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A P P E N D I C E S

Appendix 1: Journal List Documentation – UMY


JOURNAL OF FOREIGN

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About the Journal

Journal of Foreign Language Teaching and Learning (English Education Department of UMY)

Journal of Foreign Language Teaching and Learning is published by English Language Education Department, Faculty of Language Education, Universitas Muhammadiyah Yogyakarta. The journal edition is released on January and July. It is available in the electronic version (e ISSN: 2580-2070), and printed version (p ISSN: 2527-7650). Articles that have not been published are invited. The Editor in Chief, Associate Editors and Reviewers will review the articles and they can make changes the format without changing the contents of articles.

Journal of Foreign Language Teaching and Learning (JFLT) is an open access journal and it means that the users or readers have the permission to take the contents/articles without any charge. The contents or articles are provided for those who need some materials about English teaching and learning for free. This journal is indexed by:

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Initials	ELTEJ
Abbreviation	English Lang. Teach. Educ. J.
Frequency	3 issues per year April- August- December
DOI	Prefix 10.12928/eltej by
ISSN	E-ISSN: 2621-6485
Editor-in-chief	Dr. Dat Bao
Publisher	Universitas Ahmad Dahlan
Citation Analysis	Google Scholar Sinta Dimension



English Language Teaching Educational Journal (ELTEJ) is an English Educational journal published quarterly in April, August, and December. The ELTEJ aims to provide an international forum for educators, researchers, professionals to share their ideas on all topics related to English language teaching and learning, English literature in ELT, and linguistics. It publishes its issues in an online version with e-ISSN 2621-6485 in collaboration with Asosiasi Program Studi, Pendidikan Bahasa Inggris Se-Indonesia (APSPBI).

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About the Journal

The Journal of English Educators Society (JEES) is dedicated to assisting English teachers both as educators and researchers. The journal provides a platform for the publication of original research articles, comprehensive reviews, and brief reports that address pivotal issues encountered in classroom instruction. Additionally, JEES encompasses articles that delve into non-teaching aspects of the English language, which are essential for broadening the global community's proficiency and understanding of English.

JEES invites scholarly contributions in various domains of contemporary research, including teaching and learning English as a first language (L1), second language (L2), and as a foreign language (EFL). The journal also covers language planning and assessment methodologies, policies and curriculum development strategies in English language education, multilingualism, and approaches to multilingual education, emphasizing the integration of English.

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Artificial Intelligence in English Language Teaching: Fostering Joint Enterprise in Online Communities

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achievement with different personality traits

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2. Yudhi Arifani (Institute of Science Innovation and Culture (ISIC), Rajamangala University of Technology Krungthep, Thailand)
3. Clinton Chidiebere Anyanwu (Institute of Science Innovation and Culture (ISIC), Rajamangala University of Technology Krungthep)
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Mixed Methods Approach in Researching EFL Learners' Motivation

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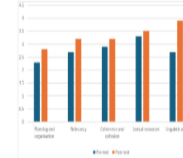
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Table 3. Overall Use of Linking Adverbials Across Categories

No.	Category	Frequency	%	Example
1.	Introduction	10	33	In the beginning, the concept of...
2.	Main	15	47	As a result, the concept of...
3.	Conclusion	3	9	Finally, the concept of...
4.	Opening	2	6	Firstly, the concept of...
5.	Transition	4	12	Moreover, the concept of...
6.	Textual	1	3	In the end, the concept of...
Total		35	100	

The use of result-linking adverbials in argumentative essays by Indonesian EFL students

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Appendix 4: Discussion Section

Muhammadiyah University of Yogyakarta

1) The Use of Augmented Reality-Based Learning Media: Arloopa for English Descriptive Text in Secondary School

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Figure 8. Virtual cat of Arloopa in the classroom
Authors' collection



In the next stage, the teacher asked several questions related to the text that had been read. The students simultaneously answer the questions posed by the teacher. At the end of the lesson session, the teacher asked students to rewrite the contents of the text that had been read but still displayed the virtual animals described. At the end of the class, the teacher asked the students to make their descriptive text by describing the object projected by Arloopa via LCD Projector. The students are enthusiastic about doing that assignment. They can arrange sentences describing things more easily than before.

Researchers who participated in the class activity found that students learned descriptive text much better using Arloopa's AR learning media featuring virtual animals. Students see virtual creatures as if they were real. It is straightforward to notice the characteristics of the animal. How an animal's physical characteristics, such as head, skin color, and body shape, can be seen. Virtual animal displays can help students arrange words into sentences that explain animal objects. Using Arloopa for learning descriptive text can increase students' attention and motivation in learning and also increase students' creative thinking. These findings were in line with the work of other studies in the area of utilizing digital learning media (Hsiao et al., 2012; Ivanova, 2011; Lam et al., 2018; Yilmaz & Goktas, 2018; Yu et al., 2018)

Conclusion and Implication

Digital learning media can be defined as media that help teachers in the teaching and learning process by utilizing applications to deliver the learning material. Augmented reality

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2) Communicative Language Teaching in Aviation Vocational College Context: The Effect of Students' Learning Perception and Attitude on Their EFL Learning Performance

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Table 4. Results of statistical analysis on learning attitude and learning performance

Variable Measured	β	F	p*
Learning attitude and Learning performance	0.850	698.468	0.000
Sub-skills of learning attitude and learning performance:			
- Engagement	0.863	679.237	0.000
- Effort	0.785	564.884	0.000
- Collaboration	0.840	665.927	0.000
- Active involvement	0.850	678.658	0.000
- Independence	0.746	596.378	0.000
- Enthusiasm	0.829	563.194	0.000

*N = 220, significance at p < 0.005

Table 4 shows a significantly positive effect of learning attitude on students' learning performance ($\beta = 0.850$; $F = 698.468$; $p = 0.000$). The effect was considered in a big effect category ($R^2 = 0.723$) (Pallant, 2020). To sum up, students' learning performance could be higher when the students conceive a higher learning attitude, too. By the effect of the sub-skills on the student's learning performance, engagement had been the most influential sub-skill of learning attitude toward learning performance ($\beta = 0.863$; $F = 679.237$; $p = 0.000$). Engagement could be the most dominant factor in contributing to the success of the learning performance. The second most influential factor was active involvement ($\beta = 0.850$), then followed by collaboration ($\beta = 0.840$), enthusiasm ($\beta = 0.829$), effort ($\beta = 0.785$), and independence ($\beta = 0.746$). It can be seen that independence had been the least factor contributing to the success of CLT learning performance as it was irrelevant to CLT's collaborative and communicative approach.

Discussions

The present study found that the students' learning perception affected their learning performance in the CLT classroom activities. They showed that the internal factors encompassing students' ability to comprehend materials, learning experience, and learning resources were less significant in affecting their learning performance. Instead, their external factors, including teacher's instruction, learning media availability, learning activities, attained learning goals, and experience of learning and assessment as learning, were more significant in influencing their learning performance. Mahmoudi and Mahmoudi (2015) agreed that external factors might contribute to the level of learning performance since those factors had been

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significant traits in determining one's perception. For instance, Wang and Degol (2016) conducted a study on revealing personal and surrounding environment influence on the shape of learning achievement. Zajda (2018) portrayed that the surrounding environment gave better efficacy in accomplishing learning goals and getting the best learning performance. Even though this study was only limited to general environment factors (i.e., peer and teacher support and infrastructure availability), this study exhibited that environmental traits influenced one's learning performance better than personal factors (i.e., self-learning management). Some similar studies also found similar findings, which justified why the present study's respondents showed higher influence of the external factors (Bhowmik et al., 2023; Ramli et al., 2018). In other studies, Arini and Wahyudin (2022) proved that positive and good students' learning perceptions led them to master the materials easily, and Siron et al. (2020) supported that there was a connection between how students perceived subjective views of the lesson and how they accomplished the lesson. Hence, the effect of learning perception (especially the external factors) on learning performance ought to be considered by teachers as this variable was found to be more significant than the internal factor.

In a setting of aviation vocational college, students were confronted by activities, including but not limited to physical and academic exercises (Ahrir et al., 2020). Many studies in this setting found that the students were easily exposed to physical exhaustion and mental issues due to unsupportive environments (Hosscini et al., 2023; Rochmawati et al., 2023). Demonte (2013) conducted a study to reveal whether using learning video in CLT classes for aviation vocational college can boost students' English skills. The study found that the use of media and the instruction done by the teachers were significant. Therefore, the learning environment helped them determine the success of accomplishing the course. Since the aviation vocational college was confirmed similar to a semi-military school, another study found that learning EFL could be a challenge for teachers as they had to prepare the materials interactively to increase students' awareness and perception (Al Asmari, 2015). This burden given to the teachers implied that external factors matter and contribute to helping students enhance their EFL learning process and attainment (Siron et al., 2020). Thus, providing a good learning atmosphere and setting could be an effort to actualize the external factors of learning perception.

Generally, learning perception refers to how individuals understand, interpret, and respond to the learning process (Rezalou & Yagiz, 2021), including understanding the teacher's teaching methods, the interaction between teachers and students, and discipline in learning activities (Gibson, 1994). Research shows that students' perceptions of teachers' teaching methods can affect their learning achievement (Zaim et al., 2019). In addition, two-way interaction between teachers and students was considered important in improving students' understanding and memory of learning materials (Tan et al., 2020). Learning discipline also played a crucial role in improving students' learning achievement, where students who lacked discipline tended to have low learning achievement (Wang et al., 2022). Therefore, paying attention to and improving students' learning perceptions, interactions, and learning discipline was important to improve the quality of the learning process.

The present study also found a significantly positive effect of learning attitude on student performance. The study concluded that the better the learning attitude, the higher the learning performance. Similar studies also found that learning attitudes could increase students' learning performance in EFL classes (Liu, 2020; Namaziandost et al., 2022; Öden et al., 2021). For instance, A'yuni (2021) conducted a study revealing students' learning attitudes while implementing EFL online learning using CLT. The study found that the unexpected final score implied the least of students' learning attitude toward the material delivery process (A'yuni, 2021). This study also showed the effect of learning attitude on student achievement (A'yuni, 2021). Mandasari (2020) also found similar results: vocational students seemed to have good scores when they had a good attitude toward the learning process. The study conveyed that learning attitude affected student's learning performance.

Another result found in the present study was that engagement, active involvement, and collaboration were the dominant factors in influencing learning performance within the setting of the CLT classroom. Shahid et al. (2022) believed that CLT aimed to enhance interpersonal skills, so the learning process required more student participation during the class. As it was a student-centered approach, CLT was believed to be an approach that asked for more collaboration during classroom activities (Vargas et al., 2021). Many previous studies also found that students' engagement and active participation during the EFL learning using the CLT approach were the most influential determinators of how success the students accomplished the

lesson (Komol & Suwanphathama, 2020; Rezalou & Yagiz, 2021). Different studies found that engagement and active involvement did not guarantee the students higher scores (Bouchrika et al., 2021). Several factors, such as the absenteeism of relevant learning efforts or the exaggeration of CLT application must cause this fact. Therefore, CLT activities invite the participants to be more active and communicative (Zhao et al., 2023).

The results of this research suggested that the individuals involved in the study possessed highly positive attitudes referring to the favorable and optimistic outlooks individuals had toward various aspects of learning. These attitudes were characterized by a constructive attitude toward implementing CLT activities. They acknowledged the benefits of participating in such activities within the subject matter on the instructional framework of English language education for individuals whose native language was not English, commonly referred to as teaching English as a Foreign Language (EFL) (Albahri, 2021). CLT as a pedagogical approach encompassed a range of activities that were highly favored by students, including engaging in pair conversations, participating in group discussions, describing visual stimuli to peers, delivering narratives in a public setting, and collaborating on group projects (Phillipson & Hammond, 2018). Therefore, CLT could be beneficial to teach more communicative aspects when learning EFL.

Conclusion and Implication

This study concluded that learning perception can shape student's learning performance. Regarding learning perception, external factors encompassing teacher's instruction, learning media availability, learning activities, attained learning goals, and experience of assessment of learning and assessment as learning is more significant in influencing student's learning performance. This study also shows that learning attitude also affects student's learning performance. This study finds that engagement, active involvement, and collaboration are the most dominant traits influencing learning performance among the six sub-skills of learning attitude. Since the present study involved CLT activities, these three traits can be justifiable as those are the characteristics of CLT. To the best of the researcher's knowledge, there have been limited studies on revealing how internal and external factors contribute to the shape of learning performance, and there are few studies examining how the six learning attitudes influence the shape of perception and vice versa. Therefore, this study suggests that further research can be

3) Task-Based Activities to Improve Oral Communication Skills in Adult Learners

instructor lets one or two of them try to answer it. Besides, if the teacher's explanation was insufficient, participants could explain the topic or question in another way, using the target language.

Discussion

This study aimed to implement task-based activities to improve speaking ability through oral interaction in in-service teachers. Regarding the research question, to what extent will task-based activities improve adults' speech fluency? There was a significant improvement in adults' speech fluency by applying task-based activities. The result was in line with López and Velásquez (2022), who stated that task-based language teaching (TBLT) has been considered one of the most useful and meaningful approaches to learning a foreign language. The results of Table 2 have considerably demonstrated the success of implementing task-based activities in improving speaking ability in adult learners. The goal was achieved as the candidates improved their communication skills and listening comprehension.

The teacher-researchers roles in this study impacted students' learning results because they enhanced their teaching. It is notable in the words of Dávila and Barrera (2023), who assured that the teacher is the one who contributes to the success of the student's oral performance, contributing with effective guidance in the learning process.

Mejía et al. (2023) stated that educators should design a variety of meaningful tasks that allow students to improve their self-esteem while learning. As proposed, in this study, participants felt confident speaking using activities learned in the program that helped students' professional growth while reinforcing their knowledge and interaction with others.

Sánchez (2023) emphasized that motivation is essential for learning a second language, increasing or decreasing student performance depending on its application. Students in this study were motivated to speak because of the teacher's input during the speaking activities. The teacher provided flexible and interactive classroom resources that the students felt in a familiar learning environment. It facilitates the understanding and appropriate use of this methodology with the students.

Regarding the second research question, what is the students' perspective towards these activities? The data found coincided with the study by Quevedo (2023), who mentioned that the student's affective and cognitive commitment are the main factors that enable the acquisition of

a new language. Likewise, in this study, students concluded that task-based activities benefited them due to their high expectations in improving their level of oral expression with great achievements in their fluency and accuracy scores.

The students also found this strategy beneficial because they could better communicate their ideas by developing interpersonal relationships with their classmates, encouraging critical thinking in the students. According to Heymo and Danna (2019), it is essential to encourage interaction with peers due to the satisfactory conditions for acquiring a language. In addition to being more active in class, they will become more familiar with the rest of their classmates, improving and practicing what they have learned in the target language and fostering a pleasant learning environment.

On the other hand, participants mentioned that they felt they could not speak adequately and fluently when teaching their classes at the beginning of the study. They felt insecure and did not trust communicating in the target language due to their pronunciation and accent problems. Rao (2019) supported this statement by stating that the lack of English teachers with adequate knowledge of communication in the foreign language reflects a great concern in the educational process.

In addition, some students showed frustration, stress, and nervousness while applying the study. They could not hold a short conversation without feeling those negative obstacles during the learning process. As highlighted by Lessard-Clouston (2018), the affective filter increases in students because they feel uncomfortable or nervous while learning a language, blocking any input into the acquisition process. Understandably, students have experienced such situations during the application of this study; however, their perspectives changed with the knowledge acquired through the strategy, consolidating its results into positive ones.

Conclusion and Implication

To conclude, the strategy of task-based activities to improve oral skills in adult learners was satisfactory and useful because the students improved their quality of English communication by applying meaningful TBLT activities to achieve the study's objective. It proved positive results as this application encourages active interaction, cooperation, and student

4) Improving Students' Engagement Using Collaborative Canva Storyboard

collaborative Canva storyboards into the educational setting. The findings provide a comprehensive understanding of how collaborative Canva storyboards improved students' engagement, motivation, and learning experiences in the classroom. They shed light on how this innovative tool positively influenced individual and group dynamics within the learning environment.

Students who participated in the study described how the technology allowed them to communicate meaningfully with their peers, even in virtual learning environments. They were inspired to collaborate by Canva storyboards' collaborative features to exchange concepts, develop creative solutions, and advance shared objectives. This collaborative element promoted a sense of community and support among young people while enhancing participation. Additionally, students underlined how the creation of storyboards together facilitated successful communication. They talked about how they needed to express their ideas in detail in order for them to be faithfully portrayed on the canvas. By using Canva storyboards, students improved their communication skills, which was considered a beneficial outcome and favorable to their interaction and general engagement with the course material.

Discussion

Discussion of the result of the observation

Based on the observation results, the students could pay attention to the presentation, meaning that students were better engaged compared to the previous session. During the presentation, the students actively took notes within their group to identify the key points presented. They sometimes were actively discussing the point of the presentation if they did not understand one or more things. After taking notes, the students were busy creating their storyboards by providing essential information about the presentation. Kuh (2009) asserted that engagement is an important antecedent of learning achievement, meaning that students' engagement is a departure of improved achievement of the students in the aspects of cognitive and non-cognitive.

Discussion of the result of the interview

Based on the interview results, it is shown that the students felt happy and motivated as a result of using Canva Storyboards. Previous studies have also found that students felt motivated in writing when the teacher used Canva in the writing lesson (Utami & Djamdjuri, 2021). Students' interest, attention, and indication of happy feelings during a lesson using Canva have also been found in a previous study by Wahyuni et al. (2022). The following excerpt shows how the students felt while implementing Canva Storyboard to improve student engagement.

"I think such an activity encouraged us to pay more attention to the presentation. We usually did not pay enough attention because the educators (lecturer) did not give us anything to do. She only asked us to listen and write new vocabulary down."

The students interviewed also stated that it is better if the educators give such an assignment in future classes, as the students will get engaged better, as shown by the following excerpt.

"It will be better and more effective if the lecturer provides such an activity for the upcoming classes, as all students will more likely pay attention to the presentation. They will not keep chatting with one another."

Discussion on the result of the study concerning 21st Century Skills

In addition, using Canva storyboard also helped them to improve the 4Cs (communication, collaboration, critical thinking, and creativity) as described in the following part.

Communication

In terms of improving students' communication skills, using Canva storyboard will require them to communicate their ideas within their groups after taking notes about the presentation. Based on the result of the observation checklist, the students tried their best to propose their ideas to help other members develop a good storyboard based on the notes they took. Also, based on the interview results, the respondents agreed that their communication skills would improve if given such activities in every meeting. The following excerpt shows how storyboards will help them improve their communication skills. Canva in an EFL classroom can encourage communication skills since students are generally required to tell or communicate a story (Nuroh et al., 2021).

Collaboration

As mentioned above, collaboration is necessary to help students compete in this era. Composing a storyboard in a group also required them to work together in good management, making them know how to distribute the work and be responsible for the assignment. The storyboard will not be complete if collaboration does not go as planned. Based on the result of the classroom observation, the students were actively managing their assignments by distributing work to every group member. Composing a storyboard in a group can improve students' collaboration.

Critical Thinking

During the presentation, the students had to synthesize what the presenters were talking about and then take some notes about it. Right after the presentation, all group members will share their notes, and they will compare the result of the note-taking before they summarize it into a storyboard. Based on the interview result, one of the participants felt disorganized at the beginning of the treatment, but later, she started to understand the topics of the presentation. Her understanding got better after the group started the discussion. Even though students did experience challenges, they were comfortable and engaged when using Canva (Al Khoeri et al., 2021). This experience also shows a practice of critical thinking skills. This finding aligns with what Alshaye (2021) found in an experimental study where digital storytelling can significantly improve students' critical thinking.

Creativity

Canva is a web-based application that allows users to create graphic products. In this study, the researchers considered that Canva provides a feature that allows users to create the storyboard. As mentioned above, as students were required to develop a storyboard, they were challenged to produce a graphic display showing the presentation's content. When doing the storyboard, the students tried to be as creative as possible to develop the best product without neglecting the presentation's content. Based on the observation of the result of the students' work, each group showed a different way of composing the storyboard. The indications of students' creativity and criticality during the use of Canva have also been shown in another study, for example, from the students' interpretation of stories (Fauziah, 2022), their imagination in

5) Evaluating Task Variety in an EFL Module: “Easy English for Package B (SMP)” from PKBM Bandung

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percentage among the six task categories. Nunan (1999) stated that linguistic tasks are essential for the basic level of language learning, as they help students build and explore their language foundation.

The module analysis portrays that most of the tasks identified in this module are not optimally organized for classroom implementation. For instance, *the practicing task*, which belongs to the linguistic task category, consists of exercises that require students to write self-introduction conversations based on specific situations depicted by pictures or predetermined subjects and their self-introduction conversations with actors of their choice. However, students are rarely ordered to practice directly, such as practicing self-introduction with friends in front of the class, showing that the practice tasks have not been optimally covered as stated by Nunan (as cited in Alemi and Hesami, 2014) and Nunan (2004), practicing tasks in language learning requires the learners to reinforce their language skills through drills, exercises, or games. Regarding *Conversational patterns*, module 1 provides nine tasks representing conversational pattern types. However, the tasks mostly instruct learners to pay attention to the language forms and expressions of self-introduction (8 tasks) rather than grammar rules (1 task). Although the distribution of this task type is not balanced, conceptually, the tasks are effective for EFL Students of junior high school, especially in using the language in a particular manner. Ellis (2003) asserted that language patterns in task-based language teaching can make students learn better.

Meanwhile, *using context* is also accommodated in Module 1. Using context tasks requires the learners to use clues or hints from the surrounding text or situation to understand the meaning of unfamiliar words or expressions (Nunan, 1999, as cited in Alemi & Hesami, 2014). Moreover, regarding *creative tasks*, Module 1 provides a task that promotes brainstorming activity (Figure 5) to activate their background knowledge. The students have to guess the expressions of situations in the pictures. Unfortunately, there is only one creative task involved, even though this task is very good for encouraging learners to generate as many new ideas as possible. Scane et al. (1991), students will feel less stressed and more confident in language learning if they engage in brainstorming (creative task) activities.

Consequently, the tasks presented in the textbook "Easy English for Package B, module 1, Getting Acquaintance, are more focused on developing students' language skills (linguistic)

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improve the quality and diversity of tasks to be more pertinent, more interactive, and cooperative, as well as explicit instructions, as the teacher's expression as follows,

I hope that textbook developers pay more attention to the needs and characteristics of students. I hope they can create a more engaging, relevant, and meaningful textbook for students. Clearer and more comprehensive guidelines for teachers implementing the tasks would also be appreciated. I suggest adding other task types focusing more on communication, such as cognitive and collaborative skills.

Moreover, the teacher suggested that other teachers who planned to use these tasks vary their sources beyond the textbook and show more inventiveness and adaptability in modifying these tasks, as the teacher stated.

Other teachers who want to use these tasks do not rely solely on the textbook as a learning source but also seek and use other varied and rich sources. I suggest being more creative and flexible in adapting these tasks to the situation and conditions of their class.

The excerpt above portrays that the other teachers who want to use the tasks in the textbook should have supplementary sources to suit their needs.

To sum up, the teacher talked confidently about using tasks in the textbook but admitted they did not know much about it. The teacher uses some tasks that fit what the students need and like. However, some tasks in the book are unclear, taking much of the teacher's time to fix the problems by planning, changing things, and adjusting. The teacher thinks the book should have clearer instructions and more tasks where students talk and work together. He advises other teachers to find other supporting sources to help and be creative.

Discussions

Based on the findings, there are 42 total task types available in *linguistic tasks*, which are *practicing (22)*, *conversational pattern (9)*, and *using context (11)*. However, only one *creative task type* is found in the textbook, which is the *brainstorming task*. It shows that *the most frequent task presented in the textbook is the linguistic task*. It supports the findings related to task types presented by Tambunan (2019) and Alemi et al. (2021), who also found that the linguistic task was the dominant task type from Nunan's (1999) typology in the textbooks, had the highest

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rather than other aspects. The tasks refer more to activities that enable students to understand language patterns in English (conversational patterns), answer questions related to certain language expressions (using context), and practice language by reading and writing activities (practicing task). However, this indicated that *module 1 had not reached a good level of suitable textbook for students*, considering that many types of tasks, such as collaborative (interpersonal) tasks, critical thinking (cognitive), and affective, are not accommodated in the tasks. This finding contrasts the interpretation that tasks should prioritize meaning above linguistic form and be complete and independent communicative acts (Nunan, 1999). Additionally, this finding supports the previous research that many textbooks do not meet the criteria of what constitutes a high-quality textbook, as highlighted by Tambunan (2019) and Alemi et al. (2021). Richards (2002), the task is a classroom work that makes learners use or interact with the target language and focus on meaning rather than form, as well as an activity that involves a cognitive process (Richard, 2010).

The interview findings show that the second research question has been addressed comprehensively. Thus, the interview indicated that *the teacher has a negative attitude toward the tasks in Module 1*. Some of his responses indicated dissatisfaction as someone who used the module. He said that some tasks in module 1 are consistent with the theory, and from his experience, some tasks are quite good to apply, especially in developing students' language skills. However, he found many shortcomings in this module, many tasks that neglect other important aspects such as thinking, feeling, socializing, or collaborating activities. Therefore, he thinks the textbook is not perfect, considering that teaching language to children is not only about how to use language but also how to think needs to be developed. This finding aligns with the research by Harbi (2017), who found that clarity of the textbook objectives and tasks was one of the teachers' negative comments. The content of the textbook does not help apply teaching theories and practices.

However, the teacher also responds when asked about the challenges of implementing the tasks, highlighting the problem of unclear and incomplete instructions and many important tasks that are missing, such as the need for group work, reflection, and others that require him to add and present new activities beyond what is instructed. The textbook developer prioritizes

the material to develop the student's language skills rather than the cognitive, affective, and interpersonal aspects. This finding also confirms the results of the document analysis (module) that reached the same conclusion (*see third paragraph of discussion*). The current finding is in line with Alemi et al., who found that the language material developers are mostly focused on creating communicative tasks that represent linguistic forms rather than holistic communicative skills to improve learners' language ability (as cited in Alemi et al., 2021). Moreover, tasks in language learning should be more communicative, and have a clear or unclear goal, instruction, and roles for teachers and learners (Nunan, 1999). In addition, this shows that teachers and institutions are not very selective in choosing appropriate textbooks. As stated by Alemi et al. (2021), most teachers do not realize significant gaps in textbook task types. They may need to be more careful in selecting textbooks or willing to provide specific supplementary materials to compensate for the shortcomings in the textbooks. The role of institutions and teachers in choosing appropriate textbooks is very important to match the needs of students. This supports the argument made by Alemi and Hecami (2014) that language instructors and institute authorities can choose the most appropriate materials for their goals by knowing the different task types used in each of them. They also suggested that English teachers should be aware of the tasks and exercises in the ELT textbooks and help their students improve their English skills by using different textbook tasks. This would also allow them to overcome the shortcomings of each textbook in terms of the task type. All in all, this evaluation is solely based on Nunan's rubric. As Gholampour and Mehrabi (2023) argued, most textbook analyses might pose theoretical biases.

Conclusion, Limitations, and Recommendation

This study evaluates how well Module 1 of the "Easy English for Package B" textbook reflects the task types from Nunan (1999; 2004) and the EFL teachers' views on these tasks. We discovered that Module 1 of EFL has not achieved a suitable level for students, as it does not accommodate interpersonal, cognitive, and affective tasks (0%). The module mainly includes linguistic tasks (97.66%), with only one creative task (2.32%), indicating it does not aim to enhance students' thinking, social, and emotional skills. In the interview, the teacher was unclear

6) Inner Circle Ideology Domination in a National Commercial EFL Textbook: A Case of Indonesian Islamic-affiliated Schools

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Discussions

The research draws on the dominant image used in Indonesian EFL commercial textbooks. It shows that the images presented in the textbook are primarily dominated by the Inner Circle cultural representation over the Extended and Outer Circle, which is counted at 67.9 %, 29.4%, and 2.8%, respectively. The cultural representation was shown through Western-looking people, outfits, movies, and food. The Inner Circle culture is linked to the US, UK, and Canada.

Liu (2020) found that American and British culture's dominance in the textbook is prevalent, while the culture of the outer and expanding circle is ignored. Furthermore, the students' local culture, the Chinese culture, is not well presented. Similarly, in the Turkish textbook, cultural representation is dominant, with the inner circle culture having less exposure to local culture (Arslan, 2016; Ulum & Köksal, 2021). In the Mongolian context, the English textbook received criticism as it does not represent a multicultural perspective. Xiang and Yenika-Agbaw (2021) asserted that such a textbook could bring tension in power relations among nations, ethnicities, social classes, and genders because of its unbalanced cultural representation. Another context was an Iranian school that examined its textbook, which has been a carrier of Western culture and values (Bahrami, 2015).

This issue has received strong criticism from ELT experts, such as Pennycook (2017), who argued that English teaching is an industry for profit-making through the development of teaching materials and proficiency tests, which is also linked to colonialism. Pennycook (2006) and Phillipson (2012) asserted that the expansion of ELT as a market is tightly linked to finance, politics, and cultural aspects due to economic concerns in both the US and the UK. In reviewing the global commercial ELT industry, textbooks published by international publishers are the primary carrier of ELT throughout the world. However, textbook producers need to ensure the sensitivity of the social culture of a country.

For most people, the text does not carry political interest. Nonetheless, the extensive production of a textbook is not value-free. It may contain a hidden curriculum. As Apple (2012) has stated, literacy or textbooks encompass hidden curricula as they are the transmitters of values widely decided to approve the actual social order. In addition, the textbook content presents skilled and famous people limited to English-speaking Westerners. Lastly, the researcher suggests that teachers and local students can produce

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their textbooks to avoid the dominance of the Inner Circle models of English. In addition, the textbook content presents skilled and famous people limited to English-speaking Westerners. Lastly, the researcher suggests that teachers and local students can produce their textbooks to avoid the dominance of the Inner Circle models of English.

However, English textbooks can be a wide-open door for Western value dissemination. Although not all values should be restricted, some values contradict the Muslim lifestyle, such as the way how Western people dress, celebrate their special day, food, and many more. Still, teachers at Islamic-affiliated schools can infuse Western culture through English, yet the materials should be carefully selected. Otherwise, instead of building Muslim youth to be a good ambassador of Islam, without mindful material selection, the Muslim young generation will be easily assimilated to Western values. Huntington (2000) emphasized that, indeed, there is a clash of civilizations between the West and the East, which is caused by, among others, economic and cultural entities and ideology.

This study is still limited to analyzing the images of the textbook. Further researchers can delve into the text or other aspects of the textbook. Also, the English textbook analysis can be done through a comparative study so that a more comprehensive conclusion and the complex interplay between the English textbook and ideology can be drawn.

This research contributes to understanding the complex intersection between discourse markers used in the text and the language ideology associated with it. The figure below formulates the Critical Discourse Analysis model of the EFL textbook used in Islamic-affiliated schools.

Conclusion and Implication

This study concludes that a textbook used in Islamic-affiliated schools brings more inner circle culture, i.e., American, British, and Australian culture. It accounts for 67.9% of images used in textbooks that bring Western ideologies. Thus, the textbook serves to transmit other ideologies into the ideology of the periphery students. Therefore, schools in the Indonesian context, particularly those affiliated with Islamic schools, should design English materials on their own. The main reason is that Western cultural entities can be contradictory to Muslim values. English teaching materials should be culturally responsive to

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7) Unleashing the Potentials: Nurturing Students' 4Cs Skills through Project-Based Learning with ICT in EFL Classrooms

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Discussions

The integration of Project-Based Learning with Information and Communication Technology proves to be an effective pedagogical model for fostering 21st-century skills, notably the 4Cs such as communication, collaboration, critical thinking, and creativity. This discussion highlights the benefits and challenges associated with this approach, drawing comparisons with previous research and theoretical frameworks.

Benefits of Project-Based Learning with ICT for Developing 4Cs Skills

Communication Skills

PjBL with ICT significantly enhances communication skills across receptive, oral, and written domains, aligning with Communicative Language Teaching (CLT) principles (Savignon, 1991). This approach fosters an active learning environment emphasizing collaboration and digital communication, which helps students articulate their ideas effectively across various mediums. Oral communication skills are particularly refined through group discussions and project presentations, which are supported by CLT principles and empirical studies (Patton, 2012; Widanta, 2023). These activities promote active participation and peer feedback, which is essential for improving spoken communication. Written communication skills are also developed through scriptwriting and project planning, reflecting a process-oriented approach (Jiang & Lee, 2022). Studies by Alemi et al. (2022) and Munajah et al. (2023) confirm that digital storytelling and multimedia tools enhance writing skills, including organization and vocabulary use, highlighting the comprehensive impact of PjBL with ICT on communication.

Collaboration Skills

The integration of PjBL and ICT strengthens collaboration skills, which aligns with cooperative learning theories (Johnson & Johnson, 2009). The boarding school environment, which restricts personal gadget use, promotes effective group interaction, emphasizing positive interdependence. The structured group roles and responsibilities foster collaboration and mutual support (Reeves et al., 2018). Effective group dynamics are enhanced by strategic grouping of introverted and extroverted students, supporting heterogeneous grouping theories

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(Le & Wubbels, 2018). Teachers' observations of active idea exchange and support within groups underline the effectiveness of this collaborative approach.

Critical Thinking and Problem-Solving Skills

PjBL, combined with ICT, effectively cultivates critical thinking and problem-solving skills. The approach engages students in a holistic problem-solving process involving problem definition, solution proposal, and implementation. The problem definition phase focuses on identifying project requirements and setting goals, which aligns with inquiry-based learning methods (Tasnim et al., 2023). Solution proposals involve research and assessment, fostering critical thinking (Worachak et al., 2023). The solution implementation phase promotes adaptability and perseverance (Gadad et al., 2021). Overall, PjBL with ICT provides authentic problem-solving experiences, preparing students for complex challenges.

Creativity and Innovation Skills

The combination of PjBL and ICT enhances creativity and innovation, supported by research showing that such integration stimulates creative expression. Students benefit from the autonomy to explore and present their projects creatively, aligning with Ambiyar and Syah (2023) and Mumford et al. (2019). ICT tools like Canva and video editing software enable experimentation with presentation formats, fostering creativity (Fitria, 2022; Ghernaout, 2018). This integration allows students to push the boundaries of traditional learning methods, particularly in EFL settings where language barriers are minimized through innovative digital tools.

In conclusion, integrating PjBL and ICT creates an effective learning environment that helps EFL students nurture the 4Cs skills. This model promotes a holistic learning experience by involving students in real-world projects that require both individual and collaborative effort. Each of the 4Cs reinforces the others. For example, when students work together on group projects, they naturally improve their communication skills, both orally and in writing, because they must clearly articulate their ideas to peers and instructors. This collaborative process also improves critical thinking as students analyze problems and devise innovative solutions, frequently relying on one another's feedback to enhance their strategies.

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Furthermore, ICT tools not only facilitate communication and collaboration but also provide a platform for creative expression. They are encouraged to experiment with new ideas by using multimedia presentations, video projects, and digital storytelling, which push the boundaries of traditional classroom learning. This combined impact is especially effective in EFL settings, where language barriers may hinder communication and collaboration. By combining PjBL and ICT, these barriers are reduced, giving them a variety of opportunities to practice and improve their language skills while also developing critical 21st-century competencies.

Challenges of Project-Based Learning with ICT in Nurturing 4Cs Skills

Implementing Project-Based Learning with Information and Communication Technology to enhance students' critical thinking, communication, collaboration, and creativity presents significant challenges. These challenges can be categorized into four main aspects: time management, technological issues, physical and psychological factors, and teacher training and scaffolding, which are the findings of the second research question.

Time Management

Time management emerges as a significant challenge in PjBL with ICT. The approach requires extensive planning, execution, and administration compared to traditional methods (Lapina & Prakasha, 2022). Teachers struggle to balance project design, ICT integration, student guidance, and assessment (Santoso et al., 2021; Milian, 2023). Integrating time management skills into the learning process and using digital project management tools can mitigate these challenges (Santucci et al., 2020). Effective time management is crucial, as limited time can compromise critical thinking, communication, and creativity by leading to rushed projects and diminished opportunities for in-depth analysis.

Technological Challenges

Technological issues, such as unstable internet connections and varying levels of digital literacy, pose substantial obstacles in PjBL with ICT. Intermittent connectivity disrupts collaboration and resource access, leading to frustration and delays (Zilka et al., 2021). Disparities in digital literacy hinder effective engagement and collaboration (Surur et al., 2023). Solutions

include incorporating offline resources, providing digital literacy training, and developing contingency plans for technical issues (Motogna et al., 2020; Fami, et al., 2023; Patil & Karikatti et al., 2022). Technological challenges can divert focus from critical thinking to troubleshooting, affecting overall engagement and creativity.

Physical and Psychological Factors

Physical and psychological factors, including stress and burnout, impact both teachers and students. The rigorous demands of PjBL with ICT contribute to elevated stress levels and exhaustion (Cai et al., 2019; Taylor et al., 2024). Students also face stress from technical issues and time constraints, affecting motivation and academic performance. Addressing these challenges involves implementing stress management initiatives, promoting self-care, and offering reliable technical support (Demir & Onal, 2021; Taylor et al., 2024; Mergendoller & Thomas, 2017). Stress can reduce cognitive functions and motivation, impacting critical thinking, communication, and creativity.

Insufficient Teacher Training and Scaffolding

Inadequate teacher training and scaffolding hinder the effective use of ICT in PjBL. Many teachers lack confidence and competence in ICT integration, resulting in suboptimal use of technology (Kwon et al., 2019; Voogt et al., 2018). Continuous professional development and mentoring are necessary to address this gap (Koh et al., 2020; Kopcha et al., 2023). Effective teacher training should include technological, pedagogical, and content knowledge (Voogt et al., 2018). Insufficient training can lead to poorly structured projects and limited creative exploration, affecting students' ability to develop 4Cs skills.

