language proficiency. The sample consisted of 10 undergraduates from English Language (EL) and English Education (ED) programmes from a Malaysian private university. The samples were selected using purposive sampling based on their experience in using YouTube as a tool to enhance their proficiency. The findings suggest that YouTube can be an effective and practical tool for independent language learning, offering students opportunities to develop their English in an informal, self-paced environment. YouTube serves as a valuable educational resource, providing a wide range of English-language content that caters to various language skills, allowing students to engage with material that aligns with their personal interests and learning needs. By integrating YouTube into their learning strategies, students believe they can access authentic language materials, engage with native speakers, and further enhance their English language development.

3. Findings

3.1 Accessibility and convenience for learning

Respondents have positive perceptions with the existence of YouTube for learning and its accessibility and role as a practical resource for learning outside of traditional study hours. Respondent 1 believes that YouTube is useful for students at all levels due to its accessibility and its role as a learning tool during COVID-19 and beyond. "YouTube is very helpful in online learning for students, at primary, secondary, and tertiary levels, especially now when students frequently use it as a learning tool." Respondent 6 responded that YouTube is accessible, convenient, and affordable for all age groups. "YouTube is interesting and convenient, affordable, and accessible for all groups of people." Respondent 7 said YouTube is the first tool they think of for exploring new knowledge, which has made traditional learning tools like dictionaries less common. "Nowadays, the first thing that comes to our mind is YouTube because we're in a new age of technology, and most of us don't use dictionaries anymore."

3.2 Supporting visual and engaging learning experiences

Several respondents mentioned YouTube as an ideal tool for visual learning, making content more engaging and easier to understand. Respondent 3 mentioned that YouTube simplifies complex concepts, making it a useful learning tool for quick understanding. "Using YouTube is a good idea because it helps one to understand things better in a simpler way. YouTube videos are short, so they're easier for students to understand." Respondent 8 sees YouTube as an effective tool for visual learners because it makes learning more interesting

than traditional methods. "YouTube is beneficial for visual learners, as it attracts people and makes learning more interesting than normal methods." Respondent 9 mentioned that YouTube's visual teaching materials aid in comprehension and make information easy to absorb. "YouTube provides various teaching materials with visuals, which makes it easy to observe and absorb information."

3.3 Improvement of English Language skills and confidence

Respondents feel that YouTube is an excellent tool to support their language skills and confidence, especially in English speaking. Respondent 4 reiterates YouTube is their go-to resource for improving English speaking and grammar skills especially when learning from native speakers. "I always seek YouTube's help to enhance my English-speaking and grammar skills. They have clearer explanations compared to other tools. Sometimes, I watch videos of influential people like Michelle Obama and Oprah Winfrey on how they speak, I will try to imitate the way how they utter certain words and ahh... try to be like them. Respondent 5 believed YouTube is an effective tool for learning English and other languages. "YouTube is a good way to learn English and other languages. trust me it helped me with my German language as well."

3.4 Regular or Frequent Use to Support Language Skills

Respondents in this group use YouTube often or daily as a language-learning tool. Respondent 4 uses YouTube daily to improve vocabulary and grammar skills. "I will use YouTube every day to enhance my English skills, especially vocabulary and grammar. It helped me for my MUET speaking". Respondent 5 mentioned that YouTube is their go-to for language learning, accessed almost daily. "I use YouTube almost daily to learn new words and concepts, as it's convenient and easy to access."