In conclusion, Implementing PjBL with ICT to enhance critical thinking, communication, collaboration, and creativity faces several significant challenges. Time management issues arise as teachers struggle to balance their increased workload for designing and managing projects with their other responsibilities, impacting students' engagement and the depth of their work. Technological challenges, such as unreliable internet connections, software compatibility issues, and varying levels of digital literacy, can hinder collaboration, resource access, and creativity. Physical and psychological factors, including stress and burnout among

both teachers and students, further exacerbate these issues, negatively affecting motivation and well-being. Additionally, insufficient teacher training and scaffolding limit the effective use of ICT, leading to underutilization of technology and inadequate support for diverse student needs. Addressing these challenges requires better time management strategies, enhanced technical support, stress management initiatives, and comprehensive professional development for teachers to integrate ICT and support student learning in PjBL environments effectively.

Conclusion and Implication

This study explored the potential benefits and challenges of integrating project-based learning with information and communication technology in nurturing students' 4C skills in EFL classrooms. The findings highlighted several advantages, including enhanced verbal and written communication, improved collaboration, effective problem-solving strategies, and the generation and presentation of innovative ideas. However, challenges such as time management issues, technical constraints, physical and psychological burdens, and insufficient teacher training were also noted. This pedagogical model promotes active learning, problem-solving, cooperation, and creativity through real-life projects supported by technology, aligning with the evolving needs of students in EFL contexts.

The research has broader implications beyond EFL classrooms, suggesting that integrating PjBL with ICT could foster essential 21st-century skills in various educational settings. Educators and policymakers should consider adopting this approach better to prepare students for contemporary workforce and societal challenges. Successful implementation requires addressing the identified obstacles through effective teacher training, resource allocation, and support mechanisms. While the study provides valuable insights, its qualitative nature and limited sample size restrict the generalizability of the findings. Future research should include quantitative assessments of skill improvement and evaluate the long-term impact of PjBL with ICT on students' 4Cs skills and language proficiency. Educators and policymakers must ensure proper teacher training, allocate necessary resources, and establish robust support systems to optimize benefits and address challenges.

8) Boosting Young EFL Learners' English Vocabulary Acquisition by Utilizing Puppet Pictures as Storytelling Media

of significance being below 0.005 ($0.000 < 0.005$). Table 4 shows notable improvements in the vocabulary acquisition of young EFL learners at Ariya Metta Elementary School. These improvements occur before and after utilizing puppet photos as a storytelling medium to teach English vocabulary to first-grade pupils.

Discussions

The fundamental purpose of this study is to elucidate the enhancement of students' vocabulary acquisition through puppet photos as a medium for storytelling among primary school pupils at Ariya Metta Elementary School. The researcher developed research questions to investigate the enhancement of students' vocabulary acquisition through puppet photos as a medium for storytelling. The research issue concerns whether there are significant differences or enhancements in the vocabulary acquisition scores of young EFL learners when puppet photos are employed as storytelling media in vocabulary instruction. This study utilized statistical quantitative data from a single group, specifically the pre-test and post-test classes, as the instrument for data collection. In contrast, the data was analyzed using the IBM SPSS Statistics 29 edition. The data collected from a sample group included pre-test and post-test scores, measured before and after treatment utilizing puppet photos as a form of media.

Regarding the initial research question results, this preliminary study showed that puppet pictures as a medium for storytelling in the instruction of vocabulary to young learners of English as a foreign language can greatly enhance students' vocabulary acquisition. The improvement of student's vocabulary acquisition is critical due to learners must view language as a practical tool for communication which is not only treat language learning as merely memorizing a set of vocal symbols, grammar rules, or a dictionary of words. Instead, they must view language as a practical tool for communication (Viera, 2017). For this reason, they should be able to identify which expressions will be most effective in conveying their message, and, equally important, they must learn which words or phrases are appropriate to use depending on the social or cultural context. This outcome is contrary to that of Pateşan et al. (2019) who found most of non-native English speakers struggle with communication, even if they have not fully grasped grammar. However,

a notable effect on various teaching and learning processes, encompassing cognitive rehearsal, performance, and enhancing communication and expression skills (Kröger & Nuppenon, 2019). Luthfiana (2021), in her study, provided evidence that puppet pictures enable young learners to acquire new vocabulary. The acquisition is achieved through the combination of teachers' storytelling and the visual representation of words, which enhances students' comprehension and retention of English vocabulary. In general, the results suggest that students derive pleasure from and facilitate their vocabulary acquisition processes by comprehending and memorizing word meanings and effectively using English words in actual interactions with teachers and peers.

Conclusion and Implication

The present study examines the vocabulary acquisition proficiency of first-grade pupils at Ariya Metta Elementary School before and after being instructed to utilize puppet photos as a medium for storytelling. Several conclusions may be drawn from this study. The student's pre-test yielded an average score of 56.79, indicating a low performance. Following the implementation of therapy using puppet photos as a medium for storytelling to teach vocabulary, the average post-test score significantly improved to 88.57. The average post-test score surpassed the pre-test score conducted before the treatment. Secondly, the student's vocabulary acquisition abilities are significant before and after being taught using puppet pictures as storytelling media. Based on the results of paired sample T-test statistics analysis, the null hypothesis that there was no significant difference before and after being taught by using puppet pictures as the storytelling media to teach vocabulary was rejected can be reflected in the significance score in paired sample T-test calculation was 0.00 which is lower than 0.005. Based on the findings, the study can conclude that the class before and after being treated and taught with the puppet picture storytelling media gets significantly different scores in vocabulary acquisition because puppet pictures storytelling media is more enjoyable and helpful for them. Puppet picture storytelling media is more efficient in giving students real experience acquiring vocabulary and practicing the English words they are learning in classroom communication. Eventually, puppet picture storytelling media significantly influences the students' ability to acquire vocabulary. Therefore, employing this alternative kind of media for teaching vocabulary is highly suggested, particularly for first-grade children at Ariya Metta Elementary School. This study is limited in scope since it

9) Reading Comprehension and Test-Taking Strategies of Different Achievement Levels

and translating were used throughout the test. F1 employed reducing and guessing to discern the main idea while translating aided in decoding vocabulary. Determining the main ideas facilitated an overall review of the second passage, contributing to F1's success in comprehending and responding to the test questions.

In contrast, F2 employed only two strategies, resulting in a single correct answer out of ten questions. Despite this limited success, F2's strategies of finding word or sentence similarity and recognizing keywords were applied across various question types, ranging from main idea to unstated detail.

M1 employed eight distinct strategies during the test, yielding four correct answers. Strategies like reviewing the entire text and preemptively addressing questions were coupled with translating and identifying connected words. These approaches addressed inquiries about transitions and vocabulary, contributing to M1's partial success in navigating the comprehension questions.

Similarly, M2 employed five distinct strategies, achieving three correct answers. The strategies ranged from finding correlations to employing guesswork, enabling M2 to address inquiries related to main ideas and vocabulary. Despite facing challenges, M2's strategic approach contributed to their partial success in navigating the comprehension questions.

Discussions

The study reveals distinct reading and test-taking strategies among high and low-achieving students, with notable gender differences. High-achieving female students (F1) demonstrated a broad application of metacognitive and FIVES strategies, employing four out of five FIVES strategies and various metacognitive techniques such as planning, monitoring, and evaluating. In contrast, high-achieving male students (M1) used a more limited range of strategies but were still effective in their application. Low-achieving students exhibited a narrower range of strategies, with significant gender-based differences. Low-achieving females (F2) utilized fewer strategies and had lower test performance than their male counterparts (M2), who, despite using more strategies, still faced challenges with effectiveness.

These findings align with existing research on reading and test-taking strategies. Nurhayati and Nehe (2016), emphasized the importance of selecting strategies based on

use comprehensively. Additionally, exploring the impact of specific strategies on reading comprehension and test performance could provide deeper insights into their effectiveness, while investigating the reasons behind achievement gaps and individual differences in strategy use would be valuable for developing targeted instructional interventions.

Conclusion and Implications

This research analyzed students' strategies in reading activities and their performance in answering reading comprehension tests. The findings indicate that students generally employed a limited variety of reading strategies. Despite 23 Meta cognitive strategies available, only eleven were utilized by the subjects, suggesting a lack of exposure or understanding of these strategies. Similarly, among the five FIVES strategies, four were commonly used by all students, with the absence of the "fact" strategy indicating potential gaps in background knowledge. There was also a noticeable disparity between male and female students in strategy application, where female students employed more strategies than male students.

Additionally, the study identified several new strategies not included in the Metacognitive reading strategy list, such as inductive processing and starting reading with prayer. Students employed various strategies during the reading comprehension test, with uneven utilization observed among individuals. The researcher concludes that factors beyond the mere quantity or type of strategies employed, such as strategy relevance, predictive ability, and topic familiarity, influence students' achievement in reading comprehension tests.

Based on the conclusions drawn, recommendations are proposed for language educators, students, and future researchers. Language educators should ensure students are exposed to various reading strategies, including Metacognitive, FIVES, and others, through explicit instruction and opportunities for practice. Encouraging students to spend more time reading diverse resources can enrich their background knowledge and improve comprehension. Furthermore, educators should promote the development of individualized reading strategies tailored to each student's needs. Students should be trained in various test-taking strategies to enhance their performance in preparing for reading tests. Additionally, future research should explore the relevance of strategies, predictive ability, and topic familiarity further and

question types and text skimming. This argument corresponds with our results, where high achievers applied effective strategies such as skimming and keyword identification. Salehi and Abbaszadeh (2017) and Gilakjani and Sabouri (2016), highlight the role of diverse strategies in enhancing comprehension, reflected in the higher performance of students who used a variety of strategies. Conversely, Assiri and Alodhahi (2018), noted that test-taking strategies can sometimes overshadow deeper text understanding. This statement resonates with our findings that high-achieving students effectively used strategies, occasionally at the expense of deeper comprehension.

The results emphasize the importance of matching strategy use with specific question types to improve reading comprehension and test performance. High-achieving students demonstrated the ability to employ various strategies tailored to different question types, indicating a deeper engagement with the text and an adaptive approach to test-taking. The limited success of low-achieving students suggests that a broader application of strategies, particularly those focused on comprehension and test-taking, could enhance their performance.

Additionally, the study identified new reading strategies among participants, highlighting varied approaches during pre-reading, reading, and post-reading phases. Both high-achieving and low-achieving females used an inductive approach during pre-reading. In contrast, the high-achieving male employed tools like pen and paper, and the low-achieving male started with prayer. These findings underscore the individualized nature of reading strategies.

Further research is necessary to confirm these patterns and evaluate their effectiveness. For instance, while high-achieving and low-achieving females used similar pre-reading strategies, understanding the reasons behind this similarity warrants further exploration. Moreover, investigating the high-achieving male's emphasis on note-taking and vocabulary building could provide insights into its impact on comprehension and test performance. Gaining a deeper understanding of these strategies may lead to more effective reading instruction and targeted support for students of varying achievement levels.

The study's limitations include a small sample size and reliance on self-reported interview data, which may not fully capture students' strategies in diverse contexts. Future research should involve larger sample sizes and observational methods to understand strategy

10) The Use of ICT-Based Interactive Video to Enhance Students' Engagement and Descriptive Writing Skills

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clarity, coherence, and creativity. Although most students showed positive enhancements, some students still needed additional support to maximize the benefits of the video.

This finding highlights the importance of further customization in the use of interactive videos to ensure that all students can achieve optimal results, including those who may require additional assistance. Thus, the interactive video not only serves as a useful tool to increase students' engagement but also as a medium that can enhance their writing quality in learning to write descriptive texts.

Discussion

The findings underscored the important role that ICT-based interactive videos play in boosting students' engagement and supporting their descriptive writing skills. Interactive videos not only captured students' attention but also encouraged them to participate actively in the learning process. This discussion will explore these findings in light of existing literature and analyze the implications for teaching practices.

Students' Engagement with the Use of Interactive Videos

The noticeable change in student engagement following the implementation of ICT-based interactive videos indicates that these tools assist in making learning materials more engaging and accessible to students. Before the introduction of interactive videos, students exhibited low levels of engagement, which was evident through their passive behavior and lack of interest in class discussions. However, after the videos were integrated into the learning process, there was a substantial shift. Students became more involved, participated actively in discussions, and demonstrated greater enthusiasm for the learning materials.

This increase in engagement aligns with the findings of Rachamalla (2021), who emphasized the transformative influence of ICT on traditional teaching methods. According to Rachamalla, ICT has the potential to make teaching more innovative and engaging for students, which is crucial in maintaining their interest and motivation in the learning process. Similarly,

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Kusdinar et al. (2023) found that interactive videos, when designed with students' characteristics and learning objectives in mind, have a high potential to increase students' engagement and motivation. This research further supports the idea that interactive videos can serve as a valuable resource for boosting student participation in the classroom.

Students Descriptive Writing Skills with Interactive Videos

In addition to increasing engagement, the study revealed that ICT-based interactive videos had a positive influence on students' descriptive writing skills. The majority of students demonstrated notable advancements in their writing quality, with a large percentage achieving scores in the "Excellent" category. These students demonstrated a strong ability to produce clear, coherent, and creative descriptive texts, which highlights the contribution of interactive videos to their development in writing.

This finding is consistent with the research of Ahmada and Hilmiah (2021), who provided empirical evidence that the use of video clips as teaching media is effective in improving students' writing skills. Their study showed a significant difference in students' writing ability before and after being taught using video clips. This finding supports the notion that interactive videos can be a powerful tool in improving writing skills, as they provide students with engaging and relevant content that can be directly applied to their writing tasks.

Furthermore, the research by Hidayati et al. (2022) also aligns with these findings, as it suggests that the application of an ICT competency development model can help students enhance the quality of their writing. It further reinforces the idea that the integration of ICT in the classroom, particularly through the use of interactive videos, can contribute to notable advancements in students' writing skills.

Despite the overall positive influence of ICT-based interactive videos, it is important to note that not all students responded equally to this intervention. While the majority showed clear progress, a small number of students remained in the "Good" category, indicating that they still

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require additional support to benefit from the full use of interactive videos, highlighting the need for further customization and differentiation in teaching practices to ensure that all students can achieve optimal results.

The findings also underscore the importance of considering individual student needs when integrating ICT tools into the curriculum. As noted by Kusdinar et al. (2023), the design of interactive videos should take into account the diverse characteristics and learning objectives of students. This approach can help optimize the use of this tool and ensure that it caters to the diverse needs of all learners.

The positive outcomes observed in this study have important implications for teaching practices, particularly in the context of writing instruction. The use of ICT-based interactive videos can be a valuable addition to traditional teaching methods, providing a more engaging and interactive learning experience for students. However, to fully realize the potential of these tools, educators must be mindful of the need for ongoing evaluation and adaptation.

Teachers should consider incorporating interactive videos into their lesson plans as a way to boost student engagement and support writing skills. Additionally, they should be prepared to provide additional support to students who may struggle to benefit from these tools, ensuring that all learners have the opportunity to succeed. By adopting a flexible and student-centered approach to teaching, educators can create a more inclusive and supportive learning environment.

In conclusion, ICT-based interactive videos have demonstrated their value in fostering students' engagement and supporting the development of descriptive writing skills. The findings of this study are supported by existing literature, which highlights the potential of interactive videos to transform traditional teaching methods and provide students with a more engaging and relevant learning experience. However, the success of these tools depends on their thoughtful integration into the curriculum and the ongoing support provided to students. As educators explore new ways to integrate technology into their teaching practices, it is important to stay attentive to the needs of all learners and to enhance instructional methods continually.

11) Digital Literacy Skills and Foreign Language Anxiety of Gen Z in Malang: How Does It Correlate?

However, an opposing result appears in the correlation between DLS and FLA among Malang's 25-to-29-year-old Gen Z. The value of Sig. (2-tailed) is 0.004, which is smaller than 0.005, demonstrating the correlation. Furthermore, the Pearson correlation score of -0.486 suggests that the connection is negative, meaning that the higher their DLS, the lower their FLA. However, this correlation is statistically insignificant because the Pearson Correlation value is less than 0.5 (see Table 9).

Table 9. The Correlation between DLS and FLA of 25-to-29-year-old Gen Z in Malang

		Digital Literacy Skills Level (25-29 yo)	Foreign Language Anxiety Level (25-29 yo)
Digital Literacy Skills Level (25-29 yo)	Pearson Correlation	1	-0.486**
	Sig. (2-tailed)		0.004
	N	34	34
Foreign Language Anxiety Level (25-29 yo)	Pearson Correlation	-0.486**	1
	Sig. (2-tailed)	0.004	
	N	34	34

** Correlation is significant at the 0.01 level (2-tailed)

The data obtained demonstrates that the Pearson Correlation measurement between DLS and FLA shows a correlation (Sig. 2-tailed=0.004, <0.05) only on Gen Z aged 25 to 29 years old. However, the calculation presents an insignificant negative correlation. These Pearson Correlation results suggest that even though Gen Z in Malang has sufficient DLS, they still experience the FLA. The results are slightly different from what Yustika & Iswati (2020) elaborated that the limited skills of DLS affect the learning outcomes of the students and raise the feeling of anxiety. Considering the results of data calculations to determine the correlation between DLS and FLA experienced by Gen Z in Malang, the proposed hypothesis's results are presented below. The null hypothesis (H0) is rejected since the alternative hypothesis is accepted even only for the correlation between DLS and FLA of Gen Z aged 25 to 29 years old. The results above prove a weak correlation between DLS and FLA of Gen Z in Malang.

Based on the findings presented above, Gen Z in Malang agree that they are anxious when they communicate with others using a foreign language, and are afraid of other people's

evaluation of them even if they have adequate skills in terms of operating, interacting, and finding information through digital media. Some reasons support the Pearson Correlation results such as contents and platforms accessed, the language used during the involvement in the digital media, and preference method in learning foreign languages. However, further research is needed on this matter to identify the causes or factors that bridge this correlation between DLS and FLA of Gen Z in Malang.

In this case, Gen Z in Malang adheres to the idea that they are digital natives with extensive exposure to digital technology and a high DLS (Pratikto & Kristanty, 2018). Interestingly, the findings of this study are different from Yustika and Iswari (2020), who stated that higher levels of DLS promote learning outcomes and prevent learners from feeling anxious about participating in the learning process. According to Alla et al. (2020), FLA can occur as a result of the widespread utilization of digital technology. It could happen to Gen Z in Malang, as well as their learning characteristics, which include the tendency to multitask when learning, which leads to elevated FLA and depression. Media multitasking, FLA, and depression all have a negative effect on learners' focus (Alruthaya et al., 2021; Ashour, 2020; Li and Fan, 2022).

Hurd and Hauck discovered that FLA can be caused by factors such as distance mode and lack of prompt feedback when learning foreign languages using digital technology, despite learners' high DLS (as cited in Alla et al., 2020). It can also happen to Malang's Generation Z, who, despite having a high level of DLS, require direct assistance from educators in order to receive direct feedback on their foreign language learning. Kock (2004) also found that using digital technology in the learning process could raise cognitive strain, communication uncertainty, and decreased physical arousal, all of which have a negative impact on students' affective domains and potentially lead to FLA.

In this regard, Alruthaya et al. (2021) explains that there are three levels of digital technology used in education methods; low level (digital platform for learning and face-to-face educators), medium level (integrating mobile devices, social, media, and facet-to-face educators), and high level (digital platform and social media associated with mobile devices used in virtual learning environments). However, looking at the results obtained, the appropriate level to be applied in the foreign language learning process for Gen Z in Malang is level 2 - Medium, where Gen Z's digital literacy skills can be utilized optimally while still assisting them directly in the face-

to-face sessions to avoid the negative effects or disadvantages of DLS in the foreign language learning process.

Thus, having an offline class that is integrated into the use of digital technology, direct assistance from the educator, and the main reference used will be beneficial and effective for Gen Z in Malang. Fauzi et al. (2022) and Yang et al. (2022), who integrated foreign language learning with digital platforms that effectively reduce the anxiety level of foreign language learners, can be some of the references for foreign language learning methods.

Conclusion and Implication

The current study aims to determine the DLS and FLA levels of Gen Z in Malang, as well as the relationship between DLS and FLA. The findings reveal that Gen Z in Malang has a high level of DLS, which is consistent with the notion that Gen Z are digital natives. However, Gen Z in Malang continues to face FLA when learning foreign languages. Pearson correlation calculation shows that there is a weak negative correlation between DLS and FLA in Gen Z aged 25 to 29 years. This result implies that higher DLS may lessen learners' FLA over participating in the learning process.

The findings suggest that high DLS may have an indirect correlation with FLA due to a variety of factors, including the widespread use of digital technology, which has the potential to increase feelings of anxiety, Gen Z's learning characteristics, specifically multitasking, which can disrupt a person's focus in the learning process, and Gen Z's desire to receive direct assistance and feedback during the learning process. As a result, their high DLS skills are not optimally utilized for foreign language learning.

This study implies that Gen Z in Malang do not fully take advantage of their high DLS to learn foreign languages, so they still require direct aid from educators. Thus, incorporating DLS into foreign language classes is critical for Gen Z in Malang. Prompt feedback and direct interaction between Gen Z in Malang and their foreign language teachers are also essential. Due to its limitations in analyzing the DLS and FLA levels of Gen Z in Malang, as well as the correlation between DLS and FLA, future researchers are encouraged to investigate the factors mentioned that may cause an indirect correlation between DLS and FLA.

12) Wordwall.net: Developing the 7th Grade Students' Reading Comprehension

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In paired samples, the correlations display the bivariate Pearson correlation coefficient and a two-tailed significance test for each pair of entered variables. The Paired Samples Test provides the findings of the hypothesis test.

Table 6. Paired sample test

	Paired Differences		95% Confidence Interval of the Difference			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Mean	Lower	Upper			
Pair 1: Pre-test - Post-test	-18.929	16.463	3.111	-25.312	-12.545	-6.084	27	.000

Based on the calculation of the t-test in Table 6, the data of this study show significant results; this can be seen from the results of the mean value of 18.929, a standard deviation of 16.463, a mean, standard error of 3.111, a lower interval of 25.312, and upper interval 12.545. The t-test result of 10.726 degrees of freedom 27 and significant (2-tailed) is 0.000 \leq α (0.05). On the other hand, based on the hypothesis explained in table 6. Proves that H_1 is accepted, H_0 is rejected.

Discussions

From the results presented above, the pre-test and post-test scores are the pre-test of 1.775, while the post-test score is 2.305. A mean score of 63.39 was obtained before the exam, while a mean score of 82.32 was obtained after the test. What this indicates is that the variances of the initial test and the final test are not identical to one another. Additionally, based on the statistical calculations presented earlier, there is a substantial gap between the mean value of reading comprehension results obtained using the WordWall.net website and those obtained without using the wordwall.net website.

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Based on the paired sample t-test table, the t obtained was 10.726, and $t_{critical}$ was at the significant level ($p = 0.05$) was 1.703. In contrast, if $t_{obtained} \leq t_{critical}$ at the significant level ($p = 0.05$), then the hypothesis (H_0) is rejected and accepted the alternative hypothesis (H_1), then it is significant (2-tailed) equal to 0.000 with a significant level of $\alpha = 0.05$ (2-tailed). Because the score is $0.000 \leq \alpha$ (0.05), H_1 is accepted, and H_0 is rejected.

The results of this study show that seventh-grade students at SMP Al-Amanah have much-improved reading comprehension when using wordwall.net. These findings complement the mounting corpus of studies supporting the inclusion of digital technologies into the classroom to improve learning results. Comparative research with related subjects has investigated how digital tools affect reading comprehension. For instance, Medina and Hurtado (2017) found that interactive educational websites significantly improve vocabulary acquisition among university students. Similarly, Julita (2024) demonstrated that gamified learning platforms could engage students more effectively, leading to better comprehension and retention of reading material.

Despite previous studies, the present one offers a more concentrated analysis of a particular digital tool, wordwall.net, and its utilization in a real-world classroom environment. While Medina and Hurtado (2017) and Julita (2024) offered proof of the general efficacy of digital tools and gamified platforms, this study offers thorough insights into how wordwall.net especially improves reading comprehension for seventh-grade pupils.

This research is one of the few that specifically examines wordwall.net, a platform known for its interactive and customizable features. By concentrating on a specific technology, the study provides useful information for teachers wishing to include similar digital resources in their courses. The controlled pre-experimental approach the study used increases the validity of the results. The acceptance of the alternative hypothesis (H_1) and the rejection of the null hypothesis (H_0) show the major influence of wordwall.net on reading comprehension, reducing the effect of outside variables.

Furthermore, this study adds to the mounting data showing that junior high school students' reading comprehension can be much improved by digital aids such as Wordwall.net. The study is useful for teachers and researchers seeking to include digital resources in reading teaching by providing a particular analysis of the tool's performance. Future studies should build

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13) Exploring the Relationship between Sociocultural Identity and Lexical Richness: Insight from High School Students' Writing

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Correlational Analysis

Based on the research findings, the next step is to conduct statistical tests to see the relationship between Sociocultural variables and Lexical Richness. In this study, data reduction was carried out to be processed based on the quality of the descriptive text of the research participants. From a total of 78 descriptive texts, 43 texts were taken that fit the required range where the range of text length was above 150 words.

Based on the results of Pearson correlation analysis in the table above, the relationship between Sociocultural variables and Lexical Richness shows a Pearson Correlation (r) value of 0.088. This value indicates that the correlation between the two variables is very weak and positive. Although the relationship is positive, meaning that when the sociocultural score increases or is high, the vocabulary selection score also tends to increase or be high, the effect is very small and almost not practically significant. Therefore, considering the significance value, this provisional conclusion needs to be strengthened.

Furthermore, the Sig. (2-tailed) The relationship between the two variables is 0.575, much greater than the significant threshold of 0.05. If the significance value is more than 0.05 (Sig>0.05), it means that variable X (Sociocultural) and variable Y (vocabulary selection) do not have a statistically significant correlational relationship. Thus, the null hypothesis (H_0) - There is no significant relationship between sociocultural identity and lexical richness in writing - is accepted, and the alternative hypothesis (H_a) - There is a significant relationship between sociocultural identity and lexical richness in writing - is rejected.

Overall, these results suggest no strong evidence to support a significant relationship between sociocultural aspects and lexical richness in this dataset. These two variables do not seem to influence each other or be significantly related. This result is a key point for further interpretation.

Discussions

The Correlation of Sociocultural and Lexical Richness

This study explores the relationship between individual sociocultural identity and lexical richness in writing English descriptive texts. Based on the results of Pearson correlation analysis, the Pearson Correlation value ($r = 0.088$) was obtained, which indicates that the relationship

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between the two variables is very weak and positive. This means that as the sociocultural value increases, the lexical richness value tends to increase, but the effect is so small that it is almost not practically significant. Furthermore, the Sig. (2-tailed) of 0.575, which is well above the significant threshold (0.05), indicates that the relationship between sociocultural identity and lexical richness is not statistically significant. With this result, the null hypothesis (H_0), which states that there is no significant relationship between sociocultural identity and lexical richness, is accepted, while the alternative hypothesis (H_a) is rejected.

This finding has several important implications. First, this result shows that sociocultural factors, such as cultural background, social experience, or individual identity, do not have a significant correlation with the level of vocabulary variety used in writing. This finding is actually in line with Mohammadi and Izadpanah (2019), who state that sociocultural is a demotivative variable towards language learning. While this result does not go to the extreme of stating that sociocultural is negative, the findings of this study found the absence of a significant correlation. Several reasons could lead to these findings, such as their feelings towards English and social factors that do not require much understanding of English. This is in line with Mohammadi and Izadpanah, though for the Iranian context, political factors are also believed to contribute to the negative result.

On the other hand, this study's findings contradict the research conducted by Altugan (2015), Panhwar (2016), and Campos (2022), which found a positive relationship between sociocultural aspects and language learning. In this case, there are assumptions related to why the results of this study contradict previous researchers. Altugan and Panhwar's findings are based on literature studies that have not been practically tested or implemented in the field. While the current research was conducted based on real circumstances, students in Palu. Factors like cultural differences and viewpoints can more concretely show sociocultural roles in English learning.

Unlike the previous reviewers, Campos is an expert who found his conclusions based on field studies. His study, in the form of experimental research using treatment based on Vygotsky's Sociocultural Scaffolding theory, found the effectiveness of treatment on speaking ability. The difference in findings between the current study and Campos is assumed to occur due to several aspects, namely, the research design developed and the perception of sociocultural variables.

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Campos developed an experimental-based research method in which he conducted treatment on the research participants. The second point is the perception in looking at sociocultural variables, where in this study, the sociocultural aspect is used to assess students' conditions and perceptions. Campos, on the other hand, sees sociocultural aspects in terms of the scaffolding theory developed by Vygotsky, where this theory does assist in learning.

Research findings that are in line with or different from these findings can provide insight into the sociocultural function in learning and strengthen a more in-depth analysis.

This indicates that other aspects, such as language competence, learning methods, or level of exposure to English, may have a more significant influence. Other factors, such as the mindset of the surroundings, play some roles. It can be seen from numerous works where sociocultural perspectives are implemented in a more practical way (Sarmiento-Campos et al., 2022; Yee Wan & Tjin Ai, 2023). However, it can create a backfire effect when teachers or educators are unable to diagnose or understand the circumstances of their current sociocultural condition. It is reflected in Mohammadi and Izadpanah's work (2019). Therefore, in the context of language education, this finding suggests that teaching strategies should focus more on vocabulary enrichment through practical exercises and direct exposure to the target language rather than relying solely on students' sociocultural identity. In another word, sociocultural condition better be treated an alternative alarm to identify what developments and treatment should be made.

The contradiction between this finding and the literature-based studies builds an assumption on how the sociocultural aspect has not made an impact when some prerequisite conditions have not been established, such as proficient linguistic ability and exposure level.

Of course, further research is needed to identify other factors that are essential in increasing lexical richness, such as motivation, learning intensity, or access to English materials.

Thus, this study concludes that while sociocultural identity may impact lexical richness, the impact is very small and not statistically significant. Therefore, practical and experiential approaches are more relevant in improving students' lexical richness in the context of English language learning. It is important for teachers to identify what kind of vocabulary the students need or can enhance their creativity with. As can be seen from the research, students still face challenges to develop and express their ideas, despite the relatively close topic. In future development, of course, those with better exposure or supportive social conditions could give a bigger proportion to the sociocultural aspects in enhancing their learning process.

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14) Challenges and Support Strategies for Grade 11 Afrikaans First Additional Language Learners

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Modelling

All groups stated that the teacher modelled tasks to demonstrate the new concept to the learner to enable the learners to grasp the topic. A comment from Group 1: "When it comes to speeches or the topics that we have to go through she will explain what each topic means and she will give you an example of what you can do with it."

Peer collaboration

Participants from all groups explained that classmates were given opportunities to collaborate on tasks, discuss concepts, assess one another, and seek clarification on topics they found unclear. A comment from Group 3: "I try to like go to my friends get them to tell me what I didn't understand, and we'll actually help each other so that's what I do if I don't understand something, I go to my friends, ask them can you guys help me, I don't understand this and this and this." A Group 2 participant clarified that when they were working on process writing a more knowledgeable classmate would monitor and rectify mistakes in their written work: "And then another person according to you checks as well, to edit your work."

Learner participants from Group 3 mentioned that after tasks were assigned, the teacher would mark the activities in sequence and provide feedback. "Yes, there were corrections that was done, yes. Based on the paper we received." These learner participants felt that the strategies employed by the teacher to address their learning challenges aided their understanding.

Discussions

Many additional language learners lack the confidence to communicate with teachers or participate in class due to a fear of making mistakes, often stemming from their limited vocabulary. The additional language often serves as a barrier to learning, with anxiety further exacerbating learners' underperformance and disinterest in the subject. High levels of language anxiety significantly impair learners' ability to produce and comprehend the target language. Research by Hu et al. (2024) demonstrates a negative correlation between additional language anxiety and academic achievement. According to Krashen's Affective Filter Hypothesis (1982), negative emotional states act as barriers, blocking comprehensible input and hindering learning.

Teacher participants identified limited vocabulary as a key factor contributing to learners' poor performance, restricting their understanding of texts and questions. This limitation also

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affected learners' ability to express themselves accurately in speech and writing, often leading to incorrect responses and word usage. Afrikaans teachers also faced challenges such as the dominance of English in classrooms and the psychological and emotional factors affecting learners. Anxiety, low self-esteem, and a lack of motivation frequently reduced learners' engagement with Afrikaans, compounded by their reluctance to read outside of class. To address these challenges, teachers often switched between English and Afrikaans to ensure learners grasped the material, subsequently focusing on building Afrikaans vocabulary. Maluleke (2019) highlights code-switching as a valuable strategy for improving learners' comprehension and engagement.

Teachers also employed strategies to identify and address specific learning difficulties, fostering an inclusive learning environment. Code-switching emerged as a vital approach, enabling teachers to translate and clarify material in a familiar language, particularly in Afrikaans as a First Additional Language classrooms. Learners found this method helpful in simplifying challenging concepts and increasing their engagement. Similarly, modelling was widely used to make abstract ideas more accessible through clear demonstrations of tasks and concepts. Ilyseni and Lundberg (2022) emphasise that modelling is particularly effective for language learners, offering practical examples and boosting their confidence in completing assignments.

Peer collaboration further enhanced learning by encouraging learners to engage with one another, discuss topics, and review each other's work. Learners valued this approach, noting that it provided helpful feedback and fostered a cooperative classroom environment. Vygotsky (1978) supports collaborative learning, arguing that shared efforts often yield better results than individual work. Together with regular teacher feedback, these strategies addressed learners' challenges and created opportunities for active engagement and improved outcomes. Pardede (2024) agrees and states that in addition to developing skills and knowledge, collaboration also has positive psychological effects. Thoughts and emotions are closely connected, and when learners work with their peers, they engage directly with the learning process. This direct experience enables them to better understand and appreciate each other's growth in mastering language skills.

The cognitive and linguistic demands of learning an additional language are substantial. Teachers must ensure that linguistic accommodations are made to allow learners full access to

15) Language Teachers' Strategies for Enhancing Vocabulary Mastery: A Retrospective Study Using Blooket

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and learners can maximize the potential of Blooket as a gamified educational tool, ultimately contributing to more effective vocabulary instruction and acquisition.

Discussions

According to the findings of this study, language teachers use various techniques, especially the Blooket platform, depending on the skill level of students and language teachers to assist students in learning. Language teachers prepare lessons by collecting learning indicators to assess students' progress in vocabulary mastery. Although they do not always do so, language teachers generally prepare their learning indicators before implementing lesson plans in the classroom. In addition, many teaching materials used by teachers come from language books, such as student books and teacher handbooks. Some teachers also use other sources as teaching tools, including Blookets, foreign language books, the internet, and other media such as songs, posters, and dictionaries.

The findings of this research show that repeated practice, reading lots of books, memorizing, and using the Blooket platform are effective ways to improve vocabulary mastery. This aligns with previous research, which highlights the importance of gamification in vocabulary learning. A Calvo-Ferrer (2017) study found that educational games can increase students' learning motivation and vocabulary acquisition through more interesting interactions. Similarly, a study by Rajabov (2024) emphasized that a multimodal approach to vocabulary teaching, including the use of digital tools and gamification, can improve student retention and engagement.

In addition, this study found that language teachers can help students who struggle with vocabulary by utilizing the Blooket platform. The strategies implemented include monitoring student progress and encouraging self-reflection to better understand vocabulary. This finding is consistent with a study by Ningsih and Zuhriyah (2024), which highlights that digital learning environments allow students to practice vocabulary in meaningful contexts, making learning more relevant and applicable. In addition, a study by Wang and Reynolds (2024) emphasized that vocabulary size is highly correlated with academic success and cognitive development, so the use of technology in vocabulary teaching can have a positive impact on student learning outcomes.

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Compared to previous studies, this study offers a different perspective by shifting the focus from student learning outcomes to instructional strategies implemented by teachers. While previous studies have explored the effectiveness of applications such as Duolingo and song-based methods in improving students' vocabulary acquisition (Prabawati, 2021), this study highlights how teachers design, evaluate, and adjust gamification techniques over time to optimize students' vocabulary acquisition. These findings also support research by Okyar (2021), which revealed that effective vocabulary learning strategies include the use of repetition, translation, and dictionaries as aids. Thus, this study enriches the literature on vocabulary teaching by providing new insights into how language teachers use gamification to improve vocabulary learning. In addition, this study confirms that the effectiveness of vocabulary teaching strategies depends not only on the methods used but also on the support of students' learning strategies, such as reading, watching, listening to foreign language media, and using interactive platforms such as Blooker. By understanding and implementing these strategies, teachers can be more effective in helping students improve their vocabulary mastery, as supported by theories on technology-based learning and gamification in language teaching (Bayaksud & Razali, 2024).

Conclusion and Implication

This study aimed to analyze the instructional strategies used by language teachers to enhance students' vocabulary proficiency, focusing on lesson planning, assessment techniques, and classroom implementation. The findings revealed that language teachers employ a variety of instructional strategies, including gamification through Blooker, repeated practice, memorization, and extensive reading. Teachers also highlighted that integrating interactive and contextualized learning experiences significantly improves students' vocabulary retention. Regarding lesson planning, teachers prepare learning indicators, select instructional materials from books and online resources, and design engaging vocabulary exercises. Assessment techniques such as quizzes, collaborative activities, and self-reflection tasks help track students' progress. Classroom implementation varies based on students' needs, incorporating Blooker's gamified learning approach to foster engagement and motivation. These findings align with prior studies emphasizing the importance of technology-enhanced and gamified learning in vocabulary acquisition.

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16) Reimagining Blended Learning Post-COVID-19: Insights from EFL Students' Narratives

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The findings are analyzed and synthesized based on the research questions and the emerging themes along with relevant literature and studies related to them.

Technical Issues in Implementing Blended Learning

Most participants reported various mental and emotional challenges due to internet access issues and limited ICT knowledge among students and lecturers in both online and Blended Learning (BL). These issues are likely very common and classical as they also happen in many other countries (Li, et al., 2023; Zainuddin & Keumala, 2018) including both developed and developing countries such as Ireland (Cullinan, et al., 2021), the USA (Gonzales, et al., 2018), and Vietnam (Le, et al., 2021). In Indonesia, numerous studies also highlight unstable internet connections as a persistent barrier to both online and offline learning (Prasctio, et al., 2021; UNICEF, 2020; UNICEF, 2021; World Economic Forum, 2021; GSM Association, 2020). In relation to English language teaching, this technical problem has also been a main obstacle (Adnan & Anwar, 2020; Famularsih, 2020; Nartiningrum & Nugroho, 2020; Agung, et al., 2020; Pasaribu & Dewi, 2021). Effective BL classes require urgent solutions to internet problems, as ICT tools, online resources, and stable connectivity are essential for student satisfaction and learning outcomes (Kintu, et al., 2017). Governments and universities must provide technical support and ensure reliable internet access for lecturers and students (Le, et al., 2021).

Lecturers also need to be aware of such issues and try to find ways to anticipate them when planning their lessons in class. However, when the issues of internet infrastructure have been resolved, another technical challenge to tackle is that both lecturers and students need to have sufficient knowledge of all related technological tools they are to use in BL classes. As emphasized by the participants, many Indonesian EFL lecturers and students are not familiar with various ICT learning tools and need to get some training. This resonates with other studies revealing similar findings in the context of Indonesia and other countries: lecturers' and students' lack of understanding of using online resources and learning applications (Atmojo & Nugroho, 2020; Pasaribu & Dewi, 2021; Aljuaid, 2021; Rahim & Chandran, 2021; Sarwari et al., 2021).

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All the technical issues discussed above should be a serious concern and must be a top priority for all education stakeholders, particularly policymakers in government and university leaders. Providing adequate infrastructure and training for lecturers and students to adapt to new learning modes is obviously their main responsibility. Students and lecturers may have been used to online learning, but the learning habits during the pandemic along with ongoing ICT innovations required them to learn and get familiar with new emerging online learning resources and tools, which must be different from what they knew before (Fuller, 2021). In addition, it is important for lecturers to keep on learning to find out ways and strategies when dealing with any kind of issues hindering their teaching in BL classes. They also need to help the institutions by giving some orientation to their students about the use of many online learning tools so that they can be familiar with them.

Class Disruptions and How to Tackle Them

All participants, reflecting on their learning experiences during the pandemic, revealed that disruptions were the main obstacles in class during the pandemic, a trend likely to persist due to extensive internet exposure. This aligns with Oraif and Elyas (2021), who found Arabic EFL students faced similar challenges, including family distractions and online activities, as did Caldwell's (2018) study on Japanese EFL learners. Such distractions reduce student engagement and participation, a concern echoed in numerous studies identifying key factors behind this issue. Many previous studies have also presented consistent findings in regard to the lack of student engagement, identifying several factors contributing to this situation (Dhawan, 2020; El-Sayad et al., 2021; Flammia et al., 2016; Green, 2016; Han & Yi, 2021; Murphy, 2020; Nartiningrum & Nugroho, 2020; Pasaribu & Dewi, 2021; Plaisance, 2018; Sun, 2014). The participants recognize student engagement in online classes as a serious concern, given the diversity of attitudes toward online learning. They believed that positive attitudes do not guarantee consistent participation, as individuals' competencies and confidence levels also play a crucial role.

In light of the recent disruptions discussed earlier, online learning definitely poses significant challenges, especially for lecturers, who must employ more innovative instructional approaches and possess adequate ICT proficiency to ensure active student engagement in their

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given lessons. (Mercer & Dörnyei, 2020; Oraif & Elyas, 2021; Pradana & Syarifuddin, 2021; Prasetyanto et al., 2022). This implies that the BL approach combining both face-to-face and online activities should be creatively designed by anticipating these challenges and providing interactive lessons to increase the degree level of student active participation. Renandya and Jacobs (2021) suggest that in contemporary language teaching, the main focus is on ensuring active and comprehensive student involvement in both online and offline classes, despite the prevalent disruptions and distractions encountered in the digital age. In this regard, meaningful and purposeful tasks serve as the fundamental factors that determine the extent of this type of engagement (Mercer & Dörnyei, 2020). This means that Meaningful tasks are key to engagement, requiring interactive activities that promote authentic language use based on students' interests and needs (Ellis, 2019). Ellis, et al. (2019, p. 162) address that

"If an activity is meaningful for learners, they will be more willing to become involved in each performance in terms of voluntarily devoting their personal talents, time and energy into completing it."

From this literature, it can be concluded that distractions in the digital era are becoming a big issue and challenge for teachers now and in the future. The abundance of disruptive content, games, and social media on the internet can divert students' attention from learning. To address this, teachers should create creative, innovative, and attractive Blended Learning activities to ensure high student engagement in spite of the online distractions they can get attracted to.

Essential Factors for Ideal Implementations of Blended Learning

Drawing on the findings, it can be implied that the success of BL implementation involves ideal class characteristics. To achieve this, lecturers must consider various aspects that impact the education process. The focus should be on learning objectives when combining online and physical meetings, rather than adhering to specific proportions of interactions. The key is to design a well-planned combination to reach the desired learning outcomes (Gayatri, et al., 2023). To improve autonomous learning as one of the goals of language education discussed earlier in this article, the BL approach also needs to be optimized by considering the appropriate and purposeful combination of online and offline modes (Wang & Zhang, 2022). Other

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researchers also emphasize the importance of adaptations to new online language learning environments and ICT developments for promoting autonomous learning (Benson, 2007; Lai and Gu, 2011; Lewis, 2013; Rienties, et al., 2017; Shadiev & Yang, 2020; Zhang & Wu, 2009). Achieving these goals requires institutional and teacher support. Leaders must also provide adequate ICT resources, while lecturers should apply research-based instructional strategies to enhance engagement and learning quality (Marzano et al., 2001).

The participants' narratives indicate the crucial role of effective lecturers in implementing the engaging BL approach. They emphasized some essential qualities that lecturers need to have such as adaptability, receptiveness to change, attentiveness to students' needs, and passion for the profession. These qualities enable lecturers to improve their teaching skills, deliver well-prepared lessons, foster meaningful interactions, promote student engagement, and support their growth in line with learning objectives. These findings correspond to the literature review by Renandya and Jacobs (2021), which outlines nine qualities of an effective language teacher in the current era. These qualities, as identified in the existing literature, encompass the characteristics mentioned by the participants. These types of lecturers and teachers are the ones who can create and apply meaningful and purposeful tasks that will contribute to student engagement, motivation, and independent and autonomous learning (Mercer & Dörnyei, 2020). Hence, a successful BL lesson entirely depends on meaningful classes that can only be realized by teachers and lecturers who have some relevant distinct qualities. This is finally in line with the principal goals of the BL approach which includes increasing learners' motivation, engagement, autonomy, and active involvement in class activities, leading to their sense of responsibility and independence in learning (Deniz, 2024).

Future Directions

Building on the findings of this study, future research should explore the long-term impact of Blended Learning on student engagement, motivation, and learning outcomes. Further investigations could focus on developing best practices for integrating digital tools effectively while addressing infrastructure and accessibility challenges. Additionally, research should examine how lecturers' pedagogical strategies evolve over time and the role of continuous professional development in optimizing BL implementation. Comparative studies across

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different educational institutions and cultural contexts would also provide valuable insights into the scalability and adaptability of BL in diverse learning environments. Finally, future research should consider incorporating AI-driven personalization to enhance adaptive learning experiences and improve student support in BL settings. However, when conducting further research, it is important to acknowledge the limitations of the current study, which may influence the scope of future investigations. Firstly, due to the relatively small number of participants, the findings may not be universally applicable to all EFL learning contexts in both Indonesia and other countries. Additionally, the nature of a Narrative Inquiry study, which explores human subjectivity, can lead to varying interpretations when analyzing the collected data.

Conclusion and Implication

The narratives of the participants are expected to shed light on significant issues concerning the implementation of Blended Learning (BL) in Indonesia. For the participants, these problems were mainly caused by the lack of both students' and lecturers' understanding of the approach, their multiple interpretations of it, and unequal distribution of infrastructure although they were already familiar with online learning for their experience during the pandemic time. Having encountered these challenges, the participants expressed a desire for BL lessons that need to be applied with meaningful conditions and purposeful compositions to enhance their learning processes and achieve their goals of learning. To effectively apply such classes, the participants highlighted key characteristics of an effective class and lecturer, which echo other recent studies and scholars' notions. They perceived that an ideal BL class requires adequate learning facilities and infrastructure, as well as careful and serious planning to provide meaningful activities, which can only be done by lecturers who have a sense of adaptability, flexibility, sensitivity, and passion. It is hoped that the study offers valuable insights for educators, teacher educators, lecturers, and researchers in English Language Teaching (ELT) in order to be able to identify and decide appropriate teaching methods and approaches for their current and future BL classes, particularly in the rapidly changing world where AI is becoming pervasively utilized in education.

17) Investigating Intercultural Competence in EFL Teaching: Teacher Perception and Action Used to Promote Intercultural Competence

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Discussions

Teachers' Perceptions of Intercultural Competence: Positive and Necessary with some challenges to implement

Intercultural competence, according to the participants is the capacity to interact with others from different cultural backgrounds in a suitable and successful manner. In addition, all of them noted the intercultural competence not only about the capacity to communicate with people from different countries, but also related to other things like social groups such as gender, age, social status, etc. According to Byram et al. (2002), the intercultural notions can be related to various themes such as gender, age, region, religion, race, etc.

Furthermore, they together confirmed that integrating intercultural competence into teaching practice has several obstacles. Because of some challenges, all teachers submit complaints to other parties such as schools, the Ministry of Education, or even curriculum makers. As the duration of teaching English has been reduced nowadays, therefore promoting intercultural competence is limited. In addition, all teachers agreed that it is difficult to integrate intercultural competence because the available English materials and textbooks provide a small portion on cultural topics. Teachers need extra time to find and develop cultural materials on their own.

Internet-based Intercultural Contact as a Regular Action in Promoting Intercultural Competence

The second research question considered the extent to which teachers integrate intercultural competence into their classroom practices and which actions are most frequently used in the EFL teaching. However, a few actions suggested by some scholars were not recognized at all, such as doing reflective tasks (Trede et al., 2013), applying portfolio and discussion, and reflective writing (Byram et al., 2002). These activities demand students with advanced language skills and probably prominence teachers' workload.

The finding reveals that most frequent actions that are applied in the classroom are integrating technology to illustrate cultural topics, such as videos, PowerPoint, and the internet. It was confirmed by the result of the interview and open-ended questions that most teachers integrated intercultural competence in EFL teaching by using technology or technology

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applications. To integrate intercultural competence for example, to illustrate the intercultural attitude dimension teachers used videos or films from YouTube, followed by asking the students about their opinions before they opened a discussion related to the topic. Some studies by Gonen and Saglam (2012), Fungchomcoei and Kardkarnklai (2016), Bagui and Adder (2020) found that most of the activities that teachers in the classroom guide were managed using technologies or media.

Moreover, besides giving knowledge through watching films or videos directly to the students, the teachers also required students to learn about other cultures and share the information they have in English class. For example, some participants ask students to find out information about their dream country to travel to or to study in the future for. Meanwhile, other participant asks students to learn about ethics in inviting other people to certain events from overseas communities on the Internet. Then, as further activities, students presented the information they obtained and compared it to their culture through small discussions. Tomalin and Stempleski (1993, in Young Lee, 2012) emphasized that class discussion, research, and role play accommodate students' comparisons and reflections on English culture from various countries and their own culture.

Conclusions and Implications

Teachers' perceptions of the integration of intercultural competence in EFL classroom are viewed positively by all participants. They recognize that the intercultural approach is an important skill that students must possess in learning the target language, especially English as their target language. The interviewed participants stated that intercultural competence helps students in some aspects, such as reducing misunderstanding and misinterpretation when communicating with people from diverse cultural backgrounds. In addition, they also believed the integration of intercultural competence in EFL classroom can foster students' interest in learning foreign languages and their culture.

Moreover, in integrating intercultural competence into EFL teaching, all participants noted have a possible strategy to achieve learning goals. Some actions include small group instructions, cooperative groups, language and media, collaborative dialogue, discussion, and presentation. Based on that, the teachers significantly benefit for students' understanding of the

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18) Cultivating Digital Learning Culture: Perspectives of Pre-Service English Teachers at a Private Islamic University in Yogyakarta

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including making classrooms run smoothly, encouraging students to participate and succeed, getting parents to be happy and supportive, and getting coworkers and superiors to be happy and cooperative. Based on this opinion, the value of digital learning can depend on the relationships between teachers and students, whether they prefer digital learning or not.

Challenges faced by English Pre-service Teachers in developing a digital learning culture.

Four findings on this research are revealed in dealing with the challenges faced by pre service English teachers in developing a digital learning culture. First, there are difficulties in controlling learning activities in implementing digital learning. Second, there is fear of the position of digitization that could replace teachers. Third, English pre-service teachers face a burden when implementing digital learning. Finally, there is a belief in underestimating the value of digital learning.

Difficulties in controlling learning activities in the implementation of digital learning.

In this finding, the difficulties the participant faces will be discussed. Participant 1 stated, "It is hard to focus on digital learning in the classroom because sometimes, as students, we are distracted to open other applications that have nothing to do with learning." Additionally, Participant 6 stated, "Maybe there will be difficulties in controlling students if I use digital learning in English learning activities if I become a teacher in the future because if they (the students) are left alone, they will lose focus on the material and instead open other applications on their cellphones."

Meanwhile, Khairiah et al. (2022) have a different point of view from the EFL teachers. The study said teachers also have difficulty teaching, have problems managing their students, and face impediments to adapting to digital learning. These difficulties between students and teachers cannot be separated because they should give a spirit to each other in learning activities if they want to implement the value of digital learning. Moreover, the same difficulty is that teachers' ability to exercise control over online instruction is limited (Le et al., 2022; Y. Wang et al., 2023). This is because the application is utilized and does not have a discussion forum menu. Despite the menu's existence, many students do not use it effectively. These problems between students and teachers cannot be separated because they should give spirit to each other in learning activities if they want to implement the value of digital learning.

Fear of the position of digitization that could replace teachers.

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Some English pre-service teachers are considering that their position can be replaced with digital learning media and sources. Participant 1 stated that "this kind of fear arises because English education or materials can be accessed anywhere, so most of my friends, as pre-service teachers, underestimate the use of digital technology in the classroom. They are afraid that the use of digital media will become more popular and shift the position of the teacher." Based on this perception, the application of digital learning can be hampered by this kind of fear. When English pre-service teachers are concerned about this, digital learning culture cannot be fully developed. Thus, it has become one of the challenges of pre-service English teachers.

Many studies revealed that automation and augmentation are the two main applications of artificial intelligence in the workplace (Le et al., 2022; Leyer & Schneider, 2021; Tschang & Almirall, 2021). Augmentation is when humans work closely with machines to complete a task, as opposed to automation, which suggests that machines take over a human task. Technology was thought to help students, for example, by giving them direct feedback. This idea was acknowledged in several posts, but doubts were raised about technology's actual ability to mentor pupils. Though technological scaffolding by itself was deemed insufficient, the professionals acknowledged the potential of technology to guide and assist pupils (Dcpaepe et al., 2022). However, pre-service English teachers must still be wise in implying digital learning to assist their learning activities to avoid dependency on digitalization.

The burden faced by English pre-service teachers in implementing digital learning.

Applying digital learning tools might be a burden for some students. Participant 2 said, "Because there are many online assignments, we would like to delay doing them. Even though the value or essence of digital learning itself should be helpful." Also, Participant 3 stated, "Most of the time, when I first transitioned from offline learning to online learning, I could not manage my time. Because everything is online, there are no direct reminders from lecturers or other student friends, so I think you must be able to manage your time." Based on these statements, digital learning is not always flexible enough for all pupils and sometimes makes it hard to do their homework.

Students who struggle with self-control often do not give themselves enough time to do homework, which leads to late or poor assignments (Rawashdeh, 2021). The study by Heo et

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al.(2021) indicates that time management is essential for students in online learning settings. Digital learning can become burdensome if students lack self-efficacy in managing their time.

Belief in underestimating the value of digital learning.

When a lousy belief appears in digital learning, those beliefs can be a challenge to develop the value of a digital learning culture. Participant 5 states, "People who believe or think that many people use digital learning only for using it, so the value or credibility of the task is often underestimated. Digital learning cannot just be used, but must also follow the applicable education curriculum." Participant 6 also stated, "Sometimes people believe that digital learning can only be applied to people who are already qualified and in a conducive environment. So, the spread of the benefits of digital learning culture is uneven." Statement from Participant 4 is as follows, "So I personally believe that digital learning still cannot replace direct interaction with friends or teachers in class."

All statements from the participants above are similar to the research by Dong et al. (2020). The study mentioned that Chinese parents tended to favor traditional learning in early childhood educational settings and held unfavorable opinions about the advantages and values of online education. This results from their lack of preparation and training for online learning. Thus, the study became a reminder of how crucial digital training is for English pre-service teachers. They should also consider if their students possess the appropriate age and proficiency level to engage as consumers of digital learning when pre-service English instructors assume their future roles. If English pre-service teachers have prioritized these two points, negative beliefs towards digital learning will be avoided.

Conclusion

This research examined the cultivation of a digital learning culture among pre-service English teachers at a private Islamic institution in Yogyakarta. Employing a qualitative descriptive approach highlighted six primary practices essential for this cultivation: adhering to academic ethics, staying updated with digital tools, promoting digital literacy, applying student-centered learning methods, participating in relevant training programs, and fostering collaboration among peers and educators.

19) Pleasure Reading, Better Understanding: A Young EFL Learner's Journey in Digital Extensive Reading

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guide, particularly in digital contexts and with young EFL learners. The focus should be shifted to creating an interactive and engaging reading experience that supports young EFL learner's enjoyment and comprehension rather than strictly following principles viewed as a set of rules. The digital environment in DER contexts allowed the young EFL learner in this study to maximize enjoyment and comprehension by providing a wider range of digital reading materials with diverse topics that suited the learner's language proficiency while also equipping them with better autonomy and personalized learning experiences.

Discussions

The findings of the current study demonstrated a successful implementation of DER by revealing that eight of the 10 principles of ER were effectively integrated into the young EFL learner's DER experiences, which resulted in the young EFL learner's enhanced reading for pleasure and reading comprehension. Throughout the data collection and analysis, the top 10 ER principles by Day and Bamford (2002) worked as a framework for exploring the young EFL learner's experiences within the DER context. Pure ER, which utilized all 10 principles of ER (Day, 2015), could not precisely be implemented in the young EFL learner's DER activities as they led more to disruption than support to better pleasure and comprehension in reading. It should be noted regardless that not implementing all principles of ER did not change the nature of ER at all since these principles should be seen as a guide rather than a strict rule (Macalister, 2015; Ng et al., 2019; Renandya et al., 2021; Waring & Mclean, 2015). Moreover, the success of an ER practice does not necessarily depend on how many principles are followed but rather on how the principles implemented can suit the young EFL learner's language learning context, which in the present study was DER, in order to obtain the best result. Thus, applying all ER principles, which in this case is the implementation of pure ER, does not always ensure the success of an ER practice (Renandya et al., 2021), particularly in delving into a DER experience. This finding is also in line with the broader study of ER implementation, which recommends more flexibility and adaptation to more successful outcomes across diverse learning contexts (Waring & Mclean, 2015).

During the initial DER sessions, it became evident that strictly applying all 10 ER principles uniformly was not always appropriate for the present study's young EFL learner within

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the digital environment. For instance, the principle of “learners read individually and silently” was difficult to apply as the learner struggled with reading independently in EFL and interacted with the platforms used to read. As highlighted previously, it was important to adapt to the ER principle, which served flexibility in maximizing the benefit aimed (Waring & Husna, 2019; Waring & Mclean, 2015), specifically with the young EFL learner engaged in DER. To address this obstacle, the teacher holds an essential role in order to lure positive impacts better. Putra could show improvement regarding his vocabulary knowledge as well as his comprehension after being guided by the teacher and putting the teacher as the role model of a reader. As Wagner (2020) suggests, it is crucial to nurture young learners’ reading identities in ER implementation through the help of the teacher, which is reflected within the DER context. This was in line with the theory of young learner’s language development by Vygotsky (1978), where help from a proficient adult plays a huge role in supporting a young learner’s language learning journey before the learner eventually does it independently. The findings also further agreed on how a young learner is fast in acquiring other skills during the EFL reading as the learner is at an optimal age to learn a foreign language (Calyati & Madya, 2019; Kusmaryati, 2020).

The positive impact that DER served was not only in terms of skills improvement but also the showcase of enjoyment towards the practice. Advancing from the usual ER practices, making use of digital platforms to help Putra choose any reading materials and read them supported him to be more engaged with the reading materials. Besides serving them with different kinds of genres and levels of reading materials, the images served as well as how the learner interacted with the digital tool lured the learner’s reading interest more. As mentioned in a study by Bala (2022), reading with digital tools such as websites helps assist young learners’ interactions with the text better. Digital tools offer a great resource that provides interactive features to enhance young learners’ engagement with reading (Harimurri et al., 2021; Istiqlal et al., 2021; Janah et al., 2022; Pihartono et al., 2021). Moreover, an enjoyable reading experience is important in fostering reading comprehension (Krashen, 2004). In this study, reading was no longer done merely for its own reward, as reflected in one of Day and Bamford’s (2002) ER principles, but could be followed by various follow-up activities, which in this study was diary-making. By making a diary, the learner was given a chance to comprehend what he read better and express it in a platform where he could rely on his lively, imaginative, and enthusiastic traits

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(Brewster et al., 2007; Harmer, 2007; Mutiah et al., 2020; Piaget & Inhelder, 1969; Pirihi, 2019). Both his feelings and understandings were reflected in two different forms of responses which are aesthetic and efferent responses (Hayik, 2015; Rosenblatt, 1982). Putra’s diary entries provided valuable insights into his attitudes towards the stories, reflected in his aesthetic responses, and his understanding of the facts and concepts introduced in the stories, reflected in his efferent responses.

The results of this study are consistent with the findings of previous related studies (Birketveit et al., 2018; Endris, 2018; Promluan & Sukying, 2021; Song, 2020; Yulia, 2018). The implementation of DER brought positive impacts on the reading activity of a young EFL learner. Yet, the process of fusing ER was different from one study to another. These differences emerged due to different language proficiency as well as language learning contexts of the learners studied. Thus, it led to different modifications in terms of applying suitable ER principles that best suited the context. To illustrate, a study by Birketveit et al. (2018) only implemented three principles of ER and focused on the young learners’ attitudes toward the practice. The improvement in reading comprehension skills regardless emerged unintentionally. On the other hand, a study by Endris (2018) focused on the young learners’ improvement of reading comprehension skills but the positive attitudes towards it also emerged unexpectedly throughout the study. These successful positive impacts were also shown in a study by Song (2020) which did not mention any use of ER principles and a study by Promluan & Sukying (2021) that implemented all ER principles. Regardless of the number of ER principles implemented that reflected better pleasure reading and reading comprehension for young learners, numerous issues of implementation to consider in conducting ER could be further solved in digital contexts, particularly through DER (Janah et al., 2022; Renandya et al., 2021).

Noticing how the previous related studies were conducted on many young learners and compared the results from one learner to another, the present study appears to contribute to presenting the in-depth process of implementing DER to one young learner and how each established principle of ER could be integrated into the digital context. This study did not only present the positive impacts but also the negative ones that might be hindered in previous studies. Thus, the employment of established ER principles by Day and Bamford (2002) should be modified to further generate the best principles to use that suit the language learning context

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strategies. Private conversations with disruptive students to listen, support, and resolve issues can also greatly improve behavior.

3.2.5. Theme Five: Ensuring a Safe and Comfortable Learning Environment

The purpose of this theme was to know about the strategies used by the pre-service teacher to maintain a safe and comfortable learning environment. Participant A highlighted that pre-service teacher struggled to manage classroom issues and create a friendly environment due to limited experience, often prioritizing content over students' emotional needs. Female teachers tended to handle these challenges better due to their caring nature. Participant B stated that the pre-service teachers provided a safe and comfortable learning environment. They were generally kind and gentle with the students, as these young learners were in basic school and needed a nurturing approach. Participant C thought that most of them did.

In many cases, the teacher invited them to sing the school motto, draw a related funny picture on the board, or even make a joke to boost them up. Respondent D stated that they generally could not do so because the learning environment in public school is uncomfortable, and the pre-service teachers can not improve it due to lack of experience and potential. For instance, they mostly shouted to control their classrooms and sometimes in students' pupils. Participant E believed that to maintain a safe environment, the pre-service teachers dealing with students with aggressive behaviors or bullying potential should receive support and work with parents while developing a sense of community to promote appropriate behavior.

3.2.6. Theme Six: Consistency in Applying Rules and Penalties

The current theme was developed to explore the nature of the rules and penalties used by pre-service teachers in terms of consistency and impartiality. Participant A highlighted that I could not generalize this to all pre-service teachers, but I noticed that many female teachers were stricter. This may be related to their caring nature and experiences at home, where they often had to manage their siblings. Because of this, they were more likely to set clear rules for their students. These rules were necessary, and students knew they had to follow them. If they did not, they would face penalties. I did not notice any prejudice from the male or female teachers; they applied the rules fairly and consistently to all students. Participant B believed that the pre-service teachers did not impose strict penalties. Overall, they were fair and supportive to everyone. Students more engaged and eager to participate often had more attention, but this was typical and understandable in any classroom setting. Participant C clarified that there were times when a pre-service teacher preferred to give a chance to boys more than girls or, on another occasion, would talk to the first line in the classroom; of course, they were notified, but I do not think that would be enough and more have to be done to prevent that. Participant D replied that they did not successfully impose such penalties or punishments equally. Whether they could not observe all the misbehavior or prioritized explaining the lesson over applying the rules, they could not impose penalties regularly. Finally, participant E elaborated that the pre-service teachers I observed generally applied the rules and imposed penalties regularly without prejudice.

3.3. Discussion

This research provides a valuable understanding of the pre-service teachers' challenges, problems, techniques, and strategies for managing teaching classrooms during school practice. Using a 5-point Likert scale checklist ranging from "completely Unsatisfactory" (1) to "Completely Satisfactory" (5). As shown in Table 1, the data analysis results show no statistically significant differences between genders in any measured variables. Both male and female pre-service teachers face challenges and problems, and their techniques and strategies are similar. This result aligns with other studies Masood et al. (2022) conducted, which concluded no difference between male and female teachers in classroom management.

The behavior problems and challenges beginning or pre-service teachers face vary in frequency and intensity. As illustrated in Table 2, the data analysis from the participant diary and the checklist is satisfactory, but the pre-service teachers encounter various problems. The obtained finding is

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management. One of the interviewees replied that "the pre-service teachers' poor time management and mismatched content difficulty left students confused, disengaged, and with incomplete tasks." The results are supported by Harun and Samat (2021), who revealed that pre-service teachers face many difficulties in their teaching experience, and poor time management results are a core challenge.

Moreover, pre-service teachers face behavior problems, and this current research intends to know the nature and causes behind them. One of the teachers who observed the pre-service during school practice mentioned that "most student misbehavior stems from family life and societal influences. Ogbu and Simons (2022) stated, "Discipline problems experienced in school may originate in the family or in society at large; some of them are caused by school policies, teachers and other school personnel. Likewise, it aimed to reveal whether the pre-service teachers allocate time to address the target behavior to prevent them. A participant highlighted that "with some exceptions, they are not good in dealing with misbehaviors because they are mostly concerned with delivering the content, they have planned for in their course plans.

All teachers should provide a safe school environment or movement to deliver good lessons and content. In this study, the researchers tried to find whether the pre-service teachers granted it. The obtained results from the interview responses showed that the pre-service teachers attempted to establish it. One of the participants replied, "Overall, the pre-service teachers provided a safe and comfortable learning environment". Mansfield et al. (2020) recommended that training pre-service teachers could increase their confidence in dealing with sensitive issues and maintain a helpful learning environment. Furthermore, the research tried to reveal the participants' opinions about the pre-service teachers' consistency in applying the rules and punishments, as some of the participants claimed that the pre-serve teachers generally apply the rules and impose penalties regularly without prejudice.

4. Conclusion

The research reveals that pre-service teachers face various challenges, including classroom management, behavior issues, class size, time management, and intrinsic motivation. They lack creativity in developing strategies and do not encourage self-regulation. The study suggests that teacher education programs should incorporate a broader range of engagement techniques to equip pre-service instructors better and guide them how to manage their teaching classes more effectively. Moreover, disruptive behavior intervention is unsatisfactory, and rewards and punishment are not effective in the context of this study. Perhaps more importantly, the lack of time management skills among the EFL pre-service teachers is a major challenge, which negatively affects their performance and achievement of learning outcomes. Therefore, providing instructional trainings can certainly promote the pre-service teachers' abilities and skills for effectively managing their instructional classrooms, and specifically boosting their confidence and experience in dealing with sensitive issues and maintaining helpful relationships with students.

4.1 Implications

These study results and findings can have implications for university course designers, professors, administrators, and researchers. First, university programs and curricula need to reflect the teaching processes in schools. Second, university professors should integrate more real-life examples and cases into the course content they deliver. Third, the duration of school practicum could be extended by adding extra weeks. Finally, the findings of this study can guide researchers in the field of teacher education to have more focus on specific issues, and conduct studies in diverse contexts with various participants.

4.2 Limitations and Recommendations for Future Studies

It is important to note that this study was conducted at a public university in the KRI and focused on the content of the teachers' curriculum, specific pre-service teacher skills, and the application of these methods in the classroom. Additionally, the number of participants was limited to twelve pre-service teachers due to their intensive official practicum workload and the diary-writing requirements for the study. In order to better generalize the findings, therefore, this study recommends taking more universities and participants for future studies. This study also recommends using observation as a

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consistent with the conclusions drawn by Serliana, Utami and Kamil (2021). They concluded that the pre-service teacher faces minor and major problems.

On the other hand, the findings revealed that classroom management problems bother students and teachers during teaching practice in the schools since the data analysis is satisfactory. Likewise, the teacher's classroom management policy did not contribute to their challenges, as the data indicated a statistically neutral result. This score is in line with results of Pakpahan (2023). The research highlighted that pre-service teacher fail to establish effective classroom management rules and policies. Furthermore, the data obtained from the checklist revealed that the pre-service teacher's management strategies and behavior did not negatively impact classroom problems, as the mean scores for both statements were rated as unsatisfactory.

As illustrated in Table 2, the data discovered that the class size did not affect the pre-service teachers during school practice because they scored unsatisfactory on the Likert scale. Additionally, the data analysis revealed that time management was not problematic for pre-service teachers, as it was rated as neutral. Furthermore, the current research showed that pre-service teachers are intrinsically motivated to change and improve themselves. The results align with Kencana et al. (2025), who stated that the pre-service teacher must be encouraged to have a sense of motivation for change among the students.

Regarding the techniques and strategies implemented by the pre-service teachers, the data revealed that they were not creative in developing classroom management strategies and did not encourage self-regulating strategies to manage student behavior, as the analyzed data scored neutral. As Goktepe (2020) highlighted, contextual limitations, hierarchical structures, and mentors' lack of support caused the pre-service teachers' negative feelings to grow steadily, hindering the formation of their teacher identity. These results imply that pre-service instructors could fail to promote self-regulating mechanisms to control students' behavior and might not always be innovative in developing classroom management strategies. Pre-service instructors need to be better equipped to engage students in class activities if teacher education programs are improved to incorporate a broader range of engagement techniques. Concerning this, Bambang and Khampliat (2022) concluded that professional development programs can positively impact pre-service teachers by helping them develop strategies and engage learners. These findings reveal that they lack these professional development aspects.

Another statement in this checklist section addresses the nature of the strategies and techniques, specifically whether they engage learners in class activities. It scored neutral. The obtained data from the checklist revealed that the pre-service teachers' responses to the statement "I use a disruptive or unsatisfactory. Likewise, the participants did not use a non-assertive or hostile response style to deal with the behavior problems, as the data scored unsatisfactory.

The data analysis from the checklist given from the diaries revealed that the participants did consider the diversity of students because they scored unsatisfactory. It can be interpreted that the pre-service teachers neglected one of the vital aspects of classroom management. Dewdney (2020) stated that students' learning might be negatively impacted if the classroom lacks diversity.

The rewards and punishment are the two strategies and techniques teachers employ as positive reinforcement in dealing with classroom on-task and off-task behaviors. This item scored neutral from data analysis. Firda et al. (2021) mentioned that punishment and rewards are essential factors in encouraging students to study in school. Likewise, the values of care and respect are vital in classroom management. The analyzed data from the participants' diaries revealed that they consider them, but it is not adequate since the scored data is neutral.

The analysis of interview data discovered that pre-service teachers' strategies to deal with disruptive behaviors were ineffective. This means that the lack of effective strategies and techniques was a recurring theme with several observers expressing concerns about pre-service teachers handling disruptions. One of the interviewees highlighted that "pre-service teachers' lack of experience and organizational skills are the primary factors that encourage disruptive behavior." The findings were confirmed by Chitoyo et al. (2020), who concluded that classroom management lacked consistency, as evidenced by the various approaches to dealing with each behavior.

Presumably, time management is one of the difficulties preservice teachers face in classroom management routines. The results showed that the pre-service teachers did not have good time

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Drawing on the interview result, the students agree that the implementation of religious moderation values in students' EFL writing provides positive impacts such as enriching students vocabulary, engaging students' discussion, fostering students' critical thinking, and promoting tolerance and harmony through real-life examples.

3.3. Discussion

The initial result of this research indicates that the implementation of religious moderation values in students' EFL writing has become a major field of research. By internalizing religious moderation values into the teaching writing, the lecturer can produce a learning environment that is more significant and impactful. The religious moderation principles appear during the implementation such as *Musawah or Equality*, *U'idal or local wisdom*, *Tathawwur wa Ibtikar* or dynamism and innovation, *Shura* or consultation or deliberation, and *Tawasuth* or middle path. The following is the example of incorporation religious moderation principles taken from observation and interview result. "It is divided equally based on students' competency without considering their social background". "Yes, the leader divided roles among team members based on our strengths, such as research, writing, and editing". "It is fair, and all students have the same chance to work in teams" (*Musawah or Equality*). "The topic is about the local custom of Lampung society (*U'idal or Local wisdom*). "The members of the team support and embrace innovative ideas to produce an outline". "We searched online articles, books about Lampung culture, interviewed local elders, and referred to school materials". "We compared several sources and chose the ones that were most accurate, detailed, and easy to understand." (*Tathawwur wa Ibtikar/Dynamism and Innovation*). "The team has consulted and selected each other then they made a decision to promote original single document". "There were several times I gave my ideas for the topic. We were discussing, sometimes I took it by looking at the reality around me, or experiences from other people". (*Shura/Consultation/Deliberation*). "Thus, it should be checked carefully by using the writing's rubric that emphasizes the middle path, not the careless rubric". "We have chosen to use sources that are reliable and written by those who know the Lampung Culture best". (*Tawasuth/Middle Path*).

The implementation of religious moderation values, in learning writing using collaborative writing technique offers a novel way to promote tolerance. In this technique, students collaborate to produce written pieces that promote candid discussion and introspection on diverse viewpoints. For instance, the students have to share their ideas to the team to brainstorm the topic of a comparison essay about Lampung culture. Therefore, the member of the team usually finds problems about different ideas. Luckily, the implementation of this value emphasize moves to encourage tolerance, peaceful collaboration, and empathy during the writing process. Collaborative writing technique also develops students' writing abilities while fostering their capacity to respectfully discuss delicate subjects. Students can learn and practice these principles through collaborative writing, which guarantees that they will play a crucial role in their moral and intellectual growth.

Numerous studies have shown that incorporating religious moderation ideals into students' writing in English as a foreign language has significant positive effects on fostering tolerance, respect for variety, and critical thinking. For instance, Nirwana and Darmadali (2021) explain that improve students' awareness and practice of religious moderation by including religious moderation into English language training, particularly through cross-cultural understanding classes. Likewise, Sukraini et al. (2021) emphasize that incorporating communication exercises into English language instruction to instill ideals of religious moderation and promote tolerance and respect for diversity among students. In keeping with the national motto of Indonesia, "unity in diversity," incorporating the concepts of religious moderation into English language instruction. This outcome is consistent with previous research by Nur Hamidah et al. (2022) that classifying the application of religious moderation values in university students' eyes as national assurance, tolerance, peace, and accommodation of local culture could support avoid radicalization and encourage tolerance between students.

More significantly, including religious moderation principles into EFL writing fosters tolerance, respect for opposing viewpoints, and critical thinking. By using religious moderation in their EFL writing, the lecturer encouraged students to express their thoughts while considering different cultural and religious viewpoints. This approach reduces extremist or unbearable tendencies by encouraging a more balanced viewpoint. Furthermore, in addition to encouraging improved writing skills, these methods contribute to the development of a generation of students who are better equipped to navigate

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the diversity of the world in a fair and inclusive way. Students contribute to the development of a more tranquil and harmonious society once they apply these principles outside of the classroom to their communities and careers.