Respondent 8 said she frequently use YouTube to learn from English lesson videos. "I use YouTube frequently because it has many English lesson videos that help with language learning especially during this semester we are learning phonetics"

3.5 Occasional use for clarifying difficult concepts and specific language challenges

Respondents said they utilise YouTube as needed, primarily when faced with specific challenges or unclear concepts. Respondent 2 said they watch YouTube videos and news weekly to supplement learning. "I usually watch videos and news on YouTube once or twice a week." Respondent 6 said they use YouTube 2–3 times per week, adjusting based on need. "I use YouTube around 2 to 3 times a week, depending on my needs. Hmm.. to be exact I will use whenever I don't understand certain theories taught by lecturers and I want to know more examples." Respondent 7 mentioned YouTube is helpful for clarifying concepts and serves as an accessible, memorable learning tool. "Whenever I face difficulties in my studies, I turn to YouTube as it provides content that is easy to remember." Respondent 3 mentioned they use YouTube for quick grammar explanations when needed. "I use YouTube only when I'm confused about grammar, as explanations are short and easy to understand." Respondent 9: YouTube helps them with pronunciation when encountering difficult words. "I rely on YouTube for pronunciation when I'm unsure about specific words."

4. Discussion

The findings indicate that participants universally regard YouTube as a valuable tool for enhancing their English proficiency. Many expressed that YouTube is informative, engaging, and allows for flexible, self-paced learning. Research by Kabooha and Elyas (2018)

supports this view, indicating that YouTube's technological resources provide unique benefits for language skill development. Sari and Margana (2019) further note that YouTube allows students to take control of their learning while making language content engaging and accessible. Participants reported various benefits, including enhanced listening, writing, and comprehension skills, which they attributed to YouTube's diverse and authentic content. In response to the frequency of YouTube use for language learning, half of the participants indicated they use it regularly, while others turn to it occasionally for additional support. These findings are consistent with Van et al. (2021), who demonstrate that technology adoption, including smartphones and educational apps, plays a growing role in supporting language acquisition. Additionally, all participants agreed that YouTube significantly improved their writing skills by providing access to structured content, organizational tips, and diverse sources for inspiration.

Rizkyanfi et al. (2019) highlight YouTube's value in providing a broad range of information that can guide students in organizing their thoughts and ideas for effective writing. Participants also expressed that watching YouTube videos positively impacted their listening skills, echoing findings from Puspa Ayu (2016) and Pratama et al. (2020), who observed improved engagement, comprehension, and productivity when videos were integrated into language lessons. Participants reported feeling calm, motivated, and intellectually engaged when using YouTube for language study. This resonates with Al Jawad & Mansour (2021), who found that YouTube content fosters an enjoyable, less formal learning environment that maintains students' attention. They also noted improvements in pronunciation, vocabulary, and grammar, as documented by Suardi (2021) and Simanjuntak et al. (2021). These studies support YouTube's role as a medium for practicing essential language skills and accessing authentic language use by native speakers.

5.1 Recommendations

Based on these findings, future research should examine YouTube's cultural relevance in secondary education and assess its effectiveness across various subjects such as mathematics, science, and literature. Exploring students' and teachers' perspectives on YouTube would offer valuable insights into both the platform's strengths and challenges in the classroom. Educators should consider their students' cultural backgrounds when selecting YouTube content and may benefit from institutional support, such as training workshops, to integrate YouTube effectively in their teaching practices. Additionally, future studies should investigate YouTube's efficacy in language learning across multiple educational institutions for a more comprehensive understanding of its potential in diverse contexts.

Educators may use YouTube content to complement traditional instruction, selecting culturally appropriate videos to support targeted language skills, particularly listening and speaking. Teachers are encouraged to guide students in accessing educational videos that introduce authentic language contexts, enhancing students' ability to learn from native speakers in a supportive, engaging format. Furthermore, it is important to address practical considerations, such as copyright limitations and content appropriateness, especially for younger audiences. By incorporating YouTube videos thoughtfully, educators can provide students with a motivating, interactive learning experience that supplements their formal education and supports autonomous language learning.

5. Conclusion

In conclusion, this study demonstrates YouTube's considerable benefits for English language learners, fostering skills development in a flexible, accessible, and engaging format. Participants consistently reported that YouTube enhanced their language proficiency across

multiple domains, including vocabulary, pronunciation, grammar, writing, and listening. As such, YouTube presents a valuable supplement to traditional language education, equipping students with diverse resources that align with their personal learning preferences and goals.