The second result of the research demonstrates that the implementation of religious moderation values in students' EFL writing has a complex impact, supporting social and intellectual advancement. Firstly, implementing religious moderation values in education helps students become socially conscious individuals who can facilitate constructive discourse. Students who absorb these values are less likely to engage in extremism and more likely to encourage harmony and togetherness within their communities, which can have a knock-on effect on larger societal concerns. It is proven by the result of the interview that there are numerous tribes among the students, "No, I am not from the Lampung tribe." "Yes, I am part of the Lampung tribe." Secondly, it promotes students' ability to participate with different viewpoints, encouraging their writing to reflect tolerance. For instance, "Yes, sometimes there were incompatible ideas, especially when deciding which cultural aspects were most important to include." "Yes, some of the friends in group discussion have their own way expressing on what is writing an essay. Therefore, we discuss it again". In addition, EFL writing classes help to promote intercultural understanding by allowing students to articulate diverse points of view. Due to the requirement that students examine and respectfully and thoughtfully explain complex social and religious topics; this approach not only fosters critical thinking skills but also enhances language ability. Thus, the students can enrich their vocabularies about local culture.

Numerous studies have indicated, research on the implementation of religious moderation values in students' EFL writing indicates complex impact in promoting vocabulary enrichment, critical thinking, respect for tolerance, discussion encouragement and harmony. As an illustration, Fitri et al. (2022) insert the values of religious moderation on Indonesian EFL class, it was discovered that teachers emphasized tolerance and understanding in reflective essays and interviews, using these values to expand students' vocabulary and enhance their English writing abilities. Likewise, Anis & Zamroji (2023) say that Islamic Religious Education must incorporate religious moderation principles in order to develop pupils into inclusive, moderate people with a well-rounded religious viewpoint. It fosters a nonviolent classroom atmosphere. The results align with earlier research conducted by Sabri et al. (2022), the integration of religious moderation in EFL classrooms can be effectively achieved through group discussions. Group discussion was used in one research to help students develop tolerance and respect for one another while studying Islamic ethics, or *Akhlak Akhlaq*.

The implementation of religious moderation values in students' EFL writing demonstrates a nuanced and multidimensional impact. Research has repeatedly shown that adding values like harmony, tolerance, and respect to EFL writing not only expands vocabulary but also encourages critical thinking and deeper understanding of cultural nuances. The implementation of religious moderation in writing exercises supports a more comprehensive educational experience, in line with earlier research that highlighted the contribution of human values to improving moral and intellectual development. According to new research as well as previous research, incorporating religious moderation values and collaborative writing not only improves language proficiency but also fosters a tolerant, balanced perspective. Therefore, the data indicate that implementing religious moderation into EFL writing greatly enhances the development of inclusive, peaceful social attitudes as well as language proficiency.

4. Conclusion

Considering the discussion above, it becomes evident that implementing religious moderation values in students' EFL writing offers a special chance to promote linguistic proficiency and sociocultural awareness. Implementing these values encourages students to promote the respect for diversity, tolerance, and critical thinking. Students can express their opinions while discussing about Lampung local wisdom. By fostering a more balanced perspective, this strategy assists students' tolerance. Moreover, beyond fostering greater writing abilities, these techniques help produce a generation of students more capable of navigating the world's diversity in a balanced and inclusive manner.

In addition, religious moderation values effect EFL writers in two ways. For instance, students' ability to think critically and be sensitive to cultural differences is improved, which makes it easier for them to function in cross-cultural and international settings. Second, students are more likely to

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3) Measuring up: Rasch analysis of English reading comprehension test for informal education learners

(3.3%) and 3 other questions (10%) that are classified as very easy. The existence of these too easy questions does not provide any benefit in differentiating the level of ability between participants, because they tend to be answered correctly by almost all students.

From the analysis, it can also be seen that the distribution of questions in terms of difficulty level is quite ideal because it is dominated by questions with a moderate level of difficulty, while questions that are classified as very difficult and very easy are only a few in number. This is important to ensure that the test instrument can be used effectively to measure students' abilities at various levels of ability. However, the existence of questions that are very easy or very difficult should be reviewed, because these types of questions are likely not to provide sufficient information in the evaluation process.

In addition, based on the overall quality analysis of the questions, 86.7% of the questions were classified as good and only 13.3% were poor. Questions that were included in the poor category generally came from groups of questions that were too easy or too difficult. Therefore, to improve the quality of the test instrument, these questions need to be improved or replaced so that the overall test has better discriminatory ability. The arrangement of the question sequence is also an important concern. It is better to arrange the questions starting from the easiest, then to the medium level, and ending with the difficult ones. This sequence can help participants work on the questions more comfortably and increase their motivation in completing the test. In conclusion, although in general this test instrument is quite good in terms of the distribution of difficulty levels, revisions are still needed on extreme questions so that the test results are more valid and representative in measuring students' abilities as a whole.

3.5. Discussion

The results of this study indicated that the English reading comprehension test instrument used in the context of informal learning had statistical conformity to the Rasch model, although it still shows weaknesses in terms of reliability. The item reliability value of 0.52 and participant reliability of 0.39 are low, indicating that the instrument has not been able to measure participants' abilities consistently. This is in line with the findings of Winarti and Mu'arak (2020), and is supported by recent research from Priyanti and Sugiharto (2024) which emphasizes that low reliability can be caused by limited number of participants or items that do not match the participants' ability level.

In terms of item fit, 27 out of 30 items (90%) were in the fit category based on the MNSQ Infit and Infit t values, meaning that most of the items functioned as they should in measuring participants' abilities according to the Rasch model's expectations. However, there were three items that showed perfect score from all participants. Although this seems ideal, it is problematic in the Rasch context because it does not provide the response variation needed to differentiate participants' ability levels (Aryadoust et al., 2021). Similar findings were also expressed by Noroozi and Karami (2024) and Morea et al. (2024), who suggested that such items be revised to provide more meaningful information.

The person fit analysis also supports these findings. As many as 86.7% of participants showed a pattern of answers that matched the Rasch model, while the other 13.3% were in the misfit category, most of whom also obtained a perfect score. This is consistent with the view of Rizbudiani et al. (2021), which state that a perfect score can reduce the accuracy of participants ability estimates. Christensen and Ammentorp (2024) even emphasized that Rasch analysis is very effective in detecting anomalies like this, especially in formative and diagnostic assessments that require high precision.

Based on the difficulty level of the questions, most (67%) were in the moderate category, which means they are in accordance with the general abilities of the participants. This is ideal for learners in informal contexts who tend to have diverse backgrounds and ability levels (Johnson & Majewska, 2022). However, there are also questions that are too easy (10%) and very difficult (3.3%). Questions with extreme levels like this need to be reviewed because they can disrupt the balance of distribution and the overall effectiveness of the instrument (Anggia & Habók, 2023; Nguyen, 2022). Questions that are too easy are unable to distinguish participants' abilities, while questions that are too difficult can cause cognitive and psychological stress (Stenner, 2023).

These findings emphasized the importance of improving the quality of the instrument through item revisions, increasing the number of participants, and compiling more even levels of question difficulty. As suggested by Subagja, Rubini, and Kurniasih (2023), increasing the number of items and respondents can improve the reliability and discrimination of the instrument. Further research can also

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consider the use of more complex Rasch models, such as the Many-Facet Rasch Model (Polat, 2022; Tokar & Seidel, 2023), to capture broader variability in the dynamic context of informal learning.

In addition, the Rasch model remains a powerful tool despite its low reliability. Research by Dunn (2024) and Prabowo and Rahmadian (2023) showed that Rasch analysis is able to provide an in-depth evaluation of item function, individual response patterns, and potential measurement bias. This is especially relevant in informal education that requires assessment instruments that are adaptive and responsive to the needs of diverse learners (Chong & Reinders, 2022; Tkáčová et al., 2022).

Thus, although this instrument has generally shown good conformity with the Rasch model, improvements are still needed on items that are too easy or too difficult, as well as increasing reliability by increasing the number of participants and items. This is important so that the instrument can produce more accurate, fair, and representative measurements of students' literacy skills in the context of informal learning. The application of Rasch analysis in this study has been shown to provide a significant contribution to the scientific and systematic evaluation of the instrument.

4. Conclusion

The English reading comprehension test instrument for students in informal educational institutions has a fairly good level of suitability to the Rasch mathematical model, with 90% of the items included in the fit category. However, the low reliability values for both items and participants indicate that the instrument's ability to measure and differentiate students' abilities still needs to be improved. In addition, the existence of items that are too easy or too difficult, as well as participants with perfect scores, are indicators that revisions to several items need to be made in order to improve the measuring power and fairness of the instrument.

The implications of these findings point to the need for more systematic and sustainable instrument development in the context of informal education. Teachers and managers of educational institutions need to be more careful in designing questions with a balanced level of difficulty and relevant to the abilities of students. The application of the Rasch model has proven effective in diagnosing item quality in depth, so that it can be used as a tool to improve the validity and reliability of the instrument. In practice, the development of questions must be accompanied by an increase in the number of participants and a variety of reading texts that are appropriate to the context of students' lives. Thus, assessment in informal learning is not only an evaluation tool, but also a learning instrument that encourages deep understanding and the development of sustainable literacy competencies.

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Declarations

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Ethics declaration	: This study adhered to ethical standards for research involving human participants. Informed consent was obtained from all participants prior to their involvement in the study. Institutional approval was also secured from the relevant academic body.
Additional information	: No additional information is applicable to this study.

Rachmaswati & Wibiyantoro (Measuring up: Rasch analysis of English reading comprehension test)

4) Shaping the future of translation careers: Student interest and the need for curriculum reform in the AI era

These respondents also highlight an urgent need to integrate MT into translation sessions within the classroom. Currently, most translation activities follow a traditional approach, primarily focusing on text analysis, transfer, and restructuring. In this conventional procedure, students begin their translating by analyzing the source text to understand its core message. They then transfer this message by identifying equivalent expressions and restructuring the text according to the target language's grammatical rules and contextual nuances.

As technology has provided the instrument to help translators do their job, this study's respondents recommend using machine translation in classroom sessions. It can be in the form of a Computer-Assisted Translation (CAT) tool or even automatic translation. They know that professional translators have used MT to do the job. Keeping students away from MT in the classroom activity means keeping them in distance from the real world of the translation industry.

A different argument emerges from the respondents who disagree with the statement in the question. These disagreeing respondents foreshadow the future threat of machine translation for humans. One of the respondents claims: "The quality of Google Translate improves significantly from time to time. It used to produce bad translations, but now it has performed impressively in translating text. In many cases, human interference to revise or edit the translation is unnecessary. Google Translate is more than enough for the readers who only want to know the message." Another respondent quoted a machine translation vendor who claimed that their product could achieve 90% translation accuracy, suggesting that the remaining 10% improvement is merely a matter of time.

With these considerations, they do not choose translation as one of their career options in the future. They believe that the number of job opportunities in the translation field in the future will decrease significantly because clients can already account for machine translation. They do not want to take the risk.

Despite different views on translation careers, respondents generally agree on the value of integrating MT into classroom translation sessions. They see the potential use of machine translation as a CAT tool and a form of automatic translation. By familiarizing them with these tools, the classroom could better prepare them for the realities of the translation industry, where proficiency with technology is increasingly essential.

3.2. Discussion

The data analyzed in this study shows that 79.5% of respondents are familiar with MT and often use it for translation assignments. This finding is in line with recent studies and surveys. Hellmich and Vinal (2023) claim that MT tools are commonly used by students learning foreign languages, with around 70% reporting frequent use of services like Google Translate. Bindels and Plumackers (2022) report in their study conducted with first-, second-, and third-year translation undergraduate students in the Netherlands that 65% of their respondents use MT in their tasks. In France, Looek and Léchugaquette (2021) conducted a survey of 89 students enrolled in a translation course at the University of Lille and found that 83% of them used online MT tools for their homework assignments.

Almost a similar phenomenon is seen in Spain. A survey conducted by Pastor (2021) to the students of the Translation Program of the University de València identified that 72% of her respondents reported resorting to MT as a problem-solving tool when faced with text fragments containing especially difficult sentences or complex syntactic structures. It is also reported that 100% of her respondents believe that MT can help them to translate under certain conditions. In Turkey, Çakır and Babyan (2021) reported in their study to English Language and Literature students at a state university in Turkey that 87% of their respondents use MT (53% every day and 34 % sometimes). Another review by Lee (2023) highlights that MT has become an integral part of foreign language education, with usage rates increasing post-pandemic due to greater reliance on digital resources in remote learning environments. Students prefer using MT for its accessibility and immediate feedback, particularly for writing, translating complex texts, and facilitating understanding in a second language.

These findings confirm the widespread use and integration of MT tools among students, with many relying on them for their translation tasks. The respondents in this study also recognized the advantages of MT, such as speed, efficiency, and reduced monotony—which have sparked their interest in translation as a career. Many students highlighted that MT's ability to enhance translation

accuracy and productivity has positively impacted their view of the profession, suggesting that the convenience offered by MT tools is contributing to the career interest.

Research that explored whether the convenience and advantages of MT encourage students to pursue careers in translation indicates mixed impacts, as MT introduces both benefits and challenges in the field. In his study to 35 second-year students of Taras Shevchenko National University, Ukraine, Bakhtov et al. (2024) found that using AI-assisted tools in translation education can significantly improve students' academic performance and translation quality. This enhancement in their skills increases their confidence and interest in pursuing a career in translation.

Other studies explore the positive response to the issue. Tian et al. (2023), in their study of 108 grade 2021 students selected from three Chinese universities, highlighted that future work self-elaboration positively relates to students' exhibition of translation technology. In line with the above studies, Garcia-Escribano and Diaz-Cintas (2023) observed that integrating MT in audiovisual translation training has sparked interest in post-editing careers.

However, when considering career options, data in this study disclose that most respondents are generally neutral about pursuing a career as a translator. As seen in Figure 1, 55.56% of the respondents expressed no strong opinion, 28.86% showed interest, and 15.53% opposed the idea. The data also indicates that uncertainty is higher among students from Batch 2022/2023 (60%) and 2023/2024 (66.7%) compared to the more decisive students in Batch 2021/2022 (40%). Additionally, Batch 2021/2022 students show more career clarity, with 60% already set on their career options, compared to 33.3% in Batch 2023/2024. Such determination is typical, as students in higher semesters often become more focused on specific career decisions than those in lower.

The data also reflect broader trends observed in translation programs worldwide. Hao and Pym (2022) reported that only around one-third of translation program graduates pursue work as translators or interpreters. Various studies illustrate this trend with specific figures: for example, among Swansea University graduates in 2020 (sample of 29), 34.48% were employed in translation services. An EMT survey with 1,138 graduates found 49.03% working as translators or interpreters, while a study by Schmitt, Gerstmeier, and Müller reported that 67.29% of 1,278 graduates held translation or interpreting positions. Moreover, an empirical study conducted by Kuroki (2022) surveyed 418 students from the University of Muhammadiyah Gorontalo, which revealed that respondents had a moderate interest in pursuing careers as translators.

As indicated in the findings, respondents of this study see the profession from two perspectives. The agreeing group perceives it with optimism. They see new possible opportunities in the emergence of AI-based MT. Meanwhile, respondents confirming disagreement stated their concern about MT's threat to the human role in translating jobs. They are concerned that job opportunities will significantly decline due to the advancements in machine translation.

The results of this study align with those of Kirov and Malamin (2020), who found that translators generally perceive the impact of AI on their profession with a mix of concern and optimism. While many see AI as a potential threat, they also recognize that these technologies can help reduce repetitive tasks, allowing them to focus on editing machine-translated text and provide a new opportunity: machine translation post-editing (MTPE).

Responding to advancements in MT, researchers have long worked to incorporate MT into classroom translation instruction. This integration began in the 1960s but gained significant momentum in the 2010s due to rapid advancements in neural machine translation (NMT) technologies. This approach utilizes multiple tools to enhance the quality of produced language, which significantly enhance translation fluency and precision. In 2023, MT was incorporated into legal translation courses to enable students to gain practical skills, MTPE. This evolution highlights how MT has changed from a simple automation tool to a vital element in translation education, equipping students with essential skills for a technology-driven industry (Steigerwald et al., 2022; Cuenca, et al., 2020; Cunha, 2023).

Several approaches have been proposed for integrating MT into translation courses. For instance, Bulut (2019) suggests a six-week instructional scenario that compares human and machine translations. Students were asked to translate texts both manually and with the aid of MT, followed by a comparative analysis of their human translations versus the MT output. This approach allows

Humamka, E. S. and Radjaban, R. Y. (Shaping the future of translation careers....)

5) TED talk and YouTube for English Education: An autoethnographic study

their photos on our Google Classroom forum, they explored the lunar phases hands-on, fostering collaboration and creativity. This experience highlighted how social media can transform ordinary lessons into engaging, collaborative, and meaningful learning opportunities.

In her experience as a teacher, the integration of social media into the classroom has reshaped the researcher's teaching practices and enriched her students' learning experiences. By embracing these tools, she has moved towards a more interactive, personalized, and relevant approach to education. Social media has not only provided valuable resources but has also transformed students into active participants in their learning, fostering a culture of communication, collaboration, and creativity.

b) TED Talk

TED Talks serve as an effective resource for both students and teachers in the teaching and learning process. In Vietnam, where English language proficiency is increasingly essential for academic and professional success, TED Talks have emerged as a valuable tool for enhancing learners' listening and speaking skills. This is largely due to their authentic language presentation, diversity, and accessibility (Park & Cha, 2013). As globalization continues to shape Vietnam's economy and culture, the ability to communicate effectively in English has become more critical than ever (Bui, 2013). Consequently, educational institutions across the country are placing a strong emphasis on English language learning, elevating its status within the curriculum (Hoang, 2020). Resources like TED Talks have become important supplementary tools for modernizing the classroom experience.

TED, which stands for Technology, Entertainment, and Design, is a non-profit organization that offers free presentations available on the Internet (Nursafira, 2020). The platform features recordings of global conferences that cover a wide range of topics, from business and science to education and entertainment. Since becoming publicly accessible in 2006, TED presentations have garnered significant engagement, resulting in more than 1,800 talks and a database of 35,000 transcripts available in over 30 languages—a number that continues to grow (Taibi et al., 2010). The talks showcase speakers from diverse linguistic backgrounds and cultures, offering a unique platform for authentic language input and cultural exploration (Li, 2024). Furthermore, the short duration of each video—typically no more than 18 minutes—makes them easily digestible and encourages lively classroom discussions around relevant ideas and educational experiences (Ahlwalilia, 2018). This exposure provides students with practical understanding of English, enriching their knowledge beyond traditional textbooks (Johnson, 2018).

5) The Influence of YouTube and TED Talks on Enhancing Verbal Skills

a) YouTube and TED Talks as a Model for Pronunciation and Intonation

The researcher recalls, as a student in the past, how her English speaking used to resemble a robotic delivery. She struggled to articulate words yet they lacked the natural rise and fall in tone that characterizes fluent speech. Consequently, she was unable to convey her emotions effectively during conversations. This issue is not unique to her. Many learners in English as a Foreign Language (EFL) contexts share similar challenges, particularly when both teachers and students are non-native speakers (Nurhidayat & Syarifah, 2019). To address this, the researcher decided to modify her learning approach by exposing herself to authentic materials through YouTube and TED Talks. Employing techniques such as mimicking and shadowing while watching these videos has significantly improved her pronunciation and intonation.

Pronunciation involves not only articulating words but also producing the correct sounds of the English language. It is argued that practicing and adjusting pronunciation in real time enable learners to refine their skills (Nurhidayat & Syarifah, 2019). Such methods enhance students' understanding of contextual language models, increasing their awareness of various components such as audio elements, rhythmic structures, and prosodic features (Totoy Sani, 2019). As noted by Yang (2016), engaging with YouTube and TED Talks can help students improve phonetic pronunciation and prosody competence, moving one closer to a highly intelligible pronunciation. Research by Tran and Nguyen (2024) also indicates that most students surveyed preferred to mimic the intonation and pronunciation of speakers while using phrases and vocabulary to refine their own speech.

While YouTube and TED Talks have been invaluable for improving her pronunciation, they have also exposed the researcher to a range of English accents from diverse presenters. However, this exposure comes with its own set of challenges. First, the rapid speech of some speakers can make it difficult to follow along, particularly if learners miss one or two vocabulary words (Diniya, 2023).

Nguyen, T. T. H. (TED talk and YouTube for English education....)

students to critically assess the strengths and weaknesses of MT, particularly in terms of context and cultural sensitivity and enhance their understanding of translation accuracy.

Another approach involves a series of automated translation activities, such as pre-editing source texts, providing prompts, and post-editing machine-generated output. Pre-editing involves modifying the source text to improve the quality of the MT output, including simplifying complex sentences and ensuring consistency in terminology (Miyata & Fujita, 2021). Prompts, which provide specific instructions to MT systems, are another tool that can refine the translation process. For example, specifying "rhyme" in the prompt when translating an Indonesian proverb results in a more creative and contextually appropriate translation. This highlights the importance of training students in the strategic use of MT prompts (White et al., 2023).

Post-editing is another key skill that translation students must develop. It involves revising and improving the MT output to ensure accuracy, coherence, and fluency. The post-editing process can be divided into several steps: initial assessment, error correction, fluency and coherence improvements, and final quality assurance (Shin & Chon, 2023). Teaching students these post-editing skills is crucial to preparing them for the demands of the professional translation industry, where MT is increasingly used in combination with human expertise.

Finally, Pastor (2021) proposed a comprehensive approach for advanced translation students, which includes practicing with different MT engines, analyzing MT errors, and engaging in post-editing tasks. This also involves evaluating MT outputs both manually and automatically, as well as exploring the professional implications of MT in the translation field.

4. Conclusion

The emergence of AI has significantly reshaped students' interest in translation careers. This study confirms that the influence could be twofold. On one hand, some students view AI as a tool that can enhance their translation skills and efficiency rather than seeing it as a threat. This technological advancement opens up new career paths within translation. On the other hand, some other students are concerned that automation might replace traditional translation jobs. The fear is that machine translations could diminish the demand for human translators, leading to fewer job opportunities in the field.

However, despite these concerns, the limitations of AI remain evident—particularly in its inability to fully capture the nuances of culturally rich texts, idiomatic expressions, and literary works. As students become more aware of these shortcomings, they are beginning to recognize the irreplaceable role of human translators. Human expertise, particularly in cultural sensitivity, emotional depth, and creative interpretation, remains essential for high-quality translations. These insights reinforce the enduring relevance of human translators in a profession increasingly influenced by technology.

Looking ahead, the future of translation careers lies in the integration of AI and human expertise. By combining the strengths of both, the translation process can be enhanced, producing high-quality outputs that improve the speed and efficiency of MT while preserving the essential qualities that only human translators can provide. The next step, therefore, is to incorporate AI tools into translation training programs in universities, ensuring that students are equipped to navigate the evolving landscape of the profession.

Future research should focus on developing AI-based teaching models for translation that effectively integrate machine translation tools. These models could provide students with practical skills in using MT alongside human judgment, preparing them for a technology-driven translation industry where proficiency in both domains is essential.

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Humanika, E. S. and Radjaban, R. Y. (Shaping the future of translation careers.....)

6) Exploring undergraduate student perception of international student mobility program

3.3. Discussion

In this study, 5 interviews were conducted online using voice calls because the research was conducted during the COVID-19 pandemic, so the researchers could not see directly the participant's responses and expressions when answering interview questions. But even so, the things that researchers want to learn can still be done online. The researchers also asked the participants again to make sure the statements they made were correct and after the data was processed, the participants do member checking, so the participant know the results of their interview. It was do to make sure that the result was still valid.

The findings identify language learning, expanded networks, cultural exchange, and self-development as key advantages of ISMP participation. These benefits resonate with existing literature, which underscores that international mobility programs foster personal growth, intercultural awareness, and career development (Doyle et al., 2010; Dwyer, 2004; Sandes-Guimaraes, 2020). Enhanced language skills, particularly in English, were a consistent theme among participants. This outcome is consistent with previous studies that emphasize the role of immersive environments in improving language proficiency (Hvalic-Louzery et al., 2017; Eakhtur, 2024).

Moreover, participants reported forming new relationships with peers and faculty from diverse cultural backgrounds, contributing to an expanded professional and social network. Such networking opportunities are widely acknowledged as a critical advantage of mobility programs, offering students long-term benefits in both personal and professional spheres (Bell et al., 2021; Heirweg, 2020). Additionally, exposure to different cultural practices and academic settings enhances students' intercultural competence and adaptability, as emphasized by Zuchowski et al. (2019).

Self-development was another significant advantage. Participants noted improvements in self-discipline, critical thinking, and adaptability, reflecting the findings of Petrovich (2004) and Roy (2019), who highlighted the role of international programs in fostering self-efficacy and agency among students.

Despite the numerous advantages, participants encountered notable challenges, including language barriers, cultural differences, unfamiliar academic practices, and time zone adjustments. Language barriers, a common challenge for international students, have been similarly reported in studies by Khanal and Gaulee (2019) and Breznik (2024). The need to communicate and study in a non-native language created initial hurdles but also served as a catalyst for linguistic improvement.

Cultural differences, particularly in academic habits and classroom practices, posed additional challenges (Radjaban & Humanika, 2024). For instance, participants noted stricter assignment formats and higher expectations for academic rigor, echoing findings by Miles et al. (2019) regarding the demanding nature of international academic environments. The contrast between collaborative learning styles abroad and more traditional approaches at home universities required significant adjustment.

Time zone differences, especially for online programs, were another obstacle. While minor for some, these differences affected scheduling and occasionally conflicted with home university commitments. Stewart and Kim (2021) noted similar logistical challenges in their study of student mobility during the COVID-19 pandemic.

The findings of this study underscore the need for educational institutions to provide targeted pre-departure training and ongoing support to address these challenges. Institutions should focus on equipping students with linguistic and cultural skills, as suggested by Khanal and Gaulee (2019). Furthermore, host universities can play a crucial role in fostering inclusive academic environments that consider the diverse backgrounds of international students.

Policy-makers should also take note of these findings to design mobility programs that maximize benefits while minimizing barriers. Initiatives such as structured mentoring, peer support systems, and flexible academic requirements could enhance the overall experience of ISMP participants (Bell et al., 2021; DGHE, 2021; López-Duarte, 2023).

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concepts include assisting learners in choosing pertinent words and visuals, minimizing the burden on a single processing channel, and presenting coherent verbal and pictorial information (Kapp, 2012).

Table 3. Rules of earning experience points on Moodle

Motivation categories	CG (n = 37)		EG (n = 43)		t-test for equality of means	
	Mean	SD	Mean	SD	t	Sig. (2-tailed)
Pre-Attention	3.73	0.53	3.56	1.22	0.112	0.370
Post-Attention	3.67	0.66	3.91	0.76	0.956	0.026*
Pre-Relevance	3.41	0.81	3.54	1.17	0.813	0.478
Post-Relevance	3.05	0.71	4.12	0.63	3.817	0.001***
Pre-Confidence	3.56	0.71	3.48	1.08	0.623	0.581
Post-Confidence	3.53	0.61	3.67	0.86	1.299	0.015*
Pre-Satisfaction	3.53	0.62	3.33	1.12	0.937	0.482
Post-Satisfaction	3.51	0.73	4.35	0.81	4.217	0.000***
Pre-overall	3.56	0.52	3.48	0.91	1.479	0.439
Post-overall	3.57	0.46	3.93	0.87	2.434	0.000***

Note: * $p < .05$, ** $p < 0.01$, *** $p < .001$.

3.2. Effects on Learning Engagement

Students' participation in online activities was taken as an indicator of learning engagement. Online quizzes were given to evaluate students' comprehension of the material covered in that specific week. Learners' recollection of basic concepts and information was assessed through online multiple-choice questions. The weekly post-class quiz submission rate and scores served as gauges for the level of cognitive engagement among the students. Figure 3 shows the submission rates of weekly quizzes between the groups. Moreover, both the CG and EG scores were tallied and examined. Mann-Whitney tests were performed to determine whether there were statistically significant differences between the quiz scores for the CG and EG. Significant differences were found between the groups on quizzes 3, 4, 6 and 7. The results indicated that the EG (n = 43) significantly outperformed the CG (n = 37) in quiz 3 (U = 132, r = 0.34, p < 0.01), quiz 4 (U = 276, r = 0.27, p < 0.05), quiz 6 (U = 105, r = 0.46, p < 0.001) and quiz 7 (U = 281, r = 0.41, p < 0.01). No differences were found on quizzes 1, 2, 5, and 8.

The discussion forum was created on a weekly basis for students to raise their questions about learning content or reflection on learning linguistics. It is intended to increase students' engagement and student-student or teacher-student interactions. The data were collected from 8 discussion forums. Out of 43 students in the EG, a total of 634 actions (including posting questions or responding to questions) were submitted over the course. This represents an average of 63 submissions per week and 14 actions per student. For all of the examined weeks, comparisons of submissions to the discussion forum were made between the CG and EG. As shown in Figure 4, in the first four discussions, the submission rates were similar for both groups; however, from discussions 5 to 8, the differences in the submission rates became more obvious. For example, in discussion 6, only 24% of the CGs posted or responded to the discussion, whereas 66% of the EGs did. At the end of this course, only 18% of the CGs submitted responses, whereas 56% of the EGs did. This indicates that whereas the number of students who raised questions in the CG gradually decreased over time, the submission rate was reasonably high and steady in the EG.

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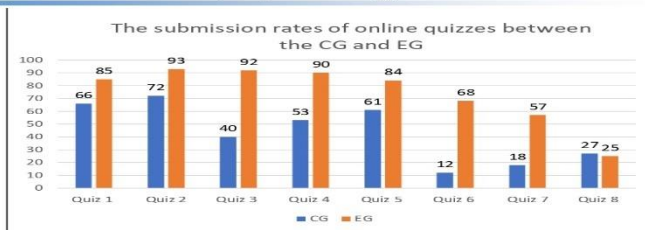


Fig. 3. Weekly post-class quiz submission rates between the groups.

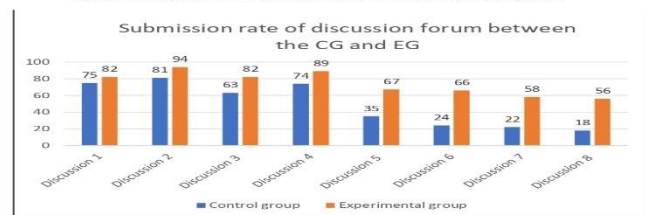


Fig. 4. Submission rates of the discussion forum between the groups.

Data collected from student participation in online activities revealed that gamification had a positive impact on students' engagement. Specifically, the students in the EG had a higher submission rate for quizzes (74.25%) and discussion forums (78%) than did those in the CG (43.63% for quizzes and 49% for the discussion forum). This suggests that the EG was more likely to engage in thinking of issues related to linguistics and that the students were more willing to interact with the instructor and peer students. According to the results of the Mann-Whitney tests, the scores of the EG were significantly better than those of the CG on four out of the eight quizzes. This provides evidence that the participants in the EG were involved in more cognitive activities in the gamified instructions.

To explore possible causes that might have influenced student engagement in the EG, we consulted the participants for their in-depth comments. Ten participants agreed to be interviewed. The majority of the participants responded positively to the effects of gamification on learning linguistics. Concerning the key question about the most interesting activities that would increase their learning engagement in the course, the most intriguing activity was the Wordwall games of linguistics knowledge. The students commented that the atmosphere of the group competition reduced their anxiety in answering the questions because group members could support each other; thus, they could

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learn linguistics without feeling stressed. Next, bonuses were regarded as a motivating element to engage in the learning activities since collecting bonuses could help them pass the course, which was the most important motivation of learning for many students. Furthermore, points and leaderboard were equally vital for participation. For some students, the sense of achievement accompanied by earning badges and advancing on the leaderboard was their driving force of learning, which was similar to the context of playing games.

3.3. Relationships between Gamified Learning Activities and Motivation

Pearson correlation coefficients were used to examine the relationships between motivation and learning activities, including discussion forums, after-class online quizzes, Q&A worksheets, WordWall games and badges. These activities were performed on a weekly basis for 12 weeks in total. To run the correlation tests, the accuracy rates for the online quizzes and Q&A worksheets were calculated. Since there were no correct answers for the posts on the discussion forum, students' submission rates, including asking and responding to questions, were collected. For WordWall games and badges, students' attempts to play the games and the number of badges were recorded. The results of the correlation tests revealed that learning motivation was significantly correlated with discussion forum ($r = 0.427, p = 0.017$), badge ($r = 0.437, p = 0.029$) and WordWall games ($r = 0.581, p = 0.003$). However, no significant correlation existed between quizzes ($r = 0.284, p = 0.085$) and Q&A worksheets ($r = 0.227, p = 0.062$).

Multiple regression analysis was performed to assess the extent to which learning activities could predict learning motivation. A significant regression was found ($F(4, 41) = 5.307, p = 0.004$). The R^2 was 0.515, suggesting that learning activities explained approximately 51.5% of the variance in learning motivation. Only the variables of discussion forum ($\beta = 0.518, t = 3.058, p = 0.003$), WordWall games ($\beta = 0.426, t = 2.52, p = 0.012$) and badges ($\beta = 0.707, t = 4.792, p = 0.000$) were entered into the regression model. The discussion forum explained 32.5% of the variance in learning motivation ($R^2 = 0.325$, Cohen's $f^2 = 0.47$), the WordWall games explained 41.8% of the variance in learning motivation ($R^2 = 0.418$, Cohen's $f^2 = 0.51$), and the badges explained 51.3% of the variance in learning motivation ($R^2 = 0.513$, Cohen's $f^2 = 0.49$). However, no significant regression was found between quizzes, Q&A worksheets and learning motivation.

The structural model was used to investigate the relationships between learning activities and learning motivation in four dimensions. Examining the path coefficients, the paths from the discussion forum to attention ($\beta = 0.596, t = 3.564, p = 0.002$), confidence ($\beta = 0.462, t = 3.497, p = 0.019$), satisfaction ($\beta = 0.563, t = 3.291, p = 0.003$), and learning motivation overall ($\beta = 0.480, t = 3.213, p = 0.015$) were significantly positive. Significant positive coefficients were also found for the paths from WordWall games to satisfaction ($\beta = 0.362, t = 2.115, p = 0.026$) and learning motivation overall ($\beta = 0.548, t = 4.196, p = 0.002$). Moreover, the paths (see Figure 5) from badges to attention ($\beta = 0.564, t = 3.278, p = 0.003$), relevance ($\beta = 0.542, t = 3.089, p = 0.005$), confidence ($\beta = 0.506, t = 2.813, p = 0.010$), satisfaction ($\beta = 0.707, t = 4.792, p = 0.000$), and overall learning motivation ($\beta = 0.437, t = 2.331, p = 0.029$) were significantly positive. The results indicated that discussion forums, WordWall games and badges were significantly correlated with learning motivation, especially in the dimension of satisfaction.

To answer the third research question, the relationships between gamified learning activities and EFL students' learning motivation were analyzed. The learning activities implemented in gamified instruction significantly influenced EFL students' motivation. Pearson correlation tests revealed that learning motivation was significantly correlated with discussion forums, WordWall games and badges. Multiple regression analysis revealed that discussion forums, WordWall games and badges were significant predictors of learning motivation, explaining 32.5%, 41.8% and 51.3% of the variance in learning motivation, respectively. These findings suggest that interactive and gamification activities such as discussion forums, badges and educational games are particularly effective in boosting various dimensions of motivation, especially satisfaction.

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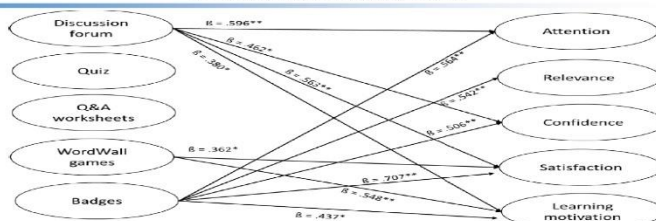


Fig. 5. Path model of the relationships between learning activities and motivation.

Regarding the choice of gamification elements, the results of the study indicate that discussion forums, WordWall games and badges were the learning activities that considerably enhanced learners' motivation. In particular, the students made many positive comments in the discussion forum. The significance of feedback has been documented in prior studies. According to Dehghanzadeh et al. (2021), the most frequently applied gamification elements for learning EFL are "feedback, challenge, point, reward, leaderboard, and level" (p. 945). In their study, the motivational communication strategies used by Ucar and Kumatepe (2020) were mainly messages, emails, and videos sent to learners through the learning management system, which successfully increased students' motivation to learn English. This finding is not surprising since feedback is a promising gamification element that is regularly used to improve students' critical thinking, reasoning and argumentation skills (Noroozi, et al., 2020).

Based on the results of the present study, three major findings are yielded. First, the empirical data support the positive effects of gamification on learning interest and engagement among EFL students, which suggests that motivational and gamification elements are a strong combination in instructional design. Second, the technical support from the CMS makes the operation and maintenance of the course considerably manageable for the instructors. For example, diverse options for activities and flexible time are vital for learners' willingness to participate in a course. Additionally, the automatic presentation of the leaderboard can allow students to view the current status of their experience value and easily make comparisons with others. Third, in gamified instruction, individual and cooperative activities should be well balanced. In this course, we set up group activities (e.g., Wordwall games, group Q&A worksheets, and group presentations) and individual activities (e.g., online quizzes and discussion forums). These learning activities were designed and arranged with the weighing of difficulty level and duration, since frustration and challenge might affect commitment. Despite the abundance of research on the advantages of gamification in encouraging students in education, it is yet not clear how long such an effect might be retained. Earlier research (Hanus & Fox, 2015; Koivisto & Hamari, 2014) revealed that learners' curiosity about new technology will eventually weaken. Bouchrika et al. (2021) reported that the novel effect of introducing an innovation to the university community might account for an increase in active users and contributions, which may be influenced by the platform and construction of gamification.

4. Conclusion

In this study, we applied gamification-enhanced instruction in linguistics to examine whether this approach can help enhance EFL students' learning interest and engagement. Various gamification elements are incorporated, including badges, leaderboard, points and competition. The learning

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the importance of its comprehensive integration throughout the curriculum to develop well-rounded learners.

Next, the creativity element received 86%, which is the third highest, as this aspect is fully covered in several chapters and is considered 'very good'. Based on the analysis, this aspect received the third highest result because it has been explained in every chapter as an outcome produced based on the students' ideas and the solutions they provide in solving problems. In this aspect, students are required to create and produce new or innovative and useful products that can be used by everyone. The results from the textbook show that a score of 4 is present in chapters 2, 3, 5, 7, 8, 9, and 11, while a score of 3 is in chapters 1, 4, 6, and 10, and a score of 2 is in chapter 3. Runco and Jaeger (2012) highlight the importance of creativity in fostering problem-solving and innovation, which are essential skills in today's fast-changing world. Although the textbook effectively incorporates creativity, its inconsistent representation points to areas for enhancement, especially in chapter 3, where its coverage is the weakest. On the one hand, the collaboration element received a 75% result, which is considered 'good', similar to the productivity and accountability aspects. This is because these two aspects have similarities in their discussions within the textbook. The collaboration element received a 75% result as it is partially fulfilled in some chapters, as it discusses tasks that are carried out collectively to see if they are completed together. From these group work results, the abilities of each individual can be assessed in terms of their knowledge, problem-solving skills, and participation in learning activities. This aspect is present in chapters 1, 2, 3, 10, and 11, with a score of 3 in chapters 5, 6, and 7, and a score of 2 in chapters 8 and 9. There is one chapter, chapter 4, that does not fulfill this aspect. Dillenbourg (1999) emphasizes that collaborative learning enhances understanding by facilitating the shared construction of knowledge. However, the inconsistent inclusion of this aspect across chapters could limit students' ability to develop strong collaborative skills, highlighting the need for a more cohesive approach.

Finally, the flexibility and adaptability element received a 90% result, which means it is almost fully covered in all chapters and is considered 'very good'. This 90% result is due to the fact that this aspect is discussed in every chapter, involving the modification of ideas or habits with the students' capabilities. This element also addresses the high value of individuals, academically and in a professional context. It examines how students solve and resolve problems. The result for this aspect is a score of 4 in chapters 1, 5, 6, 7, 8, 9, and 10, and a score of 3 in chapters 2, 3, 4, and 11. The elements with the highest percentages are critical thinking and flexibility and adaptability, as they are present in almost all chapters. In contrast, the productivity, accountability, and collaboration aspects are only partially fulfilled in some chapters, and they have similar results. The creativity aspect has a relatively higher value compared to the previous aspects, as it is more widely applied across the chapters. The element with the lowest result is complex communication, which is not adequately addressed, with one chapter even lacking the aspect entirely. The overall frequency value is 78%, suggesting that the textbook meets the requirements as a suitable resource for students using an outcome-based approach. In conclusion, the outcome-based approach is effectively implemented in this 12th-grade English textbook, making it a suitable and high-quality teaching material and resource for students.

4.1. Complex Communication

Complex communication involves using spoken and written English, as well as listening, to engage with individuals, ideas, media, and electronic platforms as we may see in Figure 1. Complex communication involves sharing information or ideas that include intricate or sophisticated elements. It often requires using advanced language structures, nuanced expressions, and complex concepts to convey meaning effectively. Complex communication goes beyond basic information exchange, involving the communication of abstract ideas, expressing opinions persuasively, or engaging in critical thinking. This type of communication demands advanced linguistic skills and cognitive abilities. The complex communication aspect was categorized as "Less" due to its lowest percentage, specifically 50%. This score was influenced by chapter 3, where criteria for complex communication were not met, resulting in a score of zero. The classification of "Less" is attributed to the lack of multi-dimensional communication observed in Chapter 3. Research in educational communication highlights that complex communication involves collaborative interactions, critical thinking, and problem-solving (Smith & Mancy, 2018). However, these components were absent in the analyzed instances, emphasizing the necessity for structured strategies to address the gap.

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Fig. 1. Data of complex communication.

On page 40, it is suggested to display information or exchange ideas, such as presenting group discussion outcomes, to fulfill the criteria. This interpretation involves communicating through visual representation of group discussion results. Page 40 highlights the importance of visual tools in enhancing communication effectiveness. Utilizing visual aids like charts, diagrams, or group presentations improves understanding and fosters greater engagement (Zhang et al., 2024). This supports the suggestion to present information and group discussion results visually to bridge the gap in complex communication. Based on the conducted analysis, it was observed the following exchange of information or ideas in Chapter 1.

Dr. Nahda : You look terrible. What can I do for you?
Fafa : I can't go to school today.
Dr. Nahda : Oh, I'm sorry to hear that. What's the problem?
Fafa : My stomach hurts terribly. I think I have a fever as well.

During the conversation between Dr. Nahda and Fafa, there is a sharing of information and ideas, along with an offer of assistance. Dr. Nahda offers help to Fafa upon noticing his discomfort. Fafa mentions that she cannot attend school. Dr. Nahda expresses sympathy and inquires about the issue. Fafa explains that she is experiencing severe stomach pain and fever, to which Dr. Nahda responds with empathy, expressing regret for her condition. Although this interaction showcases strong interpersonal communication, it falls short in terms of complexity. Research by Brown and Levinson (2021) indicates that while empathy and the exchange of information are essential for effective communication, they do not fully satisfy the requirements of complex communication, which demands deeper reasoning, collaborative discussions, and the integration of ideas. It is also found an element of complex communication in Chapter 2.

Mom: If you don't put some cherries on it, your cake will look pale and dull.
Ery: Yes, you're right. A cherry or two will help with the appearance.

In this dialogue between the mother and Ery, ideas are exchanged as the mother suggests that adding cherries to the cake will prevent it from looking bland. Ery agrees, suggesting that one or two cherries will enhance the cake's appearance. Then, after conducting a more in-depth analysis, we also found the following aspects of complex communication in chapter 8.

A: Which one do you like, the semisweet or the bittersweet one?
B: I like the bittersweet one.

According to the conversation between A and B, there is an exchange of information or ideas where A asks B about their preference between semisweet and bittersweet. B responded by stating a preference for bittersweet.

4.2. Productivity and Accountability

Productivity and accountability are closely linked. Accountability involves participating in the creation of a product and taking responsibility for its performance. It's crucial for young people to be

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exposed to real-life examples of how productivity and accountability function, as there's no better way to learn than through practical demonstration. It is hoped that the current generation will witness firsthand how productivity and accountability operate through these examples in Figure 2.



Fig. 2. Data of productivity and accountability.

In the context of a textbook, "productivity" pertains to the degree of efficiency and effectiveness in accomplishing tasks or achieving objectives. It involves enhancing output, meeting deadlines, and maximizing the utilization of available resources. Productivity encompasses several elements such as time management, organization, prioritization, and the capability to produce high-quality work within defined constraints. This chapter gets a percentage of 75% which means "good" in implementing this aspect. In chapter 6, there is a score of 3 in the element of productivity and accountability, because there are several words to find synonyms to practice student agility found in the vocabulary builder section on page 82. This task says, "Write down the synonym of the following words". This section expects students to diligently complete the provided assignments. The task involves utilizing student productivity by finding synonyms and antonyms. Additionally, in chapter 7, there are tasks that emphasize aspects of productivity and accountability. For instance, on page 101, students are instructed to "briefly answer the following questions based on the news item in Task 1. "It implies that the assignment expects students to be productive in responding to questions. The term 'briefly' indicates efficiency in task completion, emphasizing the need to finish on schedule. Chapter 9 includes a rating of 4 for productivity and accountability elements, as it features a warm-up activity involving group discussions and questions about a specific topic found on page 120."

1. Do you have something that is very special to you?
2. What is it?
3. Why is it so special to you?
4. Does the thing need special care?
5. How do you take care of it?

These questions challenge students to think critically and push themselves to be productive in addressing it.

4.3. Critical Thinking

Critical thinking is the ability to think critically which means being able to examine and analyze, and take appropriate action after identifying assumptions accurately and validly and being able to see ideas and decisions taken from different perspectives as the following in Figure 3.

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Fig. 3. Data of critical thinking.

A textbook defines "critical thinking" as the capacity to impartially assess and judge information, arguments, and ideas. Critical thinking is a vital cognitive skill enabling individuals to make informed decisions, solve problems effectively, and participate in intellectual discussions. Thinking critically involves taking appropriate action after accurately and validly identifying assumptions, as well as being able to consider ideas and decisions from various perspectives. The critical thinking aspect was highly rated, achieving a score of 93% in the analysis. It means that almost all chapters implement critical thinking in their duties for good outcomes. Data that can be used as representative evidence of the implementation of critical thinking, for example in chapter 10. On page 144 there is a question that refers to identification, "Task: Identify the text structure. Read the explanation about text structure of procedure text below. Then, identify the structure of the previous text in sub E". It means that students are asked to study the structure of the text provided. This task promotes critical thinking by having students assess how various parts of the text interact with each other. Facione (2011) suggests that tasks encouraging students to analyze and recognize patterns within texts can greatly improve their critical thinking abilities. By identifying text structures such as procedures, cause-and-effect relationships, or chronological sequences, students strengthen cognitive skills like categorization, comparison, and inference. Indirectly, students are asked to think critically about the meaning of the existing text. Critical thinking helps students tackle problems in an organized manner, evaluate different viewpoints, and develop logical solutions. The 93% score in the analysis indicates that the curriculum provides ample opportunities for students to engage in these advanced cognitive processes, thereby fostering their intellectual development (Paul and Elder, 2006).

In another section of this chapter, on page 148, there is a reflection exercise aimed at enhancing students' comprehension of the material covered. This reflection includes thought-provoking questions designed to stimulate students' thinking. The questions are presented as follows:

1. Do you find it difficult to give instructions on how to use technological products?
2. Do you find it difficult to follow instructions on how to use technological products?
3. Write your answer in the following columns!

Through this reflection, students will recall challenges encountered in giving or following instructions for a technological product. This process aids students in analyzing their learning experiences. In chapter 4, on page 51, there is a task that requires identifying key words from the text. The task instructs students as follows: "Write down your questions and take turns asking and answering them with your partner. Compare your answers with your partner's. Identify relevant words (data) from the text to support your answers." Students are prompted to formulate and articulate questions about the application letter, followed by identifying pertinent words (data) from the text. Here, identifying involves organizing and examining relevant words extracted from the text.

4.4. Creativity

Creativity involves harnessing the brain's capacity to generate novel concepts or inventions. Creativity is the brain's capacity to produce original ideas and solutions by integrating both divergent thinking (which generates numerous possibilities) and convergent thinking (which refines these possibilities into practical outcomes). This cognitive process is not confined to artistic pursuits but

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plays a crucial role in problem-solving and innovation across various domains, from science and technology to business and everyday decision-making. Thus, creativity is the process of generating ideas that are not only new but also have practical applications in society. Here is the data in Figure 4.



Fig. 4. Data of creativity

According to the textbook, creativity involves the process of creating, crafting, or designing to produce a result or product from dedicated effort. The analysis conducted identified elements of creativity in chapter 5: "Generate your own questions about the two texts. Do you have any inquiries regarding the two texts? Record your questions and seek answers from your peers or instructor." This instruction prompts students to generate their own questions about the two provided texts. If students encounter challenges understanding the structures within these texts, they are encouraged to seek clarification from their peers or teacher. The textbook encourages students to seek answers from their peers or instructors, promoting collaboration in the learning process. This collaborative element further fosters creativity by enabling students to explore different perspectives and engage in meaningful discussions. Research shows that collaborative learning boosts creativity by allowing students to exchange ideas, challenge each other's thoughts, and deepen their understanding of complex concepts (Paulus & Nijstad, 2003). Creativity flourishes in environments that promote teamwork (Savvayev, 2006). When students collaborate to solve problems or discuss ideas, they are exposed to a range of viewpoints, which can spark new ideas and innovative solutions. This collaborative approach not only helps students cultivate their own creative ideas but also enhances their communication skills and ability to work effectively in teams—abilities that are highly valued in both academic and professional settings.

Additionally, elements of creativity were identified in Chapter 7: "Compose a script for a new broadcast". This directive requires students to develop a script for a fresh broadcast, leveraging the structure of the provided text and incorporating additional information to transform the script into a new broadcast. Furthermore, the data also found in chapter 9: "Write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search on the internet to find help. Use these points when writing the text." This task instructs students to compose their own procedural text that includes clear, step-by-step instructions, focusing on a skill they excel in. Students are encouraged to seek guidance or inspiration from the library or the internet to find examples of procedural texts. They can then use the key components to craft their procedural text.

4.5. Collaboration

Collaboration involves teams working together cooperatively, prioritizing the group's interests, and demonstrating effective teamwork, mutual respect, and appreciation among team members as depicted in Figure 5.

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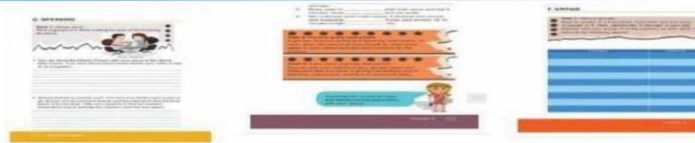


Fig. 5. Data of collaboration

Based on the textbook, collaboration is the process of working in a group to collectively accomplish a task with a specific objective, relying on the cohesion of each member to achieve the goal. The textbook analysis identified collaboration elements in Chapter 1: "Work in groups of 4. Write a dialogue for each of the following situations." This instruction highlights the involvement of group work or collaborative efforts among peers to complete a dialog task as outlined. The group activity in Chapter 1 prompts students to collaboratively create a dialogue for specific scenarios, encouraging them to exchange ideas, work toward a shared objective, and collectively contribute to the final outcome. This approach aligns with Vygotsky's (1978) theory of social constructivism, which emphasizes that learning is most effective when it involves social interaction and cooperative problem-solving. By working together on the dialogue, students can capitalize on each other's strengths, address any misunderstandings, and enhance their language and communication skills. Gillies (2004) also reinforces this perspective, showing that collaborative dialogue activities improve students' language proficiency and deepen their understanding of linguistic structures. Additionally, the process of crafting a dialogue in a group setting mirrors real-world communication practices, equipping students with valuable skills for collaborative environments beyond the classroom.

The analysis also identified elements of collaboration in Chapter 2: "Work in groups of 3-5 students. Find another text that contains 'if clauses.' Then, collectively identify the 'if clauses' in your text with your group. Analyze the patterns of these 'if clauses' and record the findings in the designated area." This instruction encourages students to collaborate in groups to identify and analyze "if clauses" within texts, fostering teamwork and shared exploration of linguistic patterns. The instruction in Chapter 2 to "work in groups of 3-5 students" to identify and analyze "if clauses" in a text demonstrates a more advanced form of collaborative learning. This activity not only fosters teamwork but also involves students in critical analysis and pattern recognition. Through joint examination of linguistic structures, students have the opportunity to learn from one another, exchange diverse perspectives, and collaboratively build their understanding.

Webb (2009) underscores the benefits of collaborative group work, noting that it promotes higher-order thinking skills by requiring students to articulate their reasoning, consider alternative viewpoints, and refine their knowledge through discussion. Analyzing "if clauses" encourages active cognitive engagement, as students collaborate to identify patterns and discuss their findings, strengthening their understanding of grammar and syntax in the process.

Furthermore, the elements of collaboration found in Chapter 8: "Discussion with your friend in your groups about four difficulties that you have in giving instructions and in following instructions, and how to overcome them." This interpretation indicates the presence of collaboration through group discussion about four difficulties encountered in giving and following instructions, as well as ways to overcome these challenges.

4.6. Flexibility and Adaptability

Flexibility and adaptability are essential qualities in effective teaching, enabling educators to cater to the varied needs of students. In educational contexts, "flexibility" and "adaptability" refer to the capacity to adjust, modify, or change one's thinking, approach, or behavior in response to evolving circumstances. These abilities empower individuals to navigate uncertainty, address challenges, and

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capitalize on opportunities effectively. Flexibility and adaptability are highly prized in personal, academic, and professional environments for their role in fostering resilience, problem-solving capabilities, and overall achievement. The data found in Figure 6.



Fig. 6. Data of Flexibility and adaptability.

This element receives a score of 90% because nearly all chapters demonstrate flexibility and adaptability. The data indicates that chapters throughout the book incorporate flexibility and adaptability, including chapter 6. On page 83, there is an instruction for students to listen to and mimic their teachers to practice pronunciation. Students are encouraged to adjust their pronunciation according to their teacher's guidance, fostering the ability to adapt to the classroom leader's direction. On page 91, there are both elements on one page. In the task column there is a command, "cut any news from newspaper and bring it to class". This has the value of flexibility because students are free to choose any news to bring and the time given to bring the news is quite long and flexible. On the existing page there is also a task labeled "ask and answer with your friends". The section requires students to collaborate and work together, which means students implement adaptability. The students adapt to each other in Then, in chapter 8 on page 113 there is a follow direction to make Chocolate Dipped Strawberry and experiment to make it with friends. "Again, listen to your teachers' instructions to make Chocolate Dipped Strawberries. Follow the instruction by doing some actions as if you really make the Chocolate Dipped Strawberries". This task implements flexibility because this task is free and you have free time to do it.

After obtaining the overall results, a comparison can be made with previous research by Wahyudi and Wibowo (2018). They found an 80% graduation rate in the mechanical engineering study program using outcome-based education. In contrast, this study achieved 78% across all aspects, with the highest scores in critical thinking and flexibility/adaptability, and the lowest in complex communication. Thus, the textbook in this research meets the criteria for good quality and contains materials aligned with outcome-based education standards, making it suitable for teaching and learning purposes. Then, if it is compared to Damayanti et al. (2021) accordingly the overall module contents dimension results were 33.33%, which means that it does not meet the OBE qualification. The score is categorized as very poor. This is a fact that the module content needs many improvements soon. The module's language items should be improved, for the results of the overall module language items dimension is 50%, which indicates only half parts of the module that meet the qualification. It was still in the poor qualification category so that it needs a revisit immediately. The overall module presentation expediency results are 36.11%, which is categorized as very poor, as mostly it does not apply any OBE principles. In contrast to the research we conducted, the previous research is included in the very poor criteria while our research is included in the good criteria. This happens because no percentage meets the research. Based on the analysis of this research, it can be concluded that this research is not recommended for its outcome-based learning. So, this textbook is not recommended for students to use this textbook to apply the outcome-based system in teaching and learning activities. Meanwhile, Fianchi (2023) argued that there are 3 things that need to be considered, namely input, process, and output. This research also applies OBE can be done by understanding the structure of learning objectives, learning outcomes, and course learning outcomes. The results of our research are the implementation of OBE in the Grade 12 English textbook regarding the suitability of OBE

Pulungan et al. (ELT materials transformed: Exploring outcome-based)

9) A work-based approach for improving students' performance in the college general English class

This study revealed significant improvements in students' English skills through a comprehensive learning assignment. Students reported a notable increase in their vocabulary, allowing them to understand and use new terms more effectively. Practical tasks, like writing correct addresses and learning workplace-related terms, bridged the gap between academic learning and real-world application. Additionally, repeated practice in recording self-introductions greatly enhanced their speaking skills, helping them master intonation, pauses, and pronunciation. This regular practice, combined with a better understanding of grammar, significantly boosted their verbal communication abilities. The assignment also deepened students' understanding of English grammar, especially in creating resumes. They learned to use precise vocabulary and handle verb tenses accurately, with the teacher's explanations being particularly beneficial. Translating from their native language to English and organizing content for resumes improved their writing skills, despite initial challenges. Over time, they became more comfortable with the process, achieving a sense of accomplishment through persistence. Researching industry terms and practicing resume writing further enhanced their overall English proficiency, making them more fluent in both written and spoken contexts. Beyond language skills, the assignment provided valuable business knowledge and boosted self-confidence. Students learned to present themselves accurately and professionally in resumes, avoiding colloquial language. This self-assessment helped them understand if their experiences aligned with workplace requirements and identify areas needing improvement. Reflecting on their career goals and preparing for interviews clarified their aspirations and set clear objectives. Overcoming the challenge of speaking in English significantly increased their confidence, enabling them to describe their strengths and experiences effectively. Overall, the assignment had a profound impact, preparing students for future career challenges and enhancing their language proficiency.

6. Pedagogical Implications and Conclusions

The purpose of this study was to develop an English general education course that emphasizes practical workplace skills and examine its impact on students' learning motivation and effectiveness. The study involved 129 sophomore students enrolled at a university in the southern region of the country. Over the course of 18 weeks, the students were required to complete workplace-themed tasks and participate in summative assessments related to English in the workplace. The researcher, who also served as the English instructor, employed a variety of qualitative and quantitative research tools, including student questionnaires, formative and summative assessment scores, reflection journals, and student interviews. The findings revealed several significant outcomes:

Improved TOEIC Scores: There was a noticeable improvement in students' TOEIC scores before and after the course, indicating a positive impact on their overall English proficiency.

Enhanced Teaching Methods: Students acknowledged the course's diverse interactive teaching methods, which created a lively and engaging atmosphere. They reported enhanced understanding and application of workplace English, as well as improved English language skills.

Effective Practical Assessments: Practical assessments were found to be more effective in increasing students' learning interest and motivation compared to traditional paper-based tests.

Here are the pedagogical implications drawn from the aforementioned findings.

Increased Learning Motivation and Interest: The innovative work-based approach effectively increased students' interest and motivation in learning English. Diverse and interactive teaching methods, such as classroom Q&A, group exercises, resume writing, business presentations, and guest lectures, created a lively and engaging atmosphere. Specialized tasks like resume writing and business presentations were particularly effective in assessing students' English proficiency and practical application abilities.

Balanced Assessment Approach: The study demonstrated that a balanced summative-and-formative assessment approach can significantly improve students' learning outcomes. This approach not only provided quantitative assessment methods to gauge learning outcomes but also offered qualitative feedback to support different learning activities and enhance motivation.

Need for Course Adjustments: The study highlighted the need to address students' concerns about the preparation for online TOEIC listening and reading tests and related workplace vocabulary

Pan, Y. C. (A work-based approach for improving students' performance.....)

10) Students' perceptions and challenges in using writing outlines to write an exposition

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my outline should be, which affects my writing process." This claim reflects the need for clearer guidelines on how to create effective outlines.

3.2. Discussion

The findings indicate that while a majority of students recognize the benefits of outlining, significant challenges remain. The positive perceptions align with previous research by Butterfuss *et al.* (2024), which found that outlining improves text coherence and organization. Like Butterfuss *et al.* (2024), other experts, Johnson and Lee (2022) found that the use of outlines helps students maintain coherence and cohesion in their writing, leading to higher-quality expository essays. However, the challenges identified, such as difficulty in creating and translating outlines, suggest that additional instructional support is needed. Kramer (2021) proposes that an outline acts as the foundation for completed writing, serving as a guide to incorporate personal insights and ideas. Another expert, Caulfield (2020), argues that outline helps students maintain a clear focus on their main argument, leading to higher quality expository texts. Like the previous experts, Parker (2020) conducted a study showing that using outlines aided students in enhancing their critical and analytical thinking abilities. In the case of academic writing, Li *et al.* (2024) found that using structured approaches, such as outlining, improves the clarity and coherence of academic writing. Wiseman (2023) adds that outline also gives practical benefits to learning. The use of outline makes structured educational methods more effective and efficient in the class of writing. Using an outline, students finish their writing assignments in time and satisfactorily. From the experiments on transformative learning theory in practice, Dirks (2021) summarized that using an outline to develop expository text helps students develop innovative and creative applications of transformative learning theory in practice. Formenti (2022) adds that the use of outlines expands students' creativity by involving their cross-cultural issues in the theory and practice of transformative learning. This means that students gain enrichment from developing an outline into an expository text, with topics related to their own experiences, thereby providing transformative impacts on them. It is also worth noting that expository type texts involve critical thinking that helps students improve their logical reasoning and argumentation skills (Eigenauer 2024). Further, Haysman and Kubik (2023), propose that outlining procedure to develop expository text is a significant technique of metacognitive strategy, which helps students develop an awareness of their thinking processes as they learn. This technique helps students focus with greater intention, reflect on their existing knowledge versus information they still need to learn, recognize errors in their thinking, and develop practices for effective learning. All these comprehensive studies related to structured learning, in the form of outlining for expository text, provide spectrums of benefits not only to the writing skills, but also to students' critical thinking skills to reinforce students' reflexive and transformative learning, and to enhance students' engagement and learning outcomes (Baskaran *et al.*, 2024). Moreover, outlining procedure for expository text improves students' writing skills and in turn enhance their reading comprehension (Adkins, *et al.*, 2023).

The significant gender difference in perceptions suggests that female students may find outlining more beneficial than male students. This could be due to differences in learning styles or prior experiences with writing instruction. Studies by Gil (2024) have shown that gender socialization affects how students approach their studies. Women are often socialized to be more organized and diligent in their academic efforts. Outlining can be a tool that aligns well with these behaviors, potentially making it more beneficial for female students. Blackwood (2020) adds that her study in Cornell University found that women reported lower perceptions of their scientific abilities and were more aware of gender identity, which influenced their participation in active learning environments. Nevertheless, further research is needed to explore these differences in more detail. The findings of this study provide valuable insights into students' perceptions and challenges in using outlines to develop exposition texts. The data reveal a complex picture, highlighting both the benefits and difficulties associated with outlining procedures. The quantitative data indicate that the majority of students (80%) perceive outlining as a beneficial tool for organizing their thoughts and improving the coherence of their exposition texts. This aligns with previous research by Butterfuss, *et al.* (2024), which found that outlining enhances text coherence and organization. The high mean score (Mean = 4.2, SD = 0.8) for positive perceptions further underscores the general acceptance and perceived utility of outlining among students.

However, a notable minority (20%) of students view outlining as time-consuming and tedious. This sentiment is reflected in the lower mean score for negative perceptions (Mean = 2.1, SD = 1.0).

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These findings suggest that while outlining is widely recognized as beneficial, it is not universally embraced, and some students may require additional support to appreciate its value.

The study identifies several key challenges that students face when using outlines:

- Developing Connections Between Theory and Research Topics:** A significant proportion of students (60%) reported difficulty in linking theoretical concepts with their research topics. This challenge was also highlighted in the qualitative data, where students expressed confusion about how to integrate theory into their outlines. This finding suggests a need for more explicit instruction on how to connect theoretical frameworks with practical research topics.
- Translating Outlines into Full Texts:** More than half of the students (55%) found it challenging to expand their outlines into coherent exposition texts. This difficulty was echoed in the interviews, where students described the process of turning an outline into a complete essay as particularly hard. Some students felt that while outlines helped them stay on topic, they could also be restrictive, limiting their ability to develop their ideas fully. This indicates a need for instructional strategies that help students bridge the gap between outlining and writing full texts.
- Lack of Confidence:** About 30% of students indicated a lack of confidence in their ability to use outlines effectively. This lack of confidence can hinder students' willingness to engage with outlining as a prewriting strategy. Providing more examples, step-by-step instructions, and opportunities for practice could help build students' confidence and competence in using outlines.

The study also found significant gender differences in perceptions of outlining. Female students reported higher mean scores (Mean = 4.1, SD = 0.7) compared to male students (Mean = 3.8, SD = 0.9), with a t-test result indicating a significant difference ($t(98) = 1.96, p < 0.05$). This suggests that female students may find outlining more beneficial than their male counterparts. These differences could be due to variations in learning styles or prior experiences with writing instruction. Further research is needed to explore these gender differences in more detail and to develop gender-sensitive instructional strategies.

The findings of this study have several important implications for teaching:

- Enhanced Instruction on Outlining:** Educators should provide more explicit instruction on how to create and use outlines, with a focus on developing connections between theory and research topics. This could include providing examples and step-by-step guides to help students understand the process.
- Bridging the Gap Between Outlining and Writing:** Teachers should develop strategies to help students translate their outlines into full texts. This could involve guided writing exercises that take students from outline to draft, emphasizing the expansion and development of ideas.
- Building Confidence:** To address the lack of confidence reported by some students, educators should offer more opportunities for practice and provide constructive feedback. This could help students build their skills and confidence in using outlines effectively.
- Gender-Sensitive Approaches:** Given the significant gender differences in perceptions, educators should consider gender-sensitive approaches to teaching outlining. This could involve tailoring instruction to meet the specific needs and preferences of male and female students.

Overall, this study highlights the importance of outlining as a prewriting strategy and identifies key areas where students need additional support. By addressing these challenges, educators can help students improve their writing skills and achieve greater success in their academic writing tasks.

4. Conclusion

This study explored the perceptions and challenges faced by English Literature Department students of UTY in using outlines to develop exposition texts, employing a mixed-methods approach to gather comprehensive data. The findings revealed that while a majority of students recognize the

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11) OpenAI ChatGPT vs Google Gemini: A study of AI chatbots' writing quality evaluation and plagiarism checking

Gemini, the three essays with the highest plagiarism percentages were "Gemini Cause and Effect 2" (37%), "Gemini Cause and Effect 3" (26%), and "Gemini Argumentative 2" (10%) as shown in Table 7.

Table 7. The Percentage of Plagiarized Content Found in AI Chatbots' Writing by a Paid Plagiarism Checker

Essays Written by AI Chatbots	Turnitin	Percentage of Plagiarized Content of each Writing Model
ChatGPT Descriptive 1	8%	
ChatGPT Descriptive 2	7%	5.67%
ChatGPT Descriptive 3	2%	
ChatGPT Classification 1	0%	
ChatGPT Classification 2	0%	1.33%
ChatGPT Classification 3	4%	
ChatGPT Cause and Effect 1	50%	
ChatGPT Cause and Effect 2	55%	53.00%
ChatGPT Cause and Effect 3	54%	
ChatGPT Comparison and Contrast 1	13%	
ChatGPT Comparison and Contrast 2	9%	9.33%
ChatGPT Comparison and Contrast 3	6%	
ChatGPT Argumentative 1	17%	
ChatGPT Argumentative 2	33%	30.00%
ChatGPT Argumentative 3	40%	
Average Percentage	19.87%	
Gemini Descriptive 1	0%	
Gemini Descriptive 2	2%	0.67%
Gemini Descriptive 3	0%	
Gemini Classification 1	0%	
Gemini Classification 2	0%	0.00%
Gemini Classification 3	0%	
Gemini Cause and Effect 1	8%	
Gemini Cause and Effect 2	37%	23.67%
Gemini Cause and Effect 3	26%	
Gemini Comparison and Contrast 1	0%	
Gemini Comparison and Contrast 2	3%	2.33%
Gemini Comparison and Contrast 3	4%	
Gemini Argumentative 1	0%	
Gemini Argumentative 2	10%	6.00%
Gemini Argumentative 3	8%	
Average Percentage	6.53%	

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For ChatGPT, 13 out of 15 essays were reported to contain plagiarism, with the exceptions of "ChatGPT Classification 1" and "ChatGPT Classification 2." In contrast, eight out of 15 essays generated by Gemini were found to have plagiarism. Additionally, across the writing models, the data showed that essays generated by ChatGPT contained a higher average percentage of plagiarism than those generated by Gemini.

Based on the five writing models, the highest average percentage of plagiarized content was found in the cause-and-effect essays from both ChatGPT (3 = 53%) and Gemini (3 = 23.67%). The highest percentage was 55% ("ChatGPT Cause and Effect 2") while the lowest was 8% ("Gemini Cause and Effect 1"). In contrast, the classification writing model had the lowest average percentage of plagiarized content (3 = 1.33% for ChatGPT and 3 = 0% for Gemini) compared to the other models. Five out of the six classification essays had no plagiarism, except for "ChatGPT Classifying 3," which contained 4%.

For the argumentative writing model, five essays contained plagiarism. The highest percentage was 40% ("ChatGPT Argumentative 3"), followed by 33% ("ChatGPT Argumentative 2"), with the lowest being 0% ("Gemini Argumentative 1"). In the comparison-and-contrast writing model, five out of six essays were also found to contain plagiarism. The highest percentage was in "ChatGPT Comparison and Contrast 1" (13%), while "Gemini Comparison and Contrast 1" showed no plagiarism.

3) Both Free and Paid Plagiarism Checkers: SmallSEOtools, Check-Plagiarism, and Turnitin

When both free and paid plagiarism checkers were used to detect the content plagiarism in all 30 essays generated by the two AI Chatbots, the analysis identified a significant portion (23 out of 30) containing plagiarized content. In average, the essay with the highest percentage of plagiarism was "ChatGPT Cause and Effect 2" (30%), followed by "ChatGPT Cause and Effect 3" (21.67%) and "ChatGPT Argumentative 3" (19%). This means the essays contained the highest percentage were generated by ChatGPT. In addition, the analysis showed that the average percentage of the 15 essays generated by ChatGPT was higher than ones by Gemini as shown in Table 8.

Among the 23 essays containing plagiarism, the analysis found that some plagiarized content was detected only by the free plagiarism checkers while some was detected only by the paid software. For plagiarized content detected only by the free software, "Gemini Descriptive 1" showed 4% plagiarism using SmallSEOtools, and "Gemini Classifying 1" showed 4% plagiarism using both free tools. Regarding plagiarism detected only by the paid software, there were 11 essays, as shown in Table 8. Among these, the highest percentages of plagiarism were found in "ChatGPT Cause and Effect 1" (50%), followed by "ChatGPT Argumentative 2" (33%) and "ChatGPT Argumentative 1" (17%).

Furthermore, Table 8 showed that the average percentage of plagiarism across the 15 essays generated by ChatGPT was higher than those generated by Gemini. Specifically, the average plagiarism percentage for ChatGPT essays was 6.64% while for Gemini, it was 2.19%.

In terms of writing models, ChatGPT's essays had a higher mean percentage of plagiarism in four out of five models as shown in Table 9. For descriptive writing, ChatGPT's essays had an average of 3.11% plagiarism, compared to 1.22% for Gemini. In cause-and-effect writing, ChatGPT's essays averaged 22.78%, while Gemini's averaged 12.11%. ChatGPT's comparison and contrast essays had an average of 4.33%, compared to 2.44% for Gemini. In argumentative writing, ChatGPT's essays had an average of 11.89%, whereas Gemini's averaged 2%. The only writing model where Gemini had a higher average than ChatGPT was classification, with 0.89% for Gemini and 0.44% for ChatGPT.

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Table 8. The Percentage of Plagiarized Content Found in AI Chatbots' Writing by Both Free and Paid Plagiarism Checkers

Essays Written by AI Chatbots	Plagiarism Checkers			x
	smallseo tools.com	check-plagiarism .com	Turnitin	
ChatGPT Descriptive 1	0%	0%	2%	0.44%
ChatGPT Descriptive 2	0%	0%	7%	1.55%
ChatGPT Descriptive 3	0%	0%	2%	0.67%
ChatGPT Classification 1	0%	0%	0%	0.00%
ChatGPT Classification 2	0%	0%	0%	0.00%
ChatGPT Classification 3	0%	0%	4%	1.33%
ChatGPT Cause and Effect 1	0%	0%	50%	16.67%
ChatGPT Cause and Effect 2	17%	18%	55%	30.00%
ChatGPT Cause and Effect 3	5%	6%	54%	21.67%
ChatGPT Comparison and Contrast 1	5%	6%	13%	8.00%
ChatGPT Comparison and Contrast 2	0%	0%	9%	3.00%
ChatGPT Comparison and Contrast 3	0%	0%	6%	2.00%
ChatGPT Argumentative 1	0%	0%	17%	5.67%
ChatGPT Argumentative 2	0%	0%	33%	11.00%
ChatGPT Argumentative 3	11%	6%	40%	19.00%
Average Percentage	0.03%	0.03%	19.87%	6.64%
Gemini Descriptive 1	4%	0%	0%	1.33%
Gemini Descriptive 2	0%	5%	7%	2.33%
Gemini Descriptive 3	0%	0%	0%	0.00%
Gemini Classification 1	0%	0%	0%	0.00%
Gemini Classification 2	4%	4%	0%	2.67%
Gemini Classification 3	0%	0%	0%	0.00%
Gemini Cause and Effect 1	0%	0%	8%	2.67%
Gemini Cause and Effect 2	4%	9%	37%	16.67%
Gemini Cause and Effect 3	12%	13%	26%	17.00%
Gemini Comparison and Contrast 1	0%	0%	0%	0.00%
Gemini Comparison and Contrast 2	0%	4%	3%	2.33%
Gemini Comparison and Contrast 3	5%	6%	4%	5.00%
Gemini Argumentative 1	0%	0%	0%	0.00%
Gemini Argumentative 2	0%	0%	10%	3.33%
Gemini Argumentative 3	0%	0%	8%	2.67%
Average Percentage	0.02%	0.03%	6.53%	2.19%

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Table 9. The Average Percentage of Plagiarized Content Found by both Free and Paid Checkers in Each Writing Model

Five Essay Models	AI Chatbots		x
	ChatGPT	Gemini	
Descriptive	3.11%	1.22%	2.17%
Classification	0.44%	0.89%	0.67%
Cause and Effect	22.78%	12.11%	17.44%
Comparison and Contrast	4.33%	2.44%	3.39%
Argumentative	11.89%	2.00%	6.94%

With a significant portion (23 out of 30) containing plagiarized, the analysis sheds light on the potential of AI-generated content while also highlights critical concerns regarding plagiarism. The study's findings indicated that some written texts generated by ChatGPT were more prone to plagiarism detection than those produced by Gemini. Of the five writing models, the causes and effect essays were mostly plagiarized for both AI tools specially composed by the ChatGPT. The outcomes of this current study differ from those of Khabli and Er (2023) in that essay writing, particularly scientific essays produced by ChatGPT, tended to be recognized for their high originality. In contrast, this current study found that Turnitin detected the cause-and-effect essays as plagiarism at the highest level, similar to the free software plagiarism detector, which also showed that cause and effect writing produced by ChatGPT and Gemini exhibited the highest degree of plagiarism. At this point, cause and effect essays commonly address mostly debated topics, for instance, climate change or the effects of technology. These issues have been widely discussed, resulting in the unintended employment of identical ideas and language features from previous work. This is in line with Aydin and Karaarslan (2022), arguing that ChatGPT seemed to underperform in generating original work after paraphrasing compared to other chatbots.