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EXPLORING INTRINSIC MOTIVATION AND TECHNOLOGY ACCEPTANCE OF MOBILE-ASSISTED VOCABULARY LEARNING APPS AMONG OLDER CHINESE EFL LEARNERS AT SENIOR CITIZEN UNIVERSITIES (SCUS)

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Abstract

This study explored the intrinsic motivation and technology acceptance of Mobile-Assisted Vocabulary Learning (MAVL) apps among older Chinese EFL learners at Senior Citizen Universities (SCUs). The rapid increase in China's aging population had brought attention to lifelong learning, with English learning gaining popularity among older adults. Despite the perceived challenges, older Chinese EFL learners exhibited a strong desire to learn and utilize MAVL apps to facilitate vocabulary acquisition. The study employed a qualitative phenomenological approach, using semi-structured interviews, focus group discussions, and solicited diaries to gather insights into learners' experiences. By integrating the self-determination theory (SDT) and technology acceptance model (TAM) and its extension senior technology acceptance model (STAM), the study revealed that older Chinese EFL learners were intrinsically motivated to engage in MAVL activities because these apps satisfied their fundamental psychological needs for autonomy, competence, and relatedness through MAVL's flexibility, personalized learning paths, social and community support, gamification, and progress tracking functions. However, usability and content suitability remained barriers. The study also explored how learners overcame these barriers, reflecting their willingness to adapt and engage in meaningful learning experiences. The results contributed to understanding the motivations and perceptions of older learners towards MAVL, offering implications for app design, instructional practices, and enhancing the educational experiences of older adult learners.

Keywords: Mobile-assisted vocabulary learning (MAVL), intrinsic motivation, technology acceptance, older Chinese EFL learners, lifelong learning

1. Introduction

1.1 Background

Lifelong learning is increasingly acknowledged as a crucial element in improving quality of life, particularly for older adults, in light of the rapid aging of the population (Yang, 2020; Chen, 2022). In China, Senior Citizen Universities (SCUs) have been established to address the increasing demand for lifelong education among the elderly, offering opportunities for personal development and social engagement. Learning English as a Foreign Language (EFL) is one of the popular subjects pursued by older Chinese adults, motivated by a desire for cognitive enhancement, social connection, and increased communicative competence

(Purdie & Boulton-Lewis, 2003; Zhen, 2019). However, acquiring English vocabulary presents challenges for older learners, particularly due to age-related cognitive changes, such as declines in memory and processing speed (Li & Wu, 2019).

Mobile-Assisted Vocabulary Learning (MAVL) applications have become important resources for older learners, addressing challenges through flexibility, convenience, and gamified engagement features that facilitate vocabulary acquisition (Kohnke, 2020; Li & Cummins, 2019). MAVL apps enable learners to study at their own pace, offering repeated exposure to vocabulary items and interactive learning activities that enhance memory retention. Despite these advantages, the utilization of MAVL applications among older Chinese EFL learners is insufficiently studied, and there exists a limited comprehension of their motivations and acceptance of technology in this context (Ramírez-Gómez, 2016).

1.2 Problem Statement

Previous MALL research has primarily concentrated on younger learners in both K-12 and higher education settings, while the older EFL learner group has received significantly less attention (Purdie & Boulton-Lewis, 2003; Wu et al., 2014). Older adults frequently encounter stereotypes that depict them as less proficient in technology use or language acquisition (Ramírez-Gómez, 2016). Nevertheless, older Chinese EFL learners have shown strong interest and potential in using technology for language learning (Yang & Ouyang, 2018). Consequently, it is imperative to implement an intrinsic motivation strategy, as this may further enhance learners' engagement and persistence with MAVL applications, thereby facilitating effective learning (Ryan & Deci, 2000). Despite their motivation and enthusiasm, older learners are less inclined to use MAVL apps. They encounter obstacles in navigating the app's interface, become overwhelmed by excessive content, and lack access to specialized resources that would meet their learning requirements (Li & Wu, 2019; Zhao et al., 2021). The objective of this study is to address the gap in the literature regarding the intrinsic motivation and technology acceptance of MAVL apps among older Chinese EFL learners. The current research attempts to emphasize the factors that should be taken into account when designing and implementing these tools to assist older learners in their language learning process by examining the experiences of learners and the factors that influence their adoption and acceptance of MAVL apps.