In comparing free versus paid checkers, this study highlights the differences between the free plagiarism tools and the paid program. As mentioned, Turnitin performed better in detecting plagiarism. These findings align with those reported by Suaverdez and Suaverdez (2023), though there are some differences. In their study, the paid tool identified a higher amount of plagiarized content compared to the free checkers. Similarly, the present study found that the paid tool outperformed the two free programs, particularly in detecting plagiarism in the cause-and-effect essays. However, the findings also indicated that the free checkers performed better in certain writing models generated by Google Gemini, including descriptive, classification, and comparison and contrast essays. While SmallSEO Tools and Check-Plagiarism identified a lower percentage of plagiarism compared to Turnitin, they still proved reliable to some extent in detecting plagiarized content.

The findings shed light on the importance of caution when relying on AI tools and encourage users to be cautious when using AI tools for academic or professional writing. Furthermore, this analysis provides valuable insights into the reliability of AI tools in generating original content and the effectiveness of different plagiarism detection systems. It highlights the need for caution and vigilance when using AI-generated texts, particularly in educational contexts where originality and academic integrity are critical.

4. Conclusion and Implications

The present study has explored and compared the writing quality of OpenAI ChatGPT and Google Gemini based on five essay models in terms of the easibility and readability using the T.E.R.A program. Moreover, it has revealed the plagiarized content percentage of the texts generated by the two AI chatbots using three plagiarism checkers. The results revealed that both ChatGPT and Gemini similarly and well performed regarding word concreteness; however, they showed limitations in narrativity. ChatGPT was likely to excel over Gemini in areas like referential cohesion and deep cohesion. On the other hand, Gemini outperformed ChatGPT in aspects such as narrativity, syntactic simplicity, and word concreteness. Some essays written by ChatGPT and Gemini were detected for

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12) The impact of blended-ESP instructional model on fostering English proficiency among students majoring in traditional Chinese medicine

able to score above 80 points in the pre-test, primarily because they relied on advanced common vocabulary, complex sentence structures, and accurate English grammar instead of using accurate and appropriate TCM terms. However, the students' writings in the post-test demonstrated that the majority of them were able to effectively utilize TCM terminology in their writing tasks.

Table 2. Segmented analysis for students' pre-test and post-test scores

	Pre test		Post test	
	Frequency (Number of students)	Cumulative Percent	Frequency (Number of students)	Cumulative Percent
Valid				
0-60 (unqualified)	34	46.6		
60-80 (average)	37	50.7	12	16.4
80-100 (excellent)	2	2.7	61	83.6
Total	73			

Note: N=73

The segmented analysis was utilized to classify students' scores into three distinct categories: unqualified for scores between 0 and 60, average for scores between 60 and 80, and excellent for scores between 80 and 100. According to Table 2, the pre-test results showed that 46.6% of the students received scores that were either unqualified or below average. Only 2.7% of the students achieved scores that were classified as excellent. Nevertheless, in the post-test, a significant proportion of students, specifically 83.6%, achieved a level of excellence, while no students fell into the unqualified or below average category.

The segmented analysis revealed that the implementation of BEIM had positive impacts on enhancing students' English proficiency. This conclusion was supported by the fact that most students' scores in the pre-test were either unqualified or below average, whereas the majority of students achieved excellent scores after the implementation of BEIM. This finding aligned with previous research indicating that ESP instructors could employ appropriate online platforms to mitigate the challenges posed by substantial workload in both language and content instruction, thereby ensuring students' learning outcomes through the utilization of these platforms (Alvarez, 2020; Zou et al., 2021; Yi & Bin Baki, 2022).

3.2. Students' Attitudes towards BEIM

The attitude questionnaire included two sections. The first section examined students' final examination scores for the TCM English course. The second section consisted of 10 questions on students' perceptions of BEIM implemented in the course.

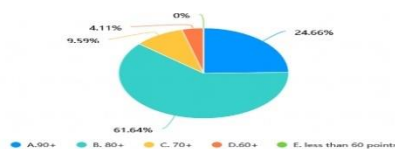


Fig. 2. Results of students' final exam for the TCM English course

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According to the data obtained from the first section of the questionnaire (Fig. 2), most of the students achieved a score of 80+ points (61.64%), followed by a score of 90+ points (24.66%) in their final exams. Only a small proportion of the students (9.59%) obtained 70+ points, while 4.11% selected the 60+ category for their final exam scores. No one chose to obtain a score below 60 points. In conclusion, the majority of students in this course achieved satisfactory final exam grades, with a total score concentrated between 80 and 90 points, which was the largest proportion.

Table 3. Results of students' attitude questionnaire (second section)

Questions	Mean	Std. Deviation	Interpretation
① You are satisfied with the blended-ESP instructional model in terms of improving your TCM English learning.	4.21	.706	positive
② The blended-ESP instructional model can foster your English language proficiency.	3.93	.733	positive
③ The blended-ESP instructional model can enhance your motivation to learn TCM English.	4.10	.767	positive
④ The blended-ESP instructional model can increase communication between the teacher and students both online and in face-to-face classroom.	4.01	.736	positive
⑤ The lesson plans, relevant contents, learning activities and assignments are appropriate.	4.11	.737	positive
⑥ The usage of technology by the instructor is acceptable and efficient.	4.10	.748	positive
⑦ The proportion between face-to-face classroom instruction and online learning designed by the instructor is appropriate.	4.00	.764	positive
⑧ Blended learning provides you more opportunities to review TCM English learning materials.	4.19	.720	positive
⑨ Your self-regulated learning can be stimulated through practicing the blended-ESP instructional model for TCM English course.	4.03	.687	positive
⑩ Your cultural confidence towards TCM can be boosted through practicing the blended-ESP instructional model for TCM English course.	4.16	.707	positive

The five-point Likert scale (5 = "strongly agree", 4 = "agree", 3 = "neither agree nor disagree", 2 = "disagree", and 1 = "strongly disagree") was employed for the 10 questions to measure students' perceptions towards the BEIM implemented in the course. The Likert scale mean score was interpreted as follows: 1.0-2.4 = negative attitude, 2.5-3.4 = neutral attitude, and 3.5-5.0 = positive attitude. Table 3 indicated that the 73 students showed positive perceptions towards the 10 questions, with mean values of 4.21, 3.93, 4.10, 4.01, 4.11, 4.10, 4.00, 4.19, 4.03, and 4.16, respectively. Among the 10 questions, the mean value for question 1 was 4.21, ranking the highest, revealing that students hold positive and satisfied attitudes toward implementing BEIM to improve their TCM English learning. This finding was consistent with previous studies, which suggested that blended instructional models, which combined the strengths of both offline and online instruction, could benefit students more in their English learning than traditional classroom teaching or solely online instruction (Yang et al., 2017; Cai, 2019; Assad Hamza Sheerah, 2020; Jiang et al., 2021; Wu, 2023).

3.3. Students' Perspectives on the Implementation of BEIM

Fifteen students were invited to participate in the semi-structured interview based on their voluntary participation. The eight interview questions were designed to explore the students' in-depth perspectives on the BEIM implemented for the TCM English course. The overall findings from the semi-structured interviews indicated that students held positive views regarding the implementation of BEIM for the TCM English course. The findings were categorized into 5 themes that arose from the interviews on the students' perspectives on the preference model, strengths and weaknesses of BEIM, perceived improvement, application of technology, and TCM cultural confidence. Table 4 presented a comprehensive overview of the students' overall perspectives regarding the implementation of BEIM.

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Table 4. Students' overall perspectives on the implementation of BEIM

No.	Theme	Students' perspectives
①	Preference model	The blended-ESP instructional model
	Strengths and weaknesses of BEIM	Strengths: rich online resources; strong flexibility; personalized learning; interesting learning experiences; convenient online preview and review. Weaknesses: Students with poor self-discipline might not complete learning assignments on time.
②	Perceived improvement	TCM English terms and expressions; TCM English proficiency; TCM cultural confidence; self-regulated learning ability
③	Application of technology	Students embraced the application of the Superstar Learning platform and Juku correction website in their TCM English learning.
④	TCM cultural confidence	Students' cultural confidence towards TCM was greatly enhanced.

1) Students' perspectives on the preference model

The fifteen participants unanimously endorsed BEIM, expressing a strong preference for it. They stated that this model significantly enhanced their TCM English learning by integrating the advantages of both offline and online teaching and learning. Some of the students' responses were listed below to shed light on their statements.

"I prefer blended learning. Firstly, it can make learning more efficient and save time. Some assignments and tasks can be completed after class without taking up classroom time, allowing time to be fully used. Secondly, a single learning mode can easily lead me into a dull and routine learning state." (Student ID: 42)

"I think the blended instruction is very good. The classic works of TCM and the English TCM materials available online have expanded my knowledge, enhanced my vocabulary, and aligned my studies more closely with my major. The second is the combination of online and offline modes, which not only improves face-to-face communication, but also makes it convenient to collect and sort out extensive information on the Internet." (Student ID: 51)

"I prefer the blended model. The combination of online and offline can complement each other. If I cannot keep up with the teacher, I can still take the time to review the knowledge learned online. And online learning can be done anytime, anywhere." (Student ID: 63)

Based on the students' responses, they expressed a preference for BEIM over the solely physical classroom model or online model. This finding was in line with the findings of the attitude questionnaire, indicating that students held positive attitudes towards BEIM. The benefits of a blended model were stated to encompass diversity in learning styles, efficient and interesting learning experiences, saving classroom time, optimal utilization of online learning resources, and convenient online preview and review (Wang, 2023). Blended instruction offered a significant advancement in terms of increasing the availability of teaching and learning time and space, when compared to traditional face-to-face classroom teaching (Cai, 2019; Yang et al., 2017).

2) Students' perspectives on the strengths and weaknesses of BEIM

In terms of the strengths of BEIM, many students reported that the blended instruction helped them utilize online resources to enhance their learning. It also offered outstanding flexibility, allowing them to arrange their learning content based on their own learning pace and needs. The flexibility in space and time and diversity in learning styles helped develop their self-directed learning ability, which was significant for lifelong learning. This research finding was in line with Chen and Shan's study, which indicated that students could develop their self-directed learning through a highly contemporary, personalized, and sustainable self-directed learning habit by utilizing the benefits of online learning platforms (Chen & Shan, 2021).

"The advantage is that BEIM can better meet our learning needs. It can help us not only learn new knowledge but also save more time." (Student ID: 10)

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"I think the strengths of BEIM are flexibility and diversity, which can make full use of online resources to enrich the learning content." (Student ID: 38)

"The BEIM has increased the happy learning atmosphere in the classroom, and happy learning can better improve our learning effectiveness, better understand the learning content, and improve learning efficiency." (Student ID: 51)

"The BEIM allows me to engage in self-directed learning by watching online learning videos and completing preview tasks before class, while classroom time is used for discussion, deepening understanding, and applying knowledge. Blended learning has strong flexibility, and we can arrange learning according to our own situation." (Student ID: 60)

However, students also reported the weaknesses of BEIM from their own perspectives. The most prominent feedback from the students was that they occasionally struggled with self-discipline while conducting online learning or self-regulated learning, resulting in incomplete or superficial completion of learning assignments, and limited English improvement. For example, student ID 10 stated that *"For me, the drawbacks outweigh the benefits of using online learning activities to improve my English proficiency. Online learning means I have to resist the temptation of mobile entertainment information, but my self-control ability is relatively limited. So, the online learning activities are not very attractive for me, and my English promotion is very limited."*

They also reported that sometimes the TCM vocabulary was challenging, they could not hold their concentration. Occasionally, the instructor could not timely monitor whether they were indeed studying seriously online.

"The weaknesses are that it requires high self-discipline. Sometimes I am not so self-disciplined, then I am unable to finish online tasks on time." (Student ID: 38)

"The teacher cannot timely supervise whether we are really studying seriously online. Some of the TCM vocabulary is so difficult that I sometimes lose concentration." (Student ID: 51)

This study found that students' online learning or self-regulated learning required them to be highly self-disciplined; otherwise, they might be unable to achieve the instructor's expected goals. According to students' responses, if they had poor self-discipline or the instructor did not make online learning tasks as compulsory assignments, they might feel that doing online assignments was a waste of time and were not motivated to complete them. Then, the instructor's intended teaching and learning objectives might not be met. This finding was confirmed by some previous studies, which claimed that students' ability to monitor, manage, and regulate their own learning was highlighted by educational psychology (Cleary & Platten, 2013; Sheklati & Devi, 2012). Considering this, instructors who conduct blended instruction should care about students' performance online, set regulations for students to be self-disciplined, and require them to finish tasks on time, no delays or plagiarism.

3) Students' perspectives on the perceived improvements

Regarding the perceived improvements, students' feedback indicated that they acquired a number of TCM terms and expressions in English, enhanced their English proficiency to articulate TCM knowledge and culture, and developed a deeper comprehension of the philosophical Chinese medical system through their participation in this course.

"I used to understand TCM knowledge in Chinese, but now I can use English to introduce it. This course introduced much TCM knowledge and culture, vocabulary in the medical field has also been added. After learning TCM English, I can better tell the stories of TCM to foreigners." (Student ID: 63)

"This course helped me master many TCM terms and expressions in English. It may help me to expand my international perspective as a healthcare professional in the future and enhance my cross-cultural communication skills." (Student ID: 58)

Some of the students mentioned that TCM English learning would be very helpful for them to improve their scientific research ability and pursue a postgraduate study. This discovery was consistent with Zhang's research, which asserted that learning English for specific purposes was essential for the development of students' scientific research abilities, and academic English was a core component of their postgraduate studies (Zhang et al., 2020).

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"By studying this course, I improved my English proficiency to express TCM knowledge, gained a deeper understanding of the rich philosophical Chinese medical system. I think it will be very helpful for me to develop my scientific research ability and continue a postgraduate education." (Student ID: 60)

Online learning materials provided on the Superstar Learning platform could enhance students' interest in learning TCM English and provide a more flexible and diverse learning experience. Additionally, students could effectively utilize their fragmented time to learn via some online platforms, such as the Superstar Learning platform and the Juku Correction website.

"It can improve my interest in learning English and through online learning resources, making learning more flexible and diverse. And this can also help me better use fragmented time to improve my TCM English proficiency." (Student ID: 38)

Besides, students' self-regulated learning ability has been improved by implementing BEIM. Utilizing contemporary information technology to enable English teaching and learning to progress toward individualized and self-directed learning without being constrained by time or place, has been one of the teaching objectives clearly stated in the "College English Curriculum Teaching Requirements" in China. Facilitating students to acquire knowledge through self-regulated or self-directed learning was essential for fostering their interest and motivation in learning, which was one of the indispensable conditions for fulfilling academic achievements (El-Adl & Alkharusi, 2020).

"The learning materials, activities, or tasks on the Superstar Learning platform improved my self-regulated learning. I can choose the learning materials, pace, and difficulty level to suit my own needs and interests, and my English for TCM improved a lot." (Student ID: 42)

4) Students' perspectives on the application of technology

Based on the students' responses, it could be seen that they embraced the application of the Superstar Learning platform and Juku correction website in their TCM English learning. With the assistance of these educational technology tools, students' learning resources were expanded, personalized learning was guaranteed, students' interest in learning and classroom participation were improved, and the interaction between the instructor and students was enhanced.

"I think the Superstar Learning platform and the Juku Correction website changed the traditional teaching method, expanded our learning resources, improved our learning participation and effectiveness, and strengthened the interaction and flexibility." (Student ID: 10)

"We can access richer learning resources from Superstar Learning provided by our teacher. I think technology made our classroom presentations more vivid, increased our enthusiasm for participating in classroom discussions, and enhanced interaction between the teacher and us after class." (Student ID: 3)

"The Superstar Learning platform provided abundant resources; we can learn according to our own pace and also communicate learning problems with our classmates or teachers at any time." (Student ID: 39)

By leveraging the benefits of modern network technology, a variety of online learning systems and platforms offered students increased access to learning resources. Students could break through the limitations of English learning in class time and classroom space; they could choose learning resources that fit their own needs for learning and select learning content depending on their interests, needs, goals, and task requirements. This discovery was in line with Wu's study, which indicated that smart platforms were crucial for improving college students' cognitive engagement in self-directed learning and their learning outcomes (Wu, 2023).

"I can revise my writing according to the comments and suggestions provided by the Juku correction website after class. At the same time, it also helps to cultivate my ability to independently solve problems." (Student ID: 63)

5) Students' perspectives on TCM culture confidence

This study indicated that the study of TCM English had typically increased students' confidence in Chinese medicine culture. According to students' responses, acquiring English proficiency through this course helped them express TCM knowledge and culture in English more accurately and confidently. This was very helpful for their future postgraduate studies, participation in international

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medical conferences, or career development as physicians. This finding was consistent with Zhang's research, which believed that learning English in a specific field was not only essential for enhancing students' scientific research capacity but also a key component in their postgraduate education, even career development (Zhang et al., 2020).

"Learning this course helps me better express TCM knowledge and concepts in English, allowing me to introduce TCM culture more accurately and confidently. If more people can express TCM culture in English, it will enable foreigners to experience its charm. By taking this course, I can confidently demonstrate the unique value of TCM culture in communication with international peers. It also improves my confidence in TCM culture." (Student ID: 3)

"Studying TCM English enhanced my English interpretation of TCM knowledge; it is helpful in promoting my further study and career development. It also boosted my confidence and pride in TCM culture." (Student ID: 58)

Since TCM is an ancient medical science that encompasses the health and wellness principles and medical practices developed by the Chinese nation over thousands of years, TCM culture has been a significant element of China's rich traditional culture (Hou & Lyu, 2021). An essential element of cultivating excellent international professionals in the TCM field is to enhance students' confidence in TCM culture.

"By studying the TCM English course, I can learn to express basic TCM knowledge in English. Our country now widely advocates and encourages the study and application of TCM. In foreign countries, TCM has received increasing attention too, and my cultural confidence in TCM has naturally developed." (Student ID: 38)

As a result, English instructors should understand that language education can facilitate the integration of both language and culture. When teaching a foreign language, instructors should help students build their own national cultural awareness and cultivate their confidence in their national culture as well.

4. Conclusion

In conclusion, the findings of this study confirmed some previous studies, indicating that students generally possessed positive attitudes towards the blended-ESP instructional model, which effectively enhanced their English proficiency due to its advantages, including strong flexibility, abundant resources, personalized learning, convenient online review and preview, and effective teacher-student interactions. On modern campuses, English instructors are expected to leverage digital technology to develop innovative instructional models to enhance their pedagogy. Meanwhile, blended instructional models also require students to possess a high level of self-discipline; otherwise, it may result in delays, plagiarism, or any other negative consequences. Furthermore, the results suggested that students' cultural confidence toward TCM was enhanced when they learned TCM English. Therefore, students' self-disciplinary, English proficiency, and national culture awareness and confidence should be highlighted when conducting a blended-ESP instruction.

However, there is still space for further and more research in this field. The primary focus of this study was to examine the impact of BEIM on fostering TCM students' English proficiency by adopting writing pre- and post-tests, with a research duration of 10 weeks. English proficiency comprises not only writing skills but also numerous components such as reading, listening, speaking, and even translation skills. Future studies can explore the impact of this model on students' overall English proficiency from multiple perspectives. In addition, this study mainly utilized the Superstar Learning system as the main online platform for implementing the blended instruction, and the Juku Correction website as the solely intelligent correction system for grading the students' English writing tests. For future study, the mixed use of multiple online platforms (such as Unipus, Rain Classroom, DingTalk, Tencent Meeting, etc.) can be explored. Meanwhile, more specialized intelligent writing correction platforms like iWRITE or iWRITE could be used to assess the precision in evaluating students' written works in comparison to the Juku Correction website.

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13) Capturing pseudo-innovation in ELT: The analysis of implementing differentiated learning to suburban private madrasahs

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given the limited resources available. In the end, this aspect of suitability becomes irrelevant to the innovation presented in differentiated learning.

Meanwhile, English teachers at Madrasah C and Madrasah B revealed that product differentiation is still appropriate to be applied to students. However, after observation during learning, teachers did not really apply product differentiation appropriately. For example, in Madrasah B, the teacher only differentiated the number of vocabulary memorization based on the students' ability to memorize. The teacher considers that this action is product differentiation. Meanwhile, at Madrasah C, after observation, the teacher only told students to do the tasks on the LKS after observation.

Another aspect is complexity, teachers consider the complexity of differentiated learning to be a higher level than learning in the previous curriculum. Teachers are fixated on adjusting to the new curriculum document and are too focused on aspects that are referred to as innovations so they are too forceful to be present in every lesson such as assignments that are always project-based.

For example, in the learning carried out by English teachers at Madrasah B and Madrasah C, teachers are more worried about making inappropriate documents than implementing them in the classroom. Teachers are fixated on student observation sheets and project-based assignment results. So in some tasks such as material in grade 10 about Simple Present Tense which actually does not require project-based tasks, but instead is forced always to be project-based. Students are assigned to make a video containing Simple Present Tense material. In the end, students just copy the material on Google into video slides to be collected by the teacher. In fact, the essence of the material aims for students to understand simple present tense, not about making videos. Seeing these obstacles, in the end, this complexity aspect must be ignored because the Madrasah inevitably has to accept a high level of complexity in implementing differentiated learning.

The persuasion stage in the diffusion of innovations related to differentiated learning in Madrasah involves a critical evaluation process, where teachers consider the benefits of these innovations to student learning, their relevance to Madrasah values, and support from the environment and educational leaders. This process is critical to the successful adoption of innovations in the context of Madrasah education. However, if this stage of determining attitudes towards innovation is not done properly, it will have an impact on the next stage of innovation diffusion.

3.3. Decision Stage

The decision stage in the innovation diffusion theory according to Rogers is the process in which individuals or organizations make decisions to accept or reject an innovation (Riley et al., 2020). In the context of curriculum innovation in Madrasah, especially related to differentiated learning, this stage is crucial because it determines whether the innovation will be widely implemented or only limited to a small number of educators and institutions. Differentiated learning, which aims to accommodate students' different abilities, interests and learning styles, is an approach that demands significant adaptations in learning practices. Therefore, the decision phase involves several interrelated components (Ho, 2022).

First, in the decision-making process, teachers, Madrasah principals and other education stakeholders need to understand the purpose and benefits of this innovation deeply. At this stage, information about differentiated learning must be effectively socialized, either through training, workshops or group discussions. If teachers feel that this innovation can improve the quality of learning, especially in the context of Madrasah which tends to have a diversity of social and intellectual backgrounds of students, then the tendency to accept the innovation will be greater (Wijanti et al., 2023). On the other hand, if the information received is inadequate or the innovation is considered difficult to implement, the innovation may be rejected or ignored.

The facts found, as happened in MTs, Madrasah A, and Madrasah B, show that information about innovation in differentiated learning is still minimal. For example, the terms CP, ATP, and others in lesson planning are not well understood by teachers. In addition, do not understand the benefits of differentiated learning, which can improve the quality of learning. Teachers assume that the way of learning is still almost the same as learning in the previous curriculum. The same thing also happens at Madrasah C; teachers, consider differentiated learning as learning that makes it difficult for teachers even though it does not have a significant impact on students.

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Second, the decision stage also involves evaluating the resources needed to implement differentiated learning (Cargunovic, 2019). Teachers in Madrasahs should consider whether they have enough time, training, and institutional support to adopt this approach. Implementing differentiated learning requires not only additional knowledge of teaching strategies, but also adjustments to evaluation methods, teaching materials, and classroom management. In some cases, Madrasah heads may need to consider whether there are policies that support the implementation of this innovation, for example, those related to time allocation or the availability of adequate facilities and infrastructure. (Suryana & Mustofa, 2024).

At this stage, the Madrasahs studied seemed to ignore and focus only on the Ministry of Religious Affairs' mandate to implement differentiated learning. Teachers ignore their knowledge of appropriate differentiated teaching strategies. For example, regarding the collaboration of learning models, Mrs. A.W. who is a teacher at Madrasah D revealed that she only combined two methods in learning and claimed it as process differentiation. In good differentiated learning, however, one differentiation is actually not enough to provide meaningful experiences to students. Thus, in this decision stage, the teachers have not fully considered whether or not their abilities and actions are in accordance with the principles of differentiated learning.

In addition, the decision to accept or reject differentiated learning innovations is also influenced by social and cultural norms in the educational environment, namely the Madrasah itself (Fedorov et al., 2021). If most teachers and educational staff in the Madrasah support this innovation, it will be easier for other teachers to go with the flow and try to implement differentiated learning strategies (Basri, 2023). However, if there is resistance or skepticism among teachers, especially those with traditional approaches for a long time, implementation of these innovations could be hampered. A culture in Madrasahs that supports collaboration and sharing experiences is also important in helping teachers feel more confident to adopt these new approaches.

Based on the interviews that have been conducted, the majority of teachers are not ready and do not agree with the implementation of differentiated learning. As MTs and Madrasah A teachers and Madrasah C teachers feel that the application of differentiated learning is currently not appropriate to be implemented. Meanwhile, teachers at Madrasah B agree with this implementation. However, his knowledge of the principles of differentiated learning is still minimal. This shows that most teachers in these private Madrasahs only agree because of obligation, not their own personal choice based on the situation in the field.

Finally, the decision stage often involves a trial or initial implementation of the innovation. (Wahed et al., 2015). For example, some teachers may start testing the implementation of differentiated learning on small groups of students before fully implementing it in the classroom. The feedback from these trials then becomes the basis for teachers to determine whether or not to continue using the innovation. If the trial results show a positive impact on the learning process, the decision to accept this innovation will be stronger (Sachdeva et al., 2019).

In fact, the teachers had never tested or implemented differentiated learning before it was implemented. Most of them only listened to the technical guidance without any direct practice with students. So the teachers do not know the impact they feel because they have never tested the effectiveness of differentiated learning for students in their respective Madrasahs.

Teachers in learning have shown concrete evidence, as happened in Madrasah A, where Mr. M.A. made planning documents for differentiated learning. He admitted that he made the document only to fulfill the demands of the Madrasah to immediately collect learning documents. However, in practice, Mr. M.A. did not actually implement the learning steps that he listed in the planning document. The same thing was also done by the English teacher at Madrasah C.

As for Madrasah D and Madrasah B, teachers have never made any learning documents related to differentiated learning. This shows that as long as the policy related to differentiated learning obligations runs, they only claim to have implemented differentiated learning based on the curriculum endorsement document but have never implemented either administratively or directly.

Thus, the decision stage in the diffusion of innovations in the context of differentiated learning in Madrasah is a complex process, involving various considerations from cognitive, social and institutional aspects. The successful adoption of this innovation is highly dependent on the extent to which teachers and stakeholders can see the direct benefits of the approach as well as their readiness

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to overcome the challenges that arise during the implementation process. However, the result of this study shows that neither the institution nor the teachers utilize the decision stage well in adopting differentiated learning innovation.

3.4. Implementation Stage

This stage is the most important stage in the innovation diffusion process. The implementation of differentiated learning innovations in MTs and Madrasah A, Madrasah C, and Madrasah B is not optimal to be implemented because the decision taken to implement differentiated learning is a compulsion. Minimal socialization, unsuitable learning climate, and unqualified teacher resources make implementing differentiated learning innovation only superficial and resistance to change. In daily practice, teachers still apply the old ways, especially in learning practices. Although the curriculum promotes differentiation of learning to meet learners' individual needs, teachers may only make minimal or standard modifications, which do not substantially change students' learning experience.

Some deviations are made, for example, by adding models, methods or media that were also applied in the previous curriculum. For example, English teachers at MAS and Madrasah D combine two learning methods, which is referred to as process differentiation. Mrs. A. W. Combines the drill method and the project-based learning when teaching self-introduction material in class. The same thing is also done by Mr. M.A. who applies dual media for listening, learning, and reading. He thinks that providing more than one medium can provide opportunities for other students who do not like listening to be able to use reading learning media.

If observed, the modifications made by these teachers have not been only minor modifications that do not change students' learning experience. A similar case also occurred at Madrasah B, which interrupted students' learning activities in the classroom by learning outside and around the Madrasah environment. Meanwhile, at Madrasah C, students were assigned to give speeches to the class to develop their speaking skills. However, students are free to memorize in full or while reading. The learning experiences realized by these teachers have also been realized in the previous curriculum, so that the differentiation aspect is not too prominent and can change students' learning experience to the maximum. In the end, the goal of innovation is not achieved because of the implementers' mistakes in implementing differentiated learning and failure of the previous stages.

When referring to the theory of innovation diffusion, at the implementation stage, innovations that have been decided to be adopted begin to be applied in daily practice (Costa & Cooper, 2024). In Madrasah, the implementation of differentiated learning requires teachers to adjust their teaching approach according to students' individual needs. Differentiated learning aims to accommodate students' different abilities, interests and learning styles to make the learning process more effective and inclusive. So in this implementation, several things need to be considered (Purnawanto, 2023).

First, the preparation of resources needed to support successful implementation. Teachers and educators need to be trained to understand the concepts and methods of differentiated learning in depth. This training can include techniques in designing a flexible curriculum, how to assess students' needs and potential, and adaptive learning strategies. In addition, supporting facilities such as teaching aids and technology also need to be prepared to make the learning process more interactive and varied according to student needs (Anisyyah et al., 2024).

Second, changes in teaching practices. In this phase, teachers start trying to implement differentiated learning methods and strategies in the classroom. This implementation can start from simple aspects such as making variations in tasks and activities tailored to each student's ability, to the implementation of more complex strategies such as flexible grouping, where students are divided into groups based on their ability level or certain interests. In addition, teachers need to familiarize themselves with using ongoing formative assessments in order to monitor individual students' progress and adjust their approach according to the results of these assessments (Atwar & Sukidani, 2023). Third, resistance management. Every innovation implementation, including differentiated learning, is often faced with resistance from various parties, both from teachers who find it difficult to adjust to new methods, as well as from students who are not used to a more personalized approach. In this case, Madrasah leaders and curriculum managers need to support teachers and students during the transition period. Mentoring, supervision, and discussion forums between teachers can effectively help teachers face the challenges of implementing differentiated learning (Rohmah et al., 2024), and finally,

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evaluation and adaptation. Once differentiated learning has been implemented, an evaluation is needed to see how effective this strategy is in improving the quality of learning. This evaluation can be done through student feedback, learning outcomes, and direct classroom observation (Whitley et al., 2019). Based on the evaluation results, Madrasahs need to make adjustments and adaptations in teaching strategies, curriculum design, and other supporting policies, so that differentiated learning can continue to develop and be implemented optimally.

However, all of the above stages are largely ignored by the Madrasah. This is evident from the minimal preparation of resources, the absence of changes in teaching practices and only making small modifications that have less impact, the absence of efforts to carry out resistance management, and the absence of evaluation and adaptation efforts from Madrasahs to continue developing differentiated learning. These Madrasahs only resigned themselves to the existing situation and only carried out orders from the Ministry of Religious Affairs without any other initiatives to develop themselves.

3.5. Confirmation Stage

Ideally, at the confirmation stage, individuals or groups have adopted an innovation seek to ensure that their decision is correct and sustainable. They evaluate their experience using the innovation and seek feedback to reinforce or cast doubt on their decision (Girgurovic, 2019).

The confirmation stage is crucial in the context of curriculum innovation, especially in differentiated learning in Madrasah. Differentiated learning is an approach that allows teachers to customize learning methods, materials and assessment according to diverse students' needs interests. At the confirmation stage, teachers and the Madrasah as a whole will reflect on the effectiveness of this approach, and its impact on the quality of learning and the achievement of student learning outcomes (Nurjanah & Mustofa, 2024).

During the confirmation stage, teachers will reflect on their experiences in implementing differentiated learning. They may gather evidence from evaluations of student learning outcomes, including how well students with different abilities could master the materials and skills taught. This reflection can be done individually or through collaboration with peers or Madrasah leaders, such as Madrasah heads and supervisors (Kisno & Fatmawati, 2023).

Based on the results of this study, the four Madrasahs have reflected on their activities related to implementing differentiated learning and found various obstacles to its implementation. However, the Madrasahs cannot change their decision to stop implementing differentiated learning as part of the independent curriculum.

In addition, teachers may also collect feedback from students themselves, which can provide an important perspective on how differentiated learning affects their motivation, engagement and comfort in learning. This feedback can strengthen the teacher's decision to continue implementing the differentiated approach or evaluating whether there are weaknesses that need to be corrected.

Teachers have conducted surveys related to student responses in the learning process. For example, Mrs. A.W., a teacher at Madrasah D, revealed that students felt unsuitable for product differentiation. Students prefer uniform assignments as in previous learning. This shows that even though teachers have conducted feedback on the impact of differentiated learning and found negative responses, teachers cannot stop differentiated learning.

The Madrasah, as an institution, also plays an important role in this confirmation stage. Through education policy and supervision, the Madrasah can provide support and feedback to teachers and facilitate discussion forums to share experiences and best practices related to the implementation of differentiated learning (Cikriyanti et al., 2024). For example, further training or workshop activities can be organized to strengthen teachers' understanding and skills in implementing differentiated learning effectively.

Ideally, if at the confirmation stage it is found that differentiated learning does have a positive impact, then this innovation will be more strongly internalized in the school culture and become part of daily learning practices. However, if there are obstacles or suboptimal results, then teachers and Madrasah can re-evaluate the approach used, and perhaps adjust the strategy or find an approach that is more suitable for the educational context in the Madrasah (Pradana et al., 2024)

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At this confirmation stage, Madrasahs should be given the freedom to confirm whether to continue or end innovation in differentiated learning. However, because the basis of this innovation decision-making is compulsion, until now, Madrasahs can only continue the idea of innovation that is echoed without being accompanied by appropriate concrete actions in the field.

The wrong stage of diffusion from the beginning causes the adoption process of this innovation in the independent curriculum to be an illusion. The introduction of innovation in the aspect of differentiated learning is not comprehensive, the formation of attitudes and decision-making by Madrasah towards the implementation of differentiated learning is not scripted, and the implementation in learning is forced to be rough, until there is no option to confirm continuing or stopping the innovation offered in differentiated learning. These irregularities cause the concept of differentiated learning to become a 'pseudo-innovation' that is promoted but is not a change. Madrasahs have only become followers and cannot determine the fate of their institutions in implementing a learning process that suits the characteristics of teachers and students.

As a final statement of the innovation diffusion process, pseudo-innovation can occur when the innovation diffusion stage is not carried out properly. Innovations are not socialized carefully and prepared perfectly, so the execution is only an idea without action. In the end, an innovation that is only illusory is formed. The worst impact of pseudo-innovation on learning in madrasahs is that teachers are not free to provide learning because they adjust various things to the new learning concept. Madrasahs only practice the old learning methods even though the concept promoted is differentiated learning.

4. Conclusion

The illusion of innovation in differentiated English learning in private Madrasahs in East Kalimantan occurs because the diffusion of innovation is done wrongly. Madrasahs, which should be given the freedom to determine the process of innovation adaptation stages, are trapped in coercion caused by binding policies. Ultimately, Madrasahs only carry the idea of differentiated learning innovation and are trapped in pseudo-innovation that does not impact the learning process. Teachers who claim to have followed the principles of differentiated learning still use old methods that are no different from learning in the previous curriculum.

The implication of this research is to pay more attention to Madrasahs in implementing the independent curriculum, especially in the aspect of differentiated learning. The Ministry of Religious Affairs should not only require but guarantee the readiness of madrasahs to implement innovations that will be implemented. This research only proves the illusion of innovation in the case of differentiated learning implementation. It produces a new theory called pseudo-innovation theory, so it is important for future research to explore more deeply the validation of this pseudo-innovation theory in cases and Madrasahs or other educational institutions as comparative material.

The suggestion that can be taken to leveling up the quality of learning is about to give more attention to them by raising up the quality of teachers training. It led by how the problems comes up from the knowledge of the teachers that have some issue in the understanding way to conduct the differentiated learning. Besides that, the evaluation is also the crucial issue in the differentiated learning in the private madrasahs. That problem comes up due to there was not the instructional support during the process of instructional process.

Acknowledgment

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Author contribution : Muhammad Sandy Al Fath was responsible for the entire research project. He also led the writing of the manuscript and collaboration with the second author. Nikmah Sistia Eka Putri participated in the

Al Fath, M. S., & Putri, N. S. E. (Capturing pseudo-innovation in ELLT: The analysis of.....)

14) Investigation into students' performance in foreign language business writing and their attitudes toward it

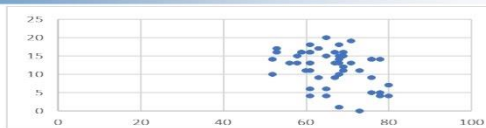


Fig. 3. Correlation between students' second language writing anxiety and their writing performance

In Figure 3, the scatter diagram for the students' second language writing anxiety and their performance in the business writing tasks shows a negative correlation between the two variables. The data in Table 4 indicates that the relationship between the students' second language writing anxiety and performance in Business English writing was a statistically significant negative one ($r = -.362, p = .010$).

Table 4. Correlation between the student's second language writing anxiety and performance in Business English writing

		Anxiety	Writing Scores
Anxiety	Pearson Correlation	1,000	-.362
	Sig. (2-tailed)		.010
Writing Scores	Pearson Correlation	-.362	1,000
	Sig. (2-tailed)	.010	
	N	50	50

To answer RQ2, concerning the correlation between students' foreign language writing anxiety and their performance in writing across three proficiency groups, the students' writing scores and the information they provided in their responses to the SLWA1 were analyzed. The findings demonstrated that the students' performance in Business English writing and their level of anxiety were negatively correlated. In this respect, the target students tended to be more anxious when their Business English writing proficiency was lower. The results of this current study are consistent with previous research (Güvender & Uzun, 2023; Khosravi et al., 2023; Parichut & Chimkul, 2014; Wang, 2021; Zabibi, 2018).

3.4 Factors causing student writing anxiety across three proficiency levels

To answer RQ3: *What factors cause anxiety in foreign language writing across the three proficiency groups?* The students completed the Second Language Writing Anxiety Inventory questionnaire. The questionnaire comprises 35 items exploring seven aspects of writing anxiety: affective, cognitive, linguistic, teaching practice, feedback, evaluation, and test-related anxiety. The questionnaire data were analyzed using descriptive statistics (mean, S.D.).

Table 5. Causes of second language writing anxiety

Anxiety Causes	Mean	S.D.
Affective Anxiety	3.46	1.06
Cognitive Anxiety	3.48	1.13
Linguistic Anxiety	3.59	1.13
Teaching Practice	2.76	1.15
Feedback	2.72	1.22
Evaluation	3.27	1.30
Test-related	3.88	1.05

According to Table 5, test-related factors contributed the highest to students' writing anxiety, with the highest mean score ($M = 3.88, S.D. = 1.05$), followed by linguistic factors ($M = 3.59, S.D. = 1.13$). The third-highest mean score found in this study was cognitive anxiety ($M = 3.48, S.D. = 1.13$). In

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contrast, teaching practice and feedback were the study's two most minor anxiety factors, with mean scores of 2.76, S.D. = 1.15 and \bar{x} = 2.72, S.D. = 1.22, respectively.

Table 6. Causes of second language writing anxiety across three proficiency groups

Anxiety Causes	High Proficiency N=16		Mid-Proficiency N=23		Low Proficiency N=11	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Affective Anxiety	3.51	1.11	3.45	1.21	3.74	1.07
Cognitive Anxiety	3.31	1.17	3.47	1.10	3.73	1.11
Linguistic Anxiety	3.65	1.19	3.50	1.14	3.69	1.00
Teaching Practice	2.69	1.12	2.58	1.10	3.32	1.11
Feedback	2.73	1.35	2.48	1.01	3.20	1.32
Evaluation	3.63	1.52	3.93	1.25	3.47	1.20
Test-related	4.02	1.00	3.57	1.05	4.33	.96

Table 6 displays the factors causing students' writing anxiety across the three proficiency groups (high, mid, and low proficiency). The high-proficiency students were apprehensive about the test-related factor, with the highest mean score of 4.02, S.D. = 1.00, followed by the linguistic anxiety (\bar{x} = 3.65, S.D. = 1.19), and the evaluation anxiety (\bar{x} = 3.36, S.D. = 1.32). Similarly, the results show that test-related anxiety was the highest anxiety as rated by the mid-proficiency students, with a mean score of 3.57, S.D. = 1.05, followed by linguistic anxiety (\bar{x} = 3.50, S.D. = 1.14), and cognitive anxiety (\bar{x} = 3.47, S.D. = 1.10). Regarding the low-proficiency group, the highest mean score was for test-related anxiety, with an average score of 4.33 (S.D. = .96). Following that, cognitive anxiety was the second highest factor for the low-proficiency group (\bar{x} = 3.73, S.D. = 1.11). The students in the low-proficiency group were also anxious about affective anxiety, with an average score of 3.74, S.D. = .97. Interestingly, the findings in Table 6 indicate that the students from all three proficiency levels were less anxious about the teaching practice and feedback they received from the teacher.

The results of RQ3: concerning which factors cause anxiety in students' foreign language writing across the three proficiency groups, demonstrate that the students experienced high test-related anxiety. Further analysis indicated that the students in the low-proficiency group experienced the highest level of anxiety compared to the high- and middle-proficiency groups. The second most common anxiety factor found in this study was linguistic anxiety. In this area of anxiety, the students in the high- and the low-proficiency groups tended to have similar levels of anxiety. This means there was no statistically significant difference between these two groups of students' levels of linguistic anxiety. Since most students perceived that their writing performance would be measured against their accurate use of linguistics in EFL, the high-proficiency group might worry a lot about their accurate use of linguistics in writing. Similarly, students in the low-proficiency group might perceive writing assessment in the same way as the high-proficiency students do. Consequently, the low-proficiency group, owing to their more limited linguistic knowledge, likely worried over having to demonstrate their linguistic knowledge in writing. Next, cognitive anxiety was the third factor that the students most feared. This study's findings indicate that the students in the low-proficiency group experienced the highest level of cognitive anxiety, followed by the middle- and the high-proficiency groups of students.

Based on this study's outcomes, students' different proficiency levels require different guidance to reduce student anxiety. This finding is similar to that of Oi (2023), indicating that writing anxiety varies across different proficiency-level Teachers should understand the anxiety factors associated with student writing abilities to help students manage their works and improve their writing performance (Wang, 2021). It is suggested that the factor causing the most student anxiety should be prioritized. This present study showed that test-related anxiety was the most dominant anxiety experienced by the target groups of students regardless of their proficiency level. To this end, teachers could use the scoring rubrics to help reduce student test-related anxiety. To do so, students should be involved in designing the rubrics and fully understand how the rubrics will be used (Arinda & Ardi, 2020; Wahyuni, et al., 2019; Nawas, 2020).

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15) SQRAR: A model of ELT coursebook evaluation

suggestions on a specific section of the English coursebook based on the criteria they refer to and are working on (Sato, 2013). The comments or suggestions are based on criteria for good English learning materials that are based on certain theories and practical experiences in classrooms when students use English coursebooks.

5) Recommend

While and after analysing the English coursebook, the evaluators make recommendations for English coursebook revisions and/or the creation of new learning materials in the form of teachers' edition English coursebooks, learning materials designed by English teachers, and supplementary English learning materials (Supriyanto, 2019). As a result, the revised English coursebook will be appropriate for the curriculum, students with various learning styles, and other criteria (Albagoff et al., 2012; Scleriso, 1991; Yilmaz & Tugrul, 2017). Actually, the evaluators could also provide comments and suggestions while evaluating the English coursebook by selecting numbers 1, 2, and 3 (Joshi et al., 2015). Furthermore, at the end of the analysis, they provide both specific and general comments (Sato, 2013).

Overall, SQRAR is a structured and systematic approach to problem-solving that can be used in the coursebook evaluation. Using SQRAR as a method for coursebook evaluation can help ensure that the coursebook is effective in meeting needs of the target audience and achieving the desired learning objectives. It serves comprehensive evaluation since SQRAR provides a structured approach to evaluating a coursebook that ensures all-important aspects of the book are considered. It also ensures the coursebooks' consistency. By using a structured SQRAR framework, the evaluators can ensure that the evaluation is consistent across different coursebooks or different evaluators. This can help make evaluations more reliable and accurate. It also highlights learning objectives since SQRAR helps to focus the evaluation on the learning objectives of the coursebook. This ensures that the evaluation is aligned with the goals of the course and helps to identify whether the book is effective in achieving those goals. It could also propose clear recommendations. By using SQRAR to evaluate the coursebook, the evaluators can generate clear recommendations for improvements that can be made to the coursebook. This can help the instructors and curriculum developers to make informed decisions about how to improve the coursebook.

3.2. Discussion

The study addresses the critical role of English coursebooks in language teaching and learning, highlighting their significance in providing language input, exercises, and activities (Richards & Renandya, 2002; Soyiyah & Fatmali, 2021). Despite their importance, there is a recognized need for coursebook evaluation models to ensure they meet educational standards and curriculum requirements as mandated by government regulations (Ansary & Babaii, 2002; Mishan, 2022). Previous research has primarily focused on static evaluation methods, necessitating the development of a dynamic evaluation approach to address the limitations of traditional assessment methods. The introduction of the SQRAR model, integrating dynamic assessment principles, aims to fill this gap by offering a structured and systematic method for evaluating English coursebooks (Azamooosh et al., 2018; Maley, 2016; Saevova & Azamooosh, 2022).

The study's results underscore the urgency and importance of dynamic evaluation models, particularly in the context of English coursebooks used in formal education. Survey findings reveal strong agreement among English teachers regarding the need for dynamic evaluation based on established criteria (Suroso et al., 2022). The development of the SQRAR model emerges from this need, synthesizing dynamic assessment principles with a cyclic process of identifying weaknesses and providing recommendations for improvement. The SQRAR model's implementation involves surveying, questioning, testing, analyzing, and recommending improvements, aligning with the purpose of the study to address the shortcomings of existing evaluation methods (Agustina & Mukhtaruddin, 2019; Cheng & Zhao, 2020).

Compared with previous research, which primarily focused on static evaluation approaches such as SQR, SQAR, THEVES, and QAR, the introduction of the SQRAR model represents an advancement in coursebook evaluation methodology (Nurdiana & Junita, 2020; Rybicki, 2002; Tsiplakides, 2011). While traditional methods mainly emphasize reading strategies, SQRAR adopts a comprehensive approach, integrating dynamic assessment principles, emphasizing interaction and negotiation in the evaluation process. Furthermore, the results highlight the benefits of dynamic

Sukarno (SQRAR: A model of coursebook)

16) Developing sociolinguistic context-based English-speaking materials for Islamic senior high school students

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my outline should be, which affects my writing process." This claim reflects the need for clearer guidelines on how to create effective outlines.

3.2. Discussion

The findings indicate that while a majority of students recognize the benefits of outlining, significant challenges remain. The positive perceptions align with previous research by Butterfuss *et al.* (2024), which found that outlining improves text coherence and organization. Like Butterfuss *et al.* (2024), other experts, Johnson and Lee (2022) found that the use of outlines helps students maintain coherence and cohesion in their writing, leading to higher-quality expository essays. However, the challenges identified, such as difficulty in creating and translating outlines, suggest that additional instructional support is needed. Kramer (2021) proposes that an outline acts as the foundation for completed writing, serving as a guide to incorporate personal insights and ideas. Another expert, Catfield (2020), argues that outlining helps students maintain a clear focus on their main argument, leading to higher quality expository texts. Like the previous experts, Parker (2020) conducted a study showing that using outlines aided students in enhancing their critical and analytical thinking abilities. In the case of academic writing, Li *et al.* (2024) found that using structured approaches, such as outlining, improves the clarity and coherence of academic writing. Wiseman (2025) adds that outline also gives practical benefits to learning. The use of outline makes structured educational methods more effective and efficient in the class of writing. Using an outline, students finish their writing assignments in time and satisfactorily. From the experiments on transformative learning theory in practice, Dirx (2021) summarized that using an outline to develop expository text helps students develop innovative and creative applications of transformative learning theory in practice. Formenti (2022) adds that the use of outlines expands students' creativity by involving their cross-cultural issues in the theory and practice of transformative learning. This means that students gain enrichment from developing an outline into an expository text with topics related to their own experiences, thereby providing transformative impacts on them. It is also worth noting that expository type texts involve critical thinking that helps students improve their logical reasoning and argumentation skills (Eigenauer 2024). Further, Hausman and Kubik (2023), propose that outlining procedure to develop expository text is a significant technique of metacognitive strategy, which helps students develop an awareness of their thinking processes as they learn. This technique helps students focus with greater intention, reflect on their existing knowledge versus information they still need to learn, recognize errors in their thinking, and develop practices for effective learning. All these comprehensive studies related to structured learning, in the forms of outlining for expository text, provide specimens of benefits not only to the writing skills, but also to students' critical thinking skills, to reinforce students' reflexive and transformative learning, and to enhance students' engagement and learning outcomes (Baskarani *et al.*, 2024). Moreover, outlining procedure for expository text improves students' writing skills and in turn enhance their reading comprehension (Aktas, *et al.*, 2023).

The significant gender difference in perceptions suggests that female students may find outlining more beneficial than male students. This could be due to differences in learning styles or prior experiences with writing instruction. Studies by Gil (2024) have shown that gender socialization affects how students approach their studies. Women are often socialized to be more organized and diligent in their academic efforts. Outlining can be a tool that aligns well with these behaviors, potentially making it more beneficial for female students. Blackwood (2020) adds that her study at Cornell University found that women reported lower perceptions of their scientific abilities and were more aware of gender identity, which influenced their participation in active learning environments. Nevertheless, further research is needed to explore these differences in more detail. The findings of this study provide valuable insights into students' perceptions and challenges in using outlines to develop exposition texts. The data reveal a complex picture, highlighting both the benefits and difficulties associated with outlining procedures. The quantitative data indicate that a significant majority of students (80%) perceive outlining as a beneficial tool for organizing their thoughts and improving the coherence of their expository texts, which aligns with previous research by Butterfuss *et al.* (2024), which found that outlining enhances text coherence and organization. The high mean score (Mean = 4.2, SD = 0.8) for positive perceptions further underscores the general acceptance and perceived utility of outlining among students.

However, a notable minority (20%) of students view outlining as time-consuming and tedious. This sentiment is reflected in the lower mean score for negative perceptions (Mean = 2.1, SD = 1.0).

Radjaban, R.Y., & Humatika, E. S. (Students' perceptions and challenges in using writing....)

Muhammadiyah University of Sidoarjo

1) Prospective EFL teachers' perception toward teaching English vocabulary through poetry

Ni Komang Arie Suwastini, Putu Rahmayanti

Prospective EFL teachers' perception toward teaching English vocabulary

creatively supports students' vocabulary learning with the integration of language skills and literacy. Spelling and pronunciation are part of literacy learning. They are also included in receptive and productive skills because the students will produce a written text through spelling with their vocabulary and correctly pronouncing the poem.

Improving Students' Pronunciation

Twenty-three out of eighty-seven students perceived that poetry could direct students in pronouncing vocabulary better. Most participants view poetry as a guide in pronouncing words because of its effectiveness and elements. A respondent argued, "The things that can improve students' pronunciation are the elements of the poem such as the rhyme, rhythm, and meter" (P. E19). While the other viewed "... reading poetry out loud train foreign language students to produce stressed sound appropriately." (P. F24). The elements of poetry in improving pronunciation are also stated by Mart (2021). Mart reveals that students' ears quickly catch rhythms and sound structures in poetry. Therefore, listening to or reading poetry develops new vocabulary and pronunciation. Further, a study from Kanonidou & Papachristou (2019) about using song, lyrics, and poetry supports the students' views in the present study. The study results reveal that vocabulary and pronunciation are the skills facilitated by song, lyrics, and poetry without minimizing the other aspects of language. It is because songs, lyrics, and poetry are seen the enjoyable and engaging, bringing creativity to classroom activities and connecting with students' daily lives. Besides, Bowen & Marles (1992) explain that speaking without rhythm and intonation in learning pronunciation is impossible. Therefore, they propose to give students a short poem or prose text to train students' rhythm and intonation in pronouncing words.

The other views from the respondents that can be highlighted were about the approaches to improving pronunciation by integrating poetry as learning media. There were two different opinions about the approaches to teaching pronunciation with poetry. The first perceived "The approaches that the EFL teacher can use are 1) the communicative approach; listening and imitating; 2) minimal pair practice where we can provide examples of similar problematic sounds in the target language; 3) excessive pronunciation techniques to students who are lacking in pronunciation" (P. E13). The other participant argued, "Using poetry in the classroom with listen and repeat the method and reading aloud method is an effective way to improve students' pronunciation" (P. F27). Based on those previous arguments, even though there were examples of repeating pronunciation, they tried to construct and produce proper pronunciation. Relating to this construction, constructivism can be integrated with poetry as

media to teach pronunciation to produce proper pronunciation (Suwastini & Dewi, 2023; Ugayuzov, 2020). The opposite explanation was found by Jones (1997), who stated that pronunciation teaching approach is not only about listening and repeating but beyond the instructional method. Jones (1997) mentions two aspects of teaching pronunciation that must be addressed. They are psychological and sociological dimensions. It must be noticed because students' personality, emotion, value, and socio-cultural environments affect their pronunciation of words. Further, action in Jones (1997) adds that preparing students with those dimensions is necessary because how individuals pronounce has much to do with their personality and emotions at any given time.

Referring to the opposing arguments above, poetry as media in pronunciation teaching activities can give a solution in integrating those previous arguments. Literary text can help students imagine fictional people, events, and even their own experiences through language, and they can feel part of the text (Chahing, 2018). Williams (2018) also reveals that the spoken form of poetry can help students encourage their expression, honor their voices and experiences, and support cultural pedagogy. Through poetry, as media to learn pronunciation, they can construct their emotion using rhythm and intonation. Besides, Jones (1997) also argues that speakers can control their nerves or inner states by training their pronunciation with a familiar text based on their daily context.

Practicing Students' Spelling

Kessler *et al.* (2002) state that spelling is a component of writing skills. Their findings indicate that spelling errors are perceived as lower writing ability. It means that spelling affects students' writing skills. In the written language, the sensitivity of word occurrence frequency, letter sequences, and spelling patterns (Brown, 2011; Weth & Wollschlaeger, 2019). Kelly & Claydon (2020) mention that five writing stages align with students' spelling development. The first stage is the 'precommunicative stage' in which students write random letters that do not represent sound or meaning. The second stage is the 'semi phonetic stage' when the spellers know the letters that represent sound. The third is the 'phonetic stage' in which the spellers spell the word in the way of 'sound'. The next stage is the 'transitional stage,' where the spellers start to think about how the word appears visually. The last stage is 'correct' or 'dictionary' spelling, which is the stage where the spellers have already developed over the years of good writing by receive flexible and interactive sources are needed to make spelling ability a good writing skill. Poetry provides a source to train students' spelling ability to gain good writing and vocabulary (Finch, 2003).

Poetry contains creativity, flexibility, and various formats to develop students' ability to record descriptions and visualize ideas, which links them between content and concept of writing (McWhorter & Bullion-Mears, 1997). Some respondents also mentioned the reflection of ideas. The first argued, "... they could reflect their ideas, their emotions or sense, and their vocabularies into a good writing" (P. B29). The following respondents viewed "... poem provides EFL students with opportunities to enrich their vocabulary by presenting words not included in L2 textbooks. While in many language classes, students are generally asked to learn vocabulary through memorizing and translating, poetry can be a valuable pedagogical tool in the EFL classroom that introduces the creative language and allows the combination of teaching form and content to the real-life context" (P. E3). Liao (2018) shows several pieces of evidence of poetry writing in EFL classrooms related to the real-life context that the participant mentioned. Liao mentioned that EFL students tend to write poetry based on their voices, such as their experiences and significant events. It can be said that they usually write descriptive, direct, emotional, and personal poems. Nanda and Susanto (2020) also support that this kind of literature provides broadly written material covering human issues and social background. Therefore, word numbers, word features, word frequency, and word form can be explored by students' ideas and their vocabulary production (Auri & Basihomi, 2022; Liao, 2018).

The other arguments from the respondents in improving students' spelling were about small group discussions and feedback on their writing. A respondent revealed, "... determining vocabulary in writing a poem is important. Some strategies that can be used are think-pair-share and Vocabulary Self-Strategy (VSS). In think-pair-share, the students can discuss some vocabulary they have prepared, while in VSS, they can elaborate their vocabulary, and later, they will get some new vocabulary through their friends' poetry" (P. F11). From both strategies, there were activities of exchanging information in exploring their vocabulary lists. It was in line with Issitt & Issitt (2010), who stated that small group interaction is appropriate for guiding students to write poetry. Interaction with balanced chemistry will give them the freedom to explore vocabulary. Most students usually feel comfortable discussing with their pair or in a small group (Issitt & Issitt, 2010). Besides, Moolman (2015) adds that giving attention to the vocabulary in the poetry writing process is essential for developing coherent lines and good rhymes. Conversely, a respondent argued, "The teacher must provide feedback on students' writing. The teacher also has to explain that they can use any words that can express themselves in poetry." (P. F26). The study about poetry writing assessment by Sundusiah et al. (2019)

highlights the importance of feedback on students' work. They explain that reinforcement from the teacher can be delivered orally or in writing. This feedback shows appreciation, suggests whether their diction and language style imitate others' work, and engages their ideas in forming their poem.

According to Mudzielwana (2016), EFL teachers should stimulate learning activities with practice in producing words within a social context that promotes vocabulary learning. It can be reflected in using poetry to produce their own words through a writing activity. Further, Marcus-Quinn (2016) emphasizes that poetry is a short and simple text to illustrate language mechanics. It showed that in poetry writing, the students must think and decide about their topic and content, exploring their vocabulary and generating whole sentences in every line. In writing a poem, the students not only produce a written form of words but also relate to its spelling and their look to form a meaning (Brown, 2011).

Word Meaning

Antika (2017) states that poetry contains powerful and sharp pictures in painting images and senses through language. Poetry offers meaningful activities that provide multi-interpretation to give students a chance to give critical reasons while interpreting the content based on its language features (Gönen, 2018; Herlina, 2016; Nishihara, 2022). During the interpretation, vocabulary knowledge must be improved because the students must know the meaning of each word in the line. Dealing with this point, language features in poetry can create meaningful analysis activities. Brown (2011) and Harner (2003) explain that in learning about word meaning, the students will identify the meaning of a word and the association of a word or the possibility of its synonym, antonym, connotation, and denotation. Based on the results of the present study, word meaning was perceived by 39% of the respondents. The reasons and discussion about kind perceptions in word meaning are seen below.

Introducing Figurative language

Pollio et al. (1990) mention the principal maxim of figurative language such as the figures of speech (i.e., metaphor, simile, irony, idiom), figurative language is not conceptually functional, figurative language in literal usage and figurative language that exists across languages, historical era, cultural grouping. Poetry contains rich figurative language to beautify language expression in poetry (Anangianurrah, 2020). As a way to say something other than an ordinary way (Anangianurrah, 2020; Pramling & Samuelsson, 2007), poetry must contain a broad vocabulary to express a particular meaning. Therefore, figurative language provides students with knowledge about its type and vocabulary used in expressing something differently.

According to O'Brien (2010), the ability to interpret figurative language reflects vocabulary knowledge and the association of relevant subschemata. Referring to that point, the respondent also highlighted that "... asking students to analyze a poem and playing games by mentioning the example of figurative language whether it is personification, hyperbole, metaphor, or simile. Then students also mention examples used in everyday language" (P. F9). From that view, figures of speech contain broad word meanings in the form of various symbolic language meanings. The other view respondent also supported that "Language in poetry is full of figures of speech, idioms, have hidden meaning, and other elements. So that students must use high abilities or harder effort to understand poetry" (P. A29). Figurative language can give language models systematically and methodically of specific linguistic features (Antika, 2017).

The other view toward improving vocabulary in the figurative language of poetry was in the integration of teaching strategy. A respondent viewed "Strategy that can be used to enhance students' knowledge in studying figurative language is by reading. Reading is a way of thinking to analyze the content of a text" (P. G24). Even though the way of thinking can be gained through reading, Burklund (1955) offers techniques to help students learn about figurative language, such as removing misconceptions, offering the relation of art to reality, and rationale of figurative speech. The last is preparing exercises that are assimilated with the imaginative association. Through that strategy, students may be able to train their figurative competence (Pramling & Samuelsson, 2007).

Students can understand figurative language by analyzing the literal meaning of the sentences before transforming the meaning behind the sentences by deriving an interpretation (Gibbs et al., 1992). Therefore, a process of vocabulary interpretation is based on its literal meaning and hidden meaning. An argument from a respondent revealed, "Students will remember the new words that exist in the poetry because of the unique and beautiful words that have hidden meaning which is challenging to be analyzed by them" (P. F20). It showed that figurative language could also attract students' learning process. Figurative language is a way to develop vocabulary and students' cognitive processes in learning.

Introducing Colloquial Language

Colloquial language means informal English, often used in daily communication (Hassanah, 2020). Colloquial can be found in poetry since this literary work is a medium to communicate or express someone's expression. In its use as language in daily communication, eleven participants perceived that vocabulary in poetry could be practiced in daily communication for the students. A respondent viewed "... with difficult words we will be able to increase our

knowledge of vocabulary if we can enrich our vocabulary, that will make us more effective in communicating using English" (P. C19). The other view also perceived that "... asking learners to read poetry ... could make them familiar with the vocabulary used in poetry and make it possible to use in real life. Finally, poetry also sharpens English learners' understanding of the meaning of each word used in the English language..." (P. F4). Thus, poetry provides media to learn about communicative language differently.

Regarding colloquial as an informal language, there must be a question about students' academic language for academic purposes. A study by Imamović-Topčić & Weger (2017) provides evidence of the relationship between colloquial language and academic language acquisition in EFL classrooms. It shows that academic language has more special linguistic performance ability; besides, in this study, the students can adapt and differentiate the use of academic and colloquial language. Colloquial language is needed in socialization; the classroom usually provides formal materials that contain formal academic language. In this case, teachers' guidance in providing students with contextual media on language learning colloquial language can also be acquired in a formal class setting (Imamović-Topčić & Weger, 2017).

Helping Students Analyzing Unfamiliar Words

Eleven participants perceived that unfamiliar words in poetry could increase students' vocabulary by finding unfamiliar words in poetry. A participant viewed, "The teacher can teach the students by asking them to read a book, and ask them to open their dictionary to find the meaning of the words..." (P. E8). On the other hand, a contradictory argument was found. Knight (1994) argues that a dictionary is discouraged from guessing a word's meaning; its use is suggested only as a last tool in finding the word's meaning. It causes a distraction during reading activities. Meanwhile, Lin et al. (2017) suggest providing students with contextual text in order to give students a chance to analyze the meaning of unfamiliar words directly. Based on the argumentation above, it does not mean that using a dictionary to analyze word meaning distracts learning, but it is a tool to improve learning autonomy. Further, relating to the contextual text, poetry provides contextual text that students can read and guess unfamiliar words before they find them in the dictionary.

The other participants perceived that the "... Engage, Study, and Active" method supports teaching vocabulary in EFL classrooms. ... in the 'study' stage, students analyze the poetry by underlining and listing the types of vocabulary they found in poetry. In 'active' phase, students find the meaning of word of poetry that their friend read in the front of the class" (P. F30). It can be seen that the respondent highlighted students' active learning. Finding unfamiliar

synonyms or antonym vocabulary supports student-centered learning (López-Carrillo, 1995). The students actively create their meaning while teachers confirm their interpretation of an unfamiliar word they found.

Word Use

In the recent teaching activities about word use, teachers usually went straight to the textbook sources in using words and formed them into sentences. On the other hand, Cushing (2018) reveals that teachers have started to use literary work in teaching word use, especially grammatical function and collocation, which the present study highlighted. Cushing (2018) explains that poetry hits the chance in teaching practice from teachers as "gatekeepers to meaning" in the conceptual context of poetry that is "puzzled," which gives students right and wrong answers. In short, poetry gives accurate word use to be understood by the students through puzzled meaning in its figurative features. The following explanation shows the use of poetry to facilitate grammar learning.

Introducing Grammatical Function

According to Brown (2011), activities in analyzing grammatical function are explaining the pattern in a sentence, rearranging word position, and using the items in writing to create a structured and meaningful sentence. A book by Master (2017) discusses the components of grammar, such as a group of words, the verb tense system, nouns, adverbs, and sentence combining. Mastering those elements will improve the grammatical competence of students. Authentic material is an effective teaching medium for teaching the elements of grammar. Arindora et al. (2021), Suwastini, Aryawan et al. (2023), and Suwastini & Dewi (2023) argue that poetry can give direct exposure to grammatical, lexical, and syntactic knowledge besides poetry analysis; it also supports effective grammar learning before students have the automatic production of their sentences. They can analyze the use of grammatical functions before they produce and use the grammatical rules.

Six out of eighty-seven respondents perceived that poetry could improve students' grammar. Some views could be highlighted about the activities and strategies in learning to improve students' grammar. The first respondent revealed, "The activity of acquiring the things that happened in poetry will improve students' vocabulary and their ability to know sentence structure ..." (P. B25). The other respondent perceived, "The teacher can use stylistic, reader-response, form-meaning response approaches to teach a lexical item or grammatical structure so the students can have a meaningful context." (P. E7). Concerning this, strategy in teaching grammar is based on teachers' view on "what grammar is" (Cameron, 1997). Students can be helped to discover its use for themselves if they are allowed to apply different

possibilities and propose a solution that might be 'wrong' rather than give the 'right' answer in advance to be applied mechanically (Cameron, 1997). It means the students must construct their structure by using the word by the possibility of using various words to produce several lines in poetry.

In learning word use, some possibilities can be caused by 'puzzled' information for students, such as various patterns used in a word, types of words to be used, and where, when, and how often this word is used (Brown, 2011). It engages creativity and critical thinking in grammar learning through poetry from those possibilities. A process of gaining receptive and productive vocabulary knowledge might occur during this process (Suwastini & Dewi, 2023; Suwastini et al., 2023; Zhong, 2018). Learning about language use is recalling and using multiple aspects of a word that contain receptive and productive vocabulary. Zhong (2018) explains that receptive vocabulary knowledge is the ability to recall multiple aspects of word knowledge in reading and listening, while productive vocabulary knowledge is the ability to use multiple aspects of word knowledge in writing and speaking. Thus, poetry as the medium for learning grammar offers an opportunity to elaborate on other interrelated language skills.

Practicing in Using Collocation

Brown (2011) states that although EFL students have already learned many useful grammatical features, their vocabulary structures make their sentences unacceptable for the content words. Therefore, Brown adds that it is crucial to increase the knowledge of collocation, where students can use any words together to create an acceptable context and meaning. A participant said, "Through analyzing poetry, the students' language awareness and critical thinking skills have improved." (P. D9). It means that through poetry analysis, students are trained to be aware of the use of words. Garba (2021) argues that collocation in poetry is unique because it is a deviant form seen as an aesthetic device. Further, collocation can be defined as an arbitrary or conventional combination of words that can be divided into lexical and grammatical features (Futagi et al., 2008; Huang & Tsao, 2021; Moshkardi, 2002).

Relating to the types of word combinations, in learning vocabulary through poetry, they must decide the correct combination of words, whether it is a lexical collocation or grammatical collocation, to form a correct meaning. Besides, they also need to consider the aesthetic derivation of particular collocations in poetry. A respondent said, "Teaching students to read and evaluate each word of a text can also use short poetry. ... it is aimed for students to be able to understand the meaning of the poetry they make." (P. D25). Based on that argumentation, it might be hard for the students to decide the derivation in the literary work, but teachers must be able to give their students a suitable level of poetry. Brown (2011) supports that in giving exercises for

collocation, teachers give flexible variety and let the students feel the helpful group of words. Further, Brown (2011) adds that sentences of a foreign language are immediately learned when placed in a meaningful sequence. As poetry contains contextual meaning, Nanda and Susanto (2011) highlight that poetry exposes various norms of language use and awareness through its uniqueness.

This research implies using poetry and songs to improve students' vocabulary, especially in English language education. Moreover, referring to related articles from Suwastini et al. (2023) and Suwastini & Dewi (2023), poetry is also considered to improve speaking and reading skills. Considering that vocab is very crucial for supporting speaking and reading skills, the arguments of the two studies above underlie the argument for the importance of involving poetry in EFL textbooks in Indonesia. At the university level, especially in the English Education Study Program, prospective EFL teachers need to know how to use poetry to teach English. Hence, to be able to teach English with poetry, at least the English language education curriculum at the undergraduate level must include basic knowledge about poetry, its elements, and how English poetry is read (related to pronunciation, speed of speech, intonation, and accent through good rhythmic emphasis).

CONCLUSION

Poetry is considered contextual material for teaching English, especially vocabulary for students. The elements in poetry, such as its rhyme, figurative language, and diction, engage students in learning activities. Based on the present study, students believe poetry can help students learn vocabulary creatively. They viewed that vocabulary can be improved through pronunciation, spelling, figurative language, colloquial language, unfamiliar words, grammatical function, and collocation in poetry. These perceptions are classified into the elements in poetry. The vocabulary elements are synthesized from Brown (2011) and Harmer (2003). They propose that vocabulary contains three elements: word form, word meaning, and word use. Therefore, pronunciation and spelling are classified into word form because they are in the form of spoken and written words. Figurative language, colloquial language, and unfamiliar words are distributed into word meanings. It is because those elements are language features in the poetry that have hidden meanings based on its context. The last is grammatical function and collocation grouped into word use because it is the stage when the students use vocabulary to produce sentences. Further, poetry can be integrated into other learning strategies to create exciting activities for improving vocabulary. However, in using poetry to teach vocabulary, teachers must consider the types of poetry and

students' level. They will learn vocabulary in a short text with rich features. Thus, they learn all elements of vocabulary within contextual sources.

While vocabulary helps students comprehend receptive skills (i.e., reading and listening), it also helps students' productive skills (i.e., speaking and writing). More specifically, using poetry in EFL class could positively affect students' writing skills because of the improved comprehension and the consumption of the complex written text. As writing is the practice of jotting down ideas, having ideas from understanding poems can support students' writing process. In the meantime, exposure to the complex use of English in a poem could improve students' eloquence in their writing, affecting the quality of their writing results.

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2) Artificial Intelligence in English Language Teaching: Fostering Joint Enterprise in Online Communities

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Artificial Intelligence in English Language Teaching: ...

Value of Teacher Presence

Discussions Emerging Technologies and ChatOPT for Teachers groups emphasize the vital role of teacher presence alongside AI tools in education. Teachers agree that while AI enhances teaching and learning, their human element remains crucial for best outcomes. In Emerging Technologies group, DDE questioned AI's impact on learning quality: "Pupils might prefer the robot, but what impact does it have on the quality of their learning overall?" highlighting the necessity of teacher guidance. TEA observed the importance of teacher assistance in interpreting AI feedback: "The feedback was very good, but the student needed my help to understand the feedback." In ChatOPT for Teachers group, PM stressed the teacher's crucial role in evaluating student performance, even with AI assistance: "it [is] imperative that the teacher does the marking..." MKE noted that the understanding of the student's individuality and the processing that the student is performing should be assessed by the person". These discussions assert the irreplaceable value of teachers in AI-integrated classrooms, recognizing their role in providing nuanced understanding, interaction, and guidance, fundamental for effective teaching and learning.

Discussion for Concerns and Challenges

The discourse in open Facebook groups vividly encapsulates the Joint Enterprise aspect of Virtual Communities of Practice (VCoP), particularly in addressing the concerns and challenges associated with the integration of AI tools in education. This collective endeavor extends beyond mere adoption of new technologies, encompassing a broader commitment to address the multifaceted ethical, pedagogical, and societal implications brought by AI integration.

Teachers within these groups have collectively voiced concerns about an over-reliance on AI tools, echoing the VCoP's concept of Joint Enterprise that emphasizes shared norms and collective goals. Fears of AI replacing human intellectual effort in learning processes and potentially taking teacher roles reflect a unified stance among teachers toward preserving the integrity and efficacy of educational processes.

Ethical considerations, particularly concerning data privacy and the potential for student misuse of AI tools, have been at the forefront of these discussions. Teachers critically dichotomize ethical issues, contributing to a collective ethical deliberation that contrasts traditional top-down approaches of policy dissemination. This approach aligns with Carpenter and Krutka (2015)'s findings on the role of online platforms in fostering collaborative IPD.

Simultaneously, there is a balanced view towards educational technology, with collective calls for empirical validation of AI tool efficacy. This critical perspective is in line with Salszen (2016)'s advocacy for empirical rigor in evaluating educational technologies. The discussions within these groups also stress the irreplaceable role of human teachers in ensuring emotional intelligence and personalized understanding—factors yet to be fully replicated by AI technologies.

Moreover, these Facebook groups serve as collaborative platforms for improving pedagogical strategies, resonating with Lee and Perret (2022)'s recommendations for professional development programs. Teachers share resources and experiences, pointing toward an evolving pedagogical approach that combines traditional and novel strategies. This aspect of Joint Enterprise is crucial, as it underscores the value of collaborative learning and problem-solving among teachers, which is also supported by empirical evidence from Vachani et al. (2019).

The discussions within these groups are not merely platforms for sharing materials; they represent active spaces where teachers critically evaluate and collaboratively produce knowledge. This extends beyond the basic framework of VCoP by including rich discussions on ethics, evidence-based practices, and the complex role of AI in teaching. The complexities discussed hint at potential trajectories for future scholarly investigation, particularly in exploring the balance between AI utility and teacher involvement.

In summary, the Concerns and Challenges discussions related to AI tools in these Facebook groups encapsulate a shared journey of teachers within the framework of Joint Enterprise. This journey is characterized by mutual concerns, ethical contemplations, and a collaborative effort to address challenges, integral to effectively harnessing AI technologies in education while preserving the core values and efficacy of the teaching profession. This collective endeavor highlights the critical role of community-driven efforts in navigating the complexities of AI integration in education, ensuring that these technologies enrich the learning experience in alignment with the fundamental principles of effective teaching.

CONCLUSION

The present study enriches the theoretical framework of Virtual Communities of Practice (VCoP), particularly within the E-LT field as it increasingly intersects with AI technologies. The concept of Joint Enterprise, traditionally understood as the shared domain of interest among community members (Wenger et al., 2002), has been expanded in the context of this study. It now encompasses not only the collective goal of integrating AI tools into teaching practice but also a shared commitment to ethical considerations and critical awareness in the use of these tools.

This study's findings highlight that Joint Enterprise, a key element of Virtual Communities of Practice (VCoP), is evident in the diverse roles assumed by community members. These roles include those who share information, seek knowledge, critics, and learners. This variety of roles enhances the richness of the community's interactions, particularly in discussions around AI tools.

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3) Blended learning intervention on the students' reading comprehension achievement with different personality traits

Bakris Husain, Siti Setyaning Wardiman, Puspung Purnawarman, Zulhasni Abasa

Blended learning intervention on the students' reading comprehension

according to my mood and without any pressure from the teacher." (p. 7).

A multi-way instructional model and the advantages it offers
Blended learning, which combined technology and face-to-face instruction, had been deemed feasible by some students for use in the instructional process.