1.3 Significance of the Study

This study is significant for multiple reasons. This study enhances the existing knowledge regarding older Chinese EFL learners, specifically with their MAVL. This study explores the intrinsic motivations of older learners, offering insights into the design of MAVL apps tailored to meet the specific needs and preferences of this demographic, thereby improving their learning experiences and outcomes (Ryan & Deci, 2000). Furthermore, these findings possess practical implications for educators and application developers. Understanding the different challenges that the older learners encountered in using the MAVL apps informs the development of more user-friendly interfaces, relevant content, and effective instructional support; thereby improving the tools' usability and accessibility (Chen & Chan, 2014; Kohnke, 2020). Last but not least, the current study aligns with the Chinese government's objective of fostering lifelong learning among older persons to ensure their quality of life and social inclusion. (General Office of the State Council 2016; Diao 2021).

2. Methodology

A qualitative phenomenological approach was employed, using semi-structured interviews, focus group discussions, and solicited diaries. The study explored four key research questions: (1) What are the intrinsic motivations of older Chinese EFL learners for

adopting MAVL apps in the classroom? (2) How do they use MAVL apps in the classroom? (3) What are their perceptions regarding MAVL apps? (4) Why do they perceive MAVL apps in the way they do?

3. Findings

The analysis of the findings identified four major themes for the first research question: preference on MAVL apps' affordances, positive feelings towards MAVL apps, willingness to continue (MAVL) learning, and learning's joy. Regarding the second research question, three primary themes emerged: diversified app's choices, general learning features of MAVL, and older Chinese EFL learners' characterized MAVL styles. Five themes were identified to describe the perceptions of older Chinese EFL learners regarding MAVL apps: enhanced learning opportunities, practical flexibility, emotional impacts, cognitive engagement, and user experience challenges. Additionally, six themes were identified to answer the final research question: lifelong learning as a personal value, experiential influence on technology adoption, external support and social influences, satisfaction of learning needs, impact of technological design on usability, and relevance of learning contents.

4. Discussion

The findings indicated that older Chinese EFL learners were intrinsically motivated to engage in MAVL activities because these apps satisfied their fundamental psychological needs for autonomy, competence, and relatedness. MAVL apps also supported learners' pursuit of knowledge, achievement, and cognitive stimulation. The diverse range of MAVL apps adopted by learners reflected their varied learning needs and preferences, demonstrating how these apps aligned with and supported individual learning habits. Participants generally held positive perceptions of MAVL apps, citing improved learning outcomes, increased flexibility, positive emotional experiences, and enhanced cognitive engagement. However, they also faced barriers, such as technical challenges and age-related limitations, which complicated their learning experiences. Despite these obstacles, learners' belief in lifelong learning and motivation to persist underscored their commitment to using MAVL apps as effective tools for EFL learning.

5. Conclusion

Older Chinese EFL learners exhibited significant motivation for acquiring English vocabulary through MAVL applications, mostly driven by personal satisfaction, social interaction, and cognitive enhancement. Providing learners with usability and content considerations may significantly enhance their acceptance of technology and ensure favorable learning results. This study emphasized the importance of incorporating the unique characteristics and requirements of learners in the design of MAVL applications. It highlighted that features such as intuitive interfaces, tailored content, and constructive feedback mechanisms significantly enhance learners' experiences. The findings provided guidance for MAVL application designers, educators, and policymakers on creating more inclusive and effective learning tools tailored to the specific needs of senior learners, hence enhancing participation in lifelong learning.

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