"I believe this method is highly implementable, particularly if conventional learning is combined equally with technological learning" (p. 10).

"combination learning models such as adopting electronic devices and conventional learning method is better than one-way instructional models" (p. 10).

P6 and P7 emphasized that blended learning using a two-way instructional system made learning more engaging and encouraged students to express their thoughts.

"Face-to-face learning puts too much pressure on me, making it difficult for me to comprehend the material presented, therefore, I believe that blended learning, which is dominated by the use of application tools, allows me to explore the knowledge I have and express my ideas without being embarrassed by having to meet face-to-face with classmates or teachers" (p. 8).

"In my opinion, this learning system comprises two main components: face-to-face and application-based. This learning system is intriguing because, during the face-to-face learning process, the teacher divides students into large or pair groups so that I can share knowledge about the material. In contrast, the material is packaged very well when using the application. It is so engaging that it generates great curiosity about the subject matter" (p. 8).

Other students reported that the blended learning model could facilitate the learning process despite a poor internet connection.

"My opinion is that the majority of the applications used are asynchronous, allowing me to gain knowledge even when my internet connection is poor" (p. 8).

"I originate in a rural area, and blended learning based on an asynchronous system accommodates my study needs despite an inadequate internet connection" (p. 8).

Based on the findings, it was known that the average learning outcomes of mixed introverted and extroverted students who use blended learning were higher compared to those of mixed introverted and extroverted students who use traditional learning models. Unfortunately, even though both had different learning outcomes, these learning models were generally regarded as ineffective due to the N-gain score being less than 40%. As seen from the interview result, blended learning models were regarded as multi-way instructional models that accommodated students' needs despite an inadequate internet connection, enhanced reading comprehension, fostered students' technological proficiency, and provided efficiency and adaptability.

This study is consistent with (Kheirzadeh & Biganzil, 2018). The findings of this study indicate that blended learning has a substantial positive impact on the reading comprehension of Iranian English language learners. Moreover, Kheirzadeh & Biganzil (2018) stresses the significance of utilizing the blended learning model to enhance language proficiency. In previous studies, Kheirzadeh & Biganzil (2018) did not consider personality traits as one of the external factors that significantly affect student achievement in reading comprehension when using the blended learning model. Although the results of this study are identical to those of previous studies, students' performance in reading comprehension improves after applying the blended learning model.

Another previous study by R. Zhou & Chen (2020) to determine students' perceptions of the application of blended learning during the pandemic-19 era revealed that two-way learning was more effective than one-way learning. Students argued that face-to-face and online systems should be applied equally to encourage students' flexibility and independence during dramatic shifts in study schedules during the pandemic. In addition, a detailed syllabus assists students in organizing their schedules effectively. On the other hand, reading assignments are less appealing to students than online quizzes, homework assignments, and videos. It differs from the feedback provided by students in the most recent study. Where application-dominated learning is preferable to face-to-face learning, which triggers student interest in technology-based learning, this learning model has never been implemented. Some students believe that this system reduces anxiety and does not involve direct pressure from the teacher during the teaching and learning process. Due to the limitations of the internet network, blended learning with an asynchronous system is generally well-received by students, although learning with a synchronous system can also be implemented.

Indeed, Al-Mubareek (2019) found that students are generally enthusiastic about implementing digital tools for language learning. It was in line with the study had been conducted by Basri et al., (2021), who voiced out that educational technology could enhance the students' ICT skills. In recent years Educational technology has seen a slight increase, and it is regarded as flourishing and well-suited for the technological age (Sulawati et al., 2016; Zhou et al., 2020).

Furthermore, the blended learning model assists teachers in evaluating student progress and determining appropriate learning systems (Schechter et al., 2017; Hilliard, 2015). The shifting model is the most prevalent method for optimizing the performance of blended learning (Dziuban et al., 2018). Two-way instruction, such as face-to-face and online models, enhances student performance compared to one-way instruction. Teacher involvement in the most effective mediator in blended learning (Miller & Wulf, 2022). Incorporating digital educational tools into the classroom encourages students to become more autonomous learners; thus, the teacher's role shifts from a dominant lecturer to a mentor, guide, or instructor (Archibald et al., 2020).

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A previous study on mixed learning in secondary and higher education has identified four critical success factors: (1) the significance of teacher education, (2) the educational tools' technical operation, (3) the programs' effectiveness in terms of student achievement, (4) the significance of recognizing blended learning as little more than simply incorporating technology into instruction unless it is about integrating student-directed and teacher-directed, traditional and digital classroom instruction (Vaughan, 2014).

Several studies have been conducted to understand better how personality type affects learning. Personality type can impact a student's learning process. Introverts are more likely than extroverts to apply what they have learned in one class to another and achieve higher grades, which allows students to work at their own pace. Introverted individuals outperform extroverted individuals. Introverts may exhibit cautiousness, the capacity for focused solitary work, and the ability to produce ideas independently (Boroujeni et al., 2015). In a series of threaded discussions, Lee & Lee (2006) examined the interactions between different personality types (extroverts, introverts, and mixed). According to the findings, extroverted and mixed group participants posted significantly more messages than introverted groups. The findings show that extrovert-only and introvert-and-introvert groups interacted more socially, interactively, and cognitively than groups with only introverted members. In addition, the mixed groups had a higher level of metacognitive interaction than the other groups.

Furthermore, another finding revealed that the average learning outcomes of introverted students who use blended learning differ from those of extroverted students who use traditional learning models. Many factors contribute to success or failure. Students may favor one educational setting if their personality dictates that preference. However, incorporating face-to-face and online instruction is preferred by some students. In contrast, several students may prefer a hybrid approach, while others may prefer a more flexible approach incorporating face-to-face and online instruction. Harmonies with Keshavarz & Hulus' statement (2019), they said that students' personality influence their learning preferences. Extrovert students typically favor blended learning, while introvert students do not. Teachers should be cautious not to force introverted students with diverse learning preferences to participate in blended learning. Indeed, Kim et al. (2017) clarifies that two principal factors determine the effectiveness of blended learning: student characteristics and learning design through advanced technologies.

According to the findings of Manal (2021), Introverts preferred online courses, while extroverts and persisters preferred classroom instruction. Extroverted are more likely to miss out on social interactions when taking classes online. Introverts cited anxiety as a reason for their tense state during class. According to research, online learning was more appealing to intuitive than in traditional classroom settings (Daughenbaugh et al., 2002). Although students with an analytical style had a higher sense of community in a blended course, those with an intuitive style felt less

connected. Significant factors affecting the efficacy of e-learning have been identified as learner characteristics (Varela et al., 2012). Personality has a significant impact on the success of online learning in terms of overall academic outcomes, retention rates, and learner satisfaction with online and mixed approach-based instruction (Bolliger & Erjesh, 2012). A subsequent study Keller & Kary (2013) discovered a significant correlation between learner personality and online learning perceptions based on engagement, career value, overall evaluation, anxiety/frustration, and preference for online courses. Thus, the personality factor is considered critical for online learning.

Despite the researcher's best efforts to avoid bias in this study, this research has a number of flaws. This study focuses on improving students' reading comprehension on the dimensions of introvert and extrovert personality; ambivert students are excluded. In addition, the researcher did not include control variables in the measurement of variables, thereby choosing to leave open the possibility that external factors caused the calculation results to be biased. It is perhaps that future researcher who conduct similar studies will include aspects not covered in this study.

CONCLUSION

To sum up, According to studies, the blended learning model can provide enhanced learning results for introverted students even though this learning approach is generally less effective. The blended learning paradigm also has various benefits, including flexibility, the capacity to meet the demands of students, enhanced reading comprehension, increased student technology abilities, efficiency, and adaptability. The pedagogical value of blended learning is based on the idea that these findings can be used to inform the design of learning models that consider external factors influencing learning improvement. In addition, blended learning utilizing an asynchronous system application can accommodate the learning needs of students regardless of internet network or economic constraints. Moreover, the blended learning model aims to equip students to learn through virtual devices in order to pique their interest in the taught material. Thus, this learning model inspires teachers and learning developers to design and develop innovative teaching media and encourages changes in the preparation of teaching materials that significantly impact pedagogical quality.

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4) Measuring Critical Thinking Skills through Writing Performance Assessment: The Profile of EFL Students' Critical Thinking Skills

14	FWN	3	3	2	2
15	SAS	4	3	3	2
16	RT	3	3	3	3
17	RNA	3	3	3	3
18	SAL	3	3	3	3
19	TZH	3	3	3	2
20	TAW	3	3	3	2
21	TRP	4	3	3	3
22	YHA	2	3	2	2
23	AIF	2	3	2	1,5
24	AW	3	3	2	1
25	HEP	2,5	3	2	1
26	HPL	2	3	3	1
27	JRE	2,5	3	3	2
28	MAH	3	3	3	2
29	MLA	3	3	2	1
30	RE	4	3	4	3
31	MRI	3	3	3	2
32	MRI	3	3	3	2
33	IK	3	3	2	1
34	FODS	3	3	3	2
35	AMP	3	3	2	1
36	GAH	3	3	3	2
37	AF	3	3	3	2
38	ASM	3	3	3	2
39	DW	3	3	3	3
40	AP	2	3	3	2
	Mean Score	3.03	3.18	2.85	2.33

Table 6 indicates that the mean score for analysis is 3.03 which is classified as high while the mean score for solution is 3.18 that is classified as high, too. Then, the mean score for argument is 2.85 which is categorized as medium whereas the mean score for evidence is 2.33 which is categorized as low.

The critical thinking skills of the subjects of the study were measured through a writing test with four indicators derived from (Facione, 2015) namely the depth of analysis of the problem, the viability of the solution proposed, the depth of the argument, and the credibility of the evidence proposed. The performance test on critical thinking skills that has been carried out shows that the subjects of the study perform medium level of critical thinking skills as shown by the mean score of the test that is 11.8. The use of performance test in this study is in line with the theory that using performance task to measure students' critical thinking skills is appropriate as it can produce a reliable depiction of students' skills (Braun et al., 2020; Oser & Biedermann, 2019). This is to say that the subjects' scores in essay writing in this research

represent their skills in thinking critically pertaining to their skills in analyzing the cause and effect of a problem, proposing a viable solution, providing logic arguments, and supporting their arguments with sufficient evidence.

Specifically, the subjects showed high level of critical thinking in analyzing the issue indicated by the score 3.03 and providing viable solution indicated by the score 3.18. The cause and effect of the problem and the effect of the real-life issues in wetland societies. For instance, the subjects considered the challenge in making the society aware of the cleanliness of the rivers in Banjarmasin and thus they proposed the government not only to provide various trash bins but also to remind the society through banners and television commercial break. Some of the subjects wrote that giving punishment for people who litter in the rivers might not be effective. These aspects were taken into their consideration and thus they provided viable solutions such as maximizing the socialization and conducting contests with rewards for clean environment and rivers. This indicates that the subjects consider the cause of the dirty rivers and they consider the consequence also. As stated by (Lai & Yiering, 2012) and (Facione, 2015), one indicator of being able to think critically is the ability to analyze a problem and the causal relationship of each factor. The possible reason for this is the use of real-life issues as the topics that they write enable them to explain what causes the problem and the effects that the problem brings to society. As revealed in studies, familiarity on the topic of writing may enhance students' writing performance (Lin, 2018).

However, in the component of providing argument, the subjects showed medium level of ability while in the component of providing evidence the subjects had low level of skill. Their writings showed that the arguments were not supported with sufficient evidence. For example, in an essay that the subject argued on the use of punishment as an effective way to reduce people littering the rivers, the writer did not provide information about the real situations nor expert's judgement about the punishment. The writer did not support his argument by providing the document of the punishment in the real condition in the society. Another example is from an essay that supports the idea of increasing the socialization through setting up banners in public places. The writer of the essay did not provide sufficient evidence showing that socialization can increase society awareness; the writer uses his personal judgment in convincing the readers. This may be due to the lack of skills in using evidence as the support of writer's arguments or the time limit the students had in writing the essay.

As asserted by (Lin, 2018), explaining writer's reason by providing evidence to support it is a way of reasoning in writing arguments which requires one's skills in thinking critically.

Henceforth, the subjects of the study were students of English as a foreign language; therefore, their lack of English proficiency may be the possible reason for their lack of skills in providing arguments and evidence in their essays. As suggested by previous research, students' language proficiency plays essential role in showing their critical thinking skills like verbal reasoning (Lin et al., 2010) and providing sufficient evidence from resources that support their critical-thinking performance (Manalo & Sheppard, 2016). Critical thinking demands working memory which requires adequate language proficiency that enables good use of cognitive skills as critical thinking skills (Mumie & Sheppard, 2016). Therefore, teachers need to facilitate their students in developing their critical thinking skills for instance through training on systematic analytic and open-minded (Snyder & Snyder, 2008) and through interactions that make them enquire, question essential concepts, and evaluate reasons (Zhao et al., 2016). These, at the same time, are given sufficient attention while they facilitate their students in developing their English language skills.

CONCLUSION

The findings reveal that the subjects' critical thinking skill is categorized as medium. Particularly, they have a high level of critical thinking in the aspects of analyzing the issue and providing viable solutions. It indicates that they are able to distinguish the cause of a problem and the consequences as well and considering the causes and consequences when they propose a solution. However, their skill in providing argument is medium whereas the skill in providing the evidence is low. These findings suggest that the subjects need to be trained in developing their skills in providing arguments and sufficient evidence through questioning, discussion, and reading relevant sources. It also implies that the study program needs to develop a teaching model that facilitates the students to practice their critical thinking skills through enquiry learning, project-based learning, and problem-based learning. Nevertheless, this study involves a limited number of subjects, that is 40 students from two classes of Academic Writing Course. Therefore, further research involving larger samples is recommended in order to gain more comprehensive findings on EFL students' critical thinking skills level.

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5) The Efficacy of Blended Learning in Enhancing Oral Proficiency in Aviation School: An In-depth Investigation

These results show that there is a difference in pretest and posttest scores, as evidenced by the mean and standard deviation, after treatment with traditional learning strategies. Table 15 provides a detailed depiction of these findings, showing significant differences in the pretest and posttest scores on all components (pronunciation, vocabulary, fluency, comprehension and interaction) except for the interaction component, which has a value of 0.005, slightly higher than the alpha level. These results suggest that there is indeed a notable disparity between the pretest and posttest scores following treatment with traditional learning strategies.

Comparison of speaking skills learning strategies between traditional (face-to-face) and blended learning

The experimental group demonstrated notable enhancements in average scores across various components, resulting in an overall increase from 66.20 to 78.00 in mean speaking ability scores from pre-test to post-test. Specifically, improvements were observed in pronunciation (0.5933), structure (1.18), vocabulary (2.3533), fluency (2.34), and comprehension (2.36), indicating a significant improvement of 11.80%. Conversely, the control group exhibited marginal improvements, with slight increases in pronunciation (0.0367), structure (0.0733), vocabulary (0.1467), fluency (0.1467), comprehension (0.1467), and interaction (0.1833). The mean score on the pre-test for the control group was 65.2000, which slightly increased to 65.9333 on the post-test, reflecting a minimal improvement of only 0.7333%. The results of the paired t-test indicate a statistically significant difference between the pre-test and post-test scores. The obtained significance value of 0.000 is less than half of the alpha level of 0.025, suggesting a highly significant difference. This implies that the intervention, likely involving blended learning methodologies, has had a substantial impact on the participants' speaking abilities. The mean and standard deviation obtained from the paired t-test analysis further support this finding, providing evidence of significant improvements across each subcomponent of the speaking test.

The findings of the study indicated a statistically significant disparity in the average scores of speaking proficiencies between the pre-implementation and post-implementation phases of the blended learning (BL) approach. The post-intervention speaking ability score was found to be higher than the pre-intervention score, indicating that the implementation of the BL strategy had a beneficial influence on the speaking ability performance of

students in the experimental group. This finding demonstrates the effectiveness of blended learning, namely the utilization of online teaching resources such as E-Module Aviation Speaking Preparation Test, in enhancing students' speaking abilities. This phenomenon may occur due to the heightened learning desire among students when they are exposed to the same educational content through several modalities, such as technology and simulations.

The aforementioned findings are consistent with previous studies conducted (Mungro & Daroga, 2022; Yudianta, 2021; Asaad Hamza Sheerah, 2020a). These studies have demonstrated the efficacy of blended learning in enhancing English speaking abilities, as well as indicating a notable improvement in overall student skills. These studies collectively demonstrate the advantages of blended learning and its efficacy in instructing diverse subjects.

In the blended learning program, feedback plays a significant role in enhancing students' speaking skills. External feedback provided through the E-Module Aviation Speaking Preparation Test on an online platform, helps learners identify mistakes and receive suggestions for improvement. This digital platform encourages students to review and correct errors independently. Instructor feedback guides discussions and provides relevant information, while peer feedback promotes open exchange of perspectives among students. The integration of the E-Module and online activities boosts dedication to oral communication and increases teacher feedback. Asynchronous learning in the speaking class enhances flexibility and effectiveness, making speaking practice more convenient. This collaborative learning approach fosters student engagement and contributes to a student-centered educational setting. Effective pedagogical approaches are essential for motivating learners, sustaining focus on the subject matter, assessing progress, and promoting critical thinking. Such approaches drive learner motivation and involvement in the educational program.

Blended Learning promotes independent, active, and responsible learning. It empowers students to engage actively with course material, fostering a sense of ownership over their learning. Online tools enhance students' ability to express ideas confidently and organize them effectively. Differences in student performance can be attributed to increased motivation, independence, engagement, creativity, and willingness to review and revise their work. Combining in-class and online activities encourages collaboration and effectively develops speaking skills, creating an engaging learning environment.

6) A sociocultural analysis of teachers' belief changes: A case of two teach-abroad EFL teachers

Sahiruddin Sahiruddin, Yudhi Arifani, Clinton Chidiebere Anyanwu, Jati Suryanto

a number of influencing variables which facilitate the processes of TA teachers' belief changes during the TA program can be identified. As new EFL teachers and members of the TA community, the TA teachers engaged in professional teaching practice in this new context with special assistance from mentors, teaching forums, and discussions with other teachers enhanced their conception and implementation of teaching. In spite of the rather short duration of the TA program, the TA teachers were provided with necessary opportunities to participate in different learning opportunities and events, such as mentoring programs, lesson studies, observations, and teaching discussion forums. These activities offer richer learning inputs for the TA teachers to consolidate, expand, and transform their beliefs about EFL teaching and teachers (Johnson & Golombok, 2011; Yuan & Lee, 2014).

CONCLUSION

In this inquiry, we have endeavored to explore the perspectives of TA EFL teachers' beliefs by framing a Vygotskian SCT viewpoint. The findings indicate that EFL teacher beliefs are constantly reconstructed in accordance with teaching goals in the context of socio-cultural interaction. From the SCT framework, EFL teachers' belief changes symbolize a remediation process between the TA teachers and the teaching environment, revealing their agentic attempts to uphold or abandon their existing beliefs of EFL teaching goals.

The study's findings suggest pedagogical implications for improving EFL teacher education. First, EFL teachers' belief changes can be seen as their agentic efforts to transform their EFL teaching process. Optimum sharing opportunities should be given to EFL teachers to actively contribute to various socio-cultural activities, such as the TA program and mentoring programs with a professional teacher from different sociocultural backgrounds. This study challenges the rampant assumptions that an exposure-rich TA context is crucial for supporting EFL teaching performance. This study indicates that unless teachers personalize the importance of TA learning based on their dynamic EFL teaching beliefs and goals, they may struggle to succeed in the TA environment. Thus, before going abroad, EFL teachers need to intensively engage with the TA community in setting clear teaching goals in order to attain satisfactory and successful TA experiences.

This case study is not without its limitations. The participants' belief transformations and development are reflected in a short period of time in the TA program. We are also aware that our qualitative case study only explores two TA teacher participants in a particular TA EFL context. Therefore, the transferability of the findings should be interpreted cautiously within similar EFL contexts. Therefore, we recommend further studies to investigate EFL

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teacher belief changes using a longitudinal study involving TA participants in EFL and L2 contexts.

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Sahiruddin Sahiruddin, Yudhi Arifani, Clinton Chidiebere Anyanwu, Jati Suryanto

I was thinking hard about whether the students could be independent learners if during classroom teaching, only a few of them engaged in the learning activities. I think teaching them to be more confident in expressing ideas, giving questions, and responding to questions is crucial to support their confidence and critical thinking (reflective journal).

Through the teaching forum and interaction with other TA teachers, Ivan was also aware of the advantages and disadvantages of active teaching and learning strategies as well as an integrated approach in EFL teaching before he could finally discover and extend her beliefs and teaching conceptions.

Situated in a different EFL TA socio-cultural setting, this case study reveals that TA teachers' beliefs evolve dynamically. Such beliefs are not perceived as an isolated or stable phenomenon as they were commonly perceived and extracted through survey responses (Borg, 2019; Limata & Ellis, 2003; Yang & Kim, 2011; Yuan & Lee, 2014). The results of the study reveal that teachers' beliefs are dynamic, and they may change and develop in the context of a socio-cultural environment such as in a TA context. Beyond TA socio-cultural environments, several studies have indicated that L2 teachers' beliefs might evolve as a result of in-service teachers' interaction with their mentors and students during their practicum. Their beliefs may change after they actively interact and participate with their mentors (Yuan & Lee, 2014). Thus, this present study adds novelty to teachers' belief changes within TA contexts. With their teaching and learning experience as EFL teachers, the two TA teachers gradually were able to construct their beliefs about FLT teaching and professional development. As teachers enter the TA environment, their encounters with mentors, international students, and other teachers during the TA program could help shape new beliefs regarding FLT teaching.

Analyzed from Lektorsky's (2009) remediation framework, our case study shows a range of belief remediation, including dialectical, expansive and transformative change processes. Firstly, the TA participants' teaching belief remediation involved three processes: dialectical, expansive and transformative (Cole & Griffin, 1986; Lektorsky, 2009). The dialectical process concerns teachers' short-term situational changes and long-term developmental changes in their teaching beliefs. Through dialectical processes, the TA teachers focus on their continuing belief changes brought about by inner and outer influences (Lektorsky, 2009; Yang & Kim, 2011). For instance, Melanie's beliefs in active learning and communicative teaching approaches evolved after the dialogues with her mentor in the TA environment, which opened up to her the idea of applying the two approaches to her future TA lessons. Melanie's short-term belief changes in her teaching strategies occurred during her intensive dialogues with her mentor when she asked for suggestions regarding her existing view of vocabulary and grammar teaching since she reported feeling unsatisfied with her

A sociocultural analysis of teachers' belief changes: A case of two teach-

initial TA practices. After receiving thorough and acceptable advice from her mentor, Melanie decided to change her teaching strategies in the TA context. In this case, changing her teaching beliefs indicated short-term changes, and changing her teaching strategies in the following TA practices demonstrated long-term developmental changes.

Similarly, Ivan was influenced by his previous misunderstanding of designing a scientific approach in his lesson plan. In the lesson plan, he wrote that the teacher gave some questions to the students regarding the concepts of politeness from different countries at the questioning stage. His mentor explained that the content of the questioning stage should reflect students' ability to propose some questions for further discussion within their group. Knowing this situation, Ivan showed his agreement and changed his beliefs following his mentor's suggestion before he revised his lesson plan and learning activities for his students. These two examples have verified that the TA teachers' belief changes were impacted by their mentors in the TA context, who had more experience in teaching international students (Yang & Kim, 2011). Similarly, Yuan & Lee's (2014) study examined how pre-service teacher beliefs changed after interaction with their mentors during teaching practicum. Under different socio-cultural contexts, TA teachers' beliefs changed after participating in the TA program.

The expansive process depicts the multidirectional development of teachers constructing and applying new and more complex teaching strategies. One example can be found in Melanie's TA teaching efforts who used two different thanksgiving videos from Indonesia (Sekolah Bumi) and Chinese Lunar Year, and asked her students to discuss in groups the similarities and differences between the two thanksgiving holidays and reflect on the lessons learned from the discussion. Her expansive process indicated her new teaching strategies. She implemented group discussions and project-based learning as part of her new attempts to solve her previous teaching practices situated in the TA environments. She did a complex teaching preparation and implementation as she had to select two different teaching videos and more complex learning activities which met the students' interests. Melanie had reinforced her existing beliefs in this situation by implementing novel and complex FLT teaching dimensions.

Through regular teaching forum and daily interaction with the teachers and students in the TA environment, Ivan expanded his beliefs about FLT teachers and began to formulate innovative teaching strategies. Applying a more acceptable implementation of the scientific approach, he then proposed guiding questions so that he would be ready to respond positively to the unpredicted situation when the students did not raise any questions. In addition, this inquiry demonstrates that TA motivates the practice of intercultural teaching practices through dialogic learning practices.

In addition, our findings also testify to the transformative impact that TA sociocultural contexts can have on a teacher's cognitive evolution (Borg, 2019; Yang & Kim, 2011; Yuan & Lee, 2014). Framed in an SCT viewpoint,

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7) Mixed methods approach in researching EFL learners motivation

Reza Anggriyashati Adara, Ismail Sheikh Ahmad, Irmie Victorynrie

Mixed methods approach in researching EFL learners' motivation

5.	Lamb & Arisandy, 2018, Indonesia	Criterion measures The ideal L2 self Ought-to-L2 self Attitudes to classroom learning Self assessment of proficiency
6.	Jafari Pazoki & Alemi, 2020, Iran	The ideal L2 self Ought-to-L2 self Learning conditions Instrumentality Promotion motivation Learning experience
7.	Ma, Wamaruk, Lei, 2019, Thailand.	Learning motivation Willingness to communicate Integrative motivation Instrumental motivation
8.	Lee & Lee, 2019, South Korea.	The ideal L2 self Ought-to-L2 self Willingness to communicate inside the class Willingness to communicate outside the class
9.	Dağgöl, 2020, Turkey	Intrinsic motivation Extrinsic motivation Personal reasons Nature of language
10.	Ye, 2020, China	Intrinsic motivation Extrinsic motivation
11.	Tusmagambet, 2020, Kazakhstan.	Amotivation Students' attitudes Reading motivation
12.	Tsai, 2020, Taiwan.	Vocabulary learning performance Instructional materials motivation
13.	Ghoumane, 2020, Algeria	Learners' motivation Learners' perception
14.	Cong-Tem, 2020, Vietnam.	L2 listening motivation
15.	Zarei, Ahour, Seifoori, 2020, Iran.	Criterion measures The ideal L2 self Ought-to-L2 self Attitudes to learning English
16.	Sameen, Farid, & Hussain, 2021, Pakistan	Learners' anxiety Motivation Demotivation

The present systematic review intended to provide the current state of the art on the use of mixed methods to investigate EFL learners' motivation. In regards of how selected studies applied mixed-methods approach, several aspects will be addressed in the upcoming paragraphs. Firstly, it can be seen that most studies are conducted toward university students. Unfortunately, there is a lack of studies toward younger EFL learners such as ones in early childhood age ranges. In this sense, young learners refer to language learners from 4 to 12 years old. Several factors might be the reasons. Graham et al. (2015) argue that there are some ethical challenges, dilemmas and issues when

conducting research toward children and young people. In addition, as adults, researchers may find it difficult to understand children's position (Punch, 2002). Those aspects may be the causes of lack of studies toward children's motivation on EFL learning. However, researchers can overcome the obstacles by carefully reviewing the ethical considerations of involving children in their studies (Graham et al., 2015). In addition, researchers can develop good rapport with children and use appropriate research methods that can help children to be more at ease to communicate (Punch, 2002). By conducting those steps, there might be more studies toward EFL younger learners' motivation.

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Mixed methods approach in researching EFL learners' motivation

especially ones that apply mixed-methods as their approach. Secondly, the selected studies mostly used an explanatory sequential design compared to other types of mixed-method design. In this regard, Peacock (2022) argues that using an explanatory sequential design allows the researchers in language learning field to improve the comprehension toward complex language learning experience. In light of this, the selected studies might opt a mixed-method approach because they consider learners' motivation as something complex.

Related to the research instruments, questionnaires seem to be the most preferable method. However, using questionnaires in research needs to be done with caution. It is because as argued by Gilham (2008), questionnaire has been abused as no other single method has ever experienced it. Despite being favored due to simplicity, it can lead to several problems such as unreliable and unmotivated respondents, superficiality of answers, and overgeneralization (Doherty & Taguchi, 2010). Nevertheless, it is not without merits. Questionnaires can reach a large population and garner a statistical power (Jones et al., 2013), something which may be difficult to be achieved by other instruments. In order to overcome its weaknesses, it is important for researchers to conduct a pilot study before distributing the questionnaires and perform a thorough analysis of results to ensure the validity of research (Jones et al., 2013). Nevertheless, the researchers should consider using other research instruments such as observation or journals. Therefore, the researchers may gain more diverse results on EFL learners' motivation.

In regards of the research location, selected studies were performed in various countries. Despite investigating EFL learners' motivation using mixed-method approach, each selected study is totally different. Beath (2010) argues that investigating motivation of different types of learners settings and variables is important because it will provide more insights on EFL learners' motivation. The results of present study indicate the diversity in research on EFL learners' motivation, showing the interests of researchers toward motivation and the ability of motivation to be paired with various variables and conducted in many research locations. Besides that, the results of present study suggest that an explanatory sequential approach seems to be the most favorable research designs, compared to an exploratory sequential approach. In this sense, explanatory sequential approach refers to an approach in which the researcher follows up the quantitative results with qualitative data while an exploratory sequential approach is one where qualitative findings become the basis of development of quantitative instruments (Edmonds & Kennedy, 2017). Despite the differences in the sequence of how quantitative and qualitative are administered to the participants, they are considered easier to be implemented because they facilitate the integration process (Almeida, 2017). Nevertheless, the researchers still have to consider several methodological issues such as whether quantitative or qualitative approach which has more emphasis in the study, decide the sequence of data collection and how to integrate both approaches.

By considering those aspects, the researchers may gain more insightful results.

In regards of motivational variables, selected studies have included diverse variables from intrinsic motivation to the ideal L2 self. Each variable was proposed by different theories toward EFL learners' motivation. They indicate that researchers of EFL learners' motivation have employed different theories in order to understand the phenomenon. Nevertheless, there is still lack of research toward motivation and writing skills. As one of important English skills, it seems important to explore more about writing skills and motivation. Furthermore, it seems interesting to investigate the effects of technology integration in EFL classrooms toward students' writing skills. It is because the use of technology has been indicated to result in the motivational increase of learners (Stockwell, 2013). It can be said that in spite of the diversity of theories and variables researched in selected studies, there is still a room for more studies, especially one related to the impacts of technology integration toward EFL learners' writing skills.

Contribution to Mixed Methods Research

The present study provides deeper information toward the use of mixed-method research to investigate EFL learners' motivation. The present study found that a mixed-method approach is rarely used to investigate EFL learners' motivation. There should be more research which apply a mixed-method to examine EFL learners' motivation because it may help researchers to gain insights on a complex phenomenon such as motivation. In order to attract more researchers to use a mixed-method approach, raising awareness toward the benefits seems crucial. The present study can be one of efforts to raise more awareness toward the uses of mixed-method approaches to examine EFL learners' motivation.

CONCLUSION

The results of present study suggest that when using mixed-methods approach to investigate EFL learners' motivation, researchers mostly paired questionnaires with interviews. In addition, the results indicate that researchers mostly use an explanatory sequential design when using mixed-methods approach. In this sense, mixed-methods approach is used to investigate the complicated nature of motivation. In addition the findings suggest that the selected studies investigated various variables of intrinsic motivation. Besides that, the selected studies applied different theories to analyze their premise.

Besides being researched in diverse research locations and using different theoretical backgrounds, selected studies were mostly toward university students, causing a lack of studies toward EFL younger learners. In addition, the results show that there is a lack of studies toward motivation and writing skills. Future studies need to be conducted on younger EFL learners and include the analysis of all

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8) English Learning Management System (ELMS) in the post-pandemic era: Comparative study

Esti Junining, Herawati, Nuria Setiarni

English Learning Management System (ELMS) in the post-pandemic era

Questions asked by the authors include:

1. The implementation of the English Learning Management System (ELMS) during the pandemic will be most efficient as learning can be accessed anywhere, and anytime.
2. By using ELMS, the cost will be most cheaper compared to traditional face to face learning
3. ELMS makes lecture activities such as quizzes, tasks, lecture material, and interactive discussions between lecturers and students will be easier.
4. ELMS is the most powerful online application during the pandemic.

The results of the survey are illustrated in table 2.

TABLE 2 | The result of the survey

	1	2	3	4	5	6	7
Very Agree	127	121	153	141	147	113	151
Agree	33	21	7	19	13	34	9
Less Agree	0	18	0	0	0	13	0
Disagree	0	0	0	0	0	0	0
Very Disagree	0	0	0	0	0	0	0

5. ELMS is an easy way for students to submit tasks, and data analysis, gain information, and yet the system somewhat becomes a personal assistant for students to avoid lateness or forgetfulness.
6. By using ELMS, students will find it easy to find lecture material and compose the material for the next lecture program.
7. ELMS is a learning system that uses cutting edge technology which provides learning more efficiently, as they provide pictures, videos, including audio and animation.

RESULTS AND DISCUSSION

Related to the first research question on the influence of Indonesian students on learning engagement, this research finding revealed that Indonesian students at higher educational levels are aware of ELMS usage. In line with (Lin et al., 2018), the current research findings showed ELMS has positive responses in terms of behavioral, emotional, and cognitive engagement. Constant answers to "Strongly agree" pointed out by most of the participants in those three phases could reflect the successful ELMS rather than the face-to-face method. ELMS is classified as a system that can be adapted and reused easily according to the student's current needs. It can be simplified to the advantages of ELMS as one-way access to all the information includes flexibility, centralized learning, streamlined training process, and sophisticated learning content. Beyond that, ELMS still covers a lot of issues in Indonesia because the more favorable traditional teaching method may become a major problem for educational practitioners.

As for the second research question on how the usage of ELMS in Indonesia, this current research found that comparing the United States and Canada in Figure 1 (Kuran et al., 2018); Saudi Arabia in Figure 2 (Aldiab et al., 2019); and South Africa in figure 3 (Badaru & Adu, 2022), there were some ELMS systems nominated as the most used in Indonesia namely Google Classroom, Schoology, Moodle, and other ELMS as shown in figure 4.

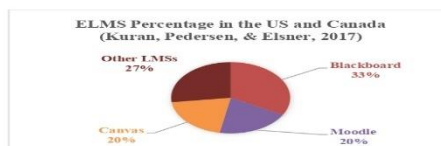


FIGURE 1 | ELMSs in the US & Canada
In the US and Canada, the most common ELMS used is Blackboard

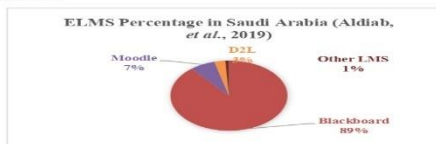


FIGURE 2 | ELMSs in Saudi Arabia

9) Social media for improving the students' vocabulary mastery in ESP Maritime English

Dyah Ratnasingsih, Okurema Purwati, Ahmad Munir

Social media for improving the students' vocabulary mastery in ESP

Pretest_ekspertimen	
N	Valid 24
	Missing 0
Mean	66.8333
Median	69.0000
Mode	70.00
Std. Deviation	1.76109
Minimum	66.00
Maximum	72.00

FIGURE 6 | Descriptive Statistic of Experiment group's pretest

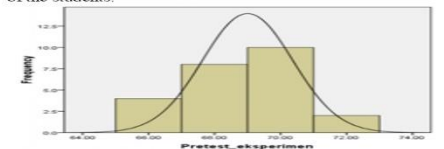


FIGURE 7 | The histogram of experiment's group pretest

Next is in figure 8, the descriptive statistic of posttest in the Experiment group that conveyed the mean is 77.83, the median is 78 with the deviation standard is 2.697.

Posttest_ekspertimen	
N	Valid 24
	Missing 0
Mean	77.8333
Median	78.0000
Mode	78.00
Std. Deviation	2.697259
Minimum	72.00
Maximum	82.00

FIGURE 8 | Descriptive Statistic of Experiment group's posttest

Then, in figure 9, the histogram of the Experiment group's posttest showed that the curve leans closer to score 77. This is because the score 78 dominates the scores of the students.

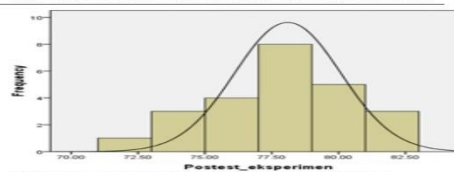


FIGURE 9 | The histogram of Experiment's group posttest

One-Sample Kolmogorov-Smirnov Test	
N	24
Normal Parameters, f.s.	Mean 66.8333
	Std. Deviation 1.66934
Most Extreme Differences	Absolute .292
	Positive .292
	Negative -1.432
Kolmogorov-Smirnov Z	1.432
Asymp. Sig. (2-tailed)	.033

FIGURE 10 | One sample of Kolmogorov-smirnov of Control group's pretest

Meanwhile, for Control group's posttest, the Kolmogorov-smirnov test result in figure 11 showed that the value is 0.984 which is greater than 0.05. So, the data in control group's posttest had normal distribution.

One-Sample Kolmogorov-Smirnov Test	
N	24
Normal Parameters, f.s.	Mean 78.8417
	Std. Deviation 2.70228
Most Extreme Differences	Absolute .201
	Positive .183
	Negative -.204
Kolmogorov-Smirnov Z	.884
Asymp. Sig. (2-tailed)	.984

FIGURE 11 | One sample of kolmogorov-smirnov of control group's posttest

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As a result, Kolmogorov-smirnov test in Control group's pretest and posttest indicated the result 1.432 and 0.984 which were greater than 0,05. So, the data in control group has normal distribution.

Next is the Kolmogorov-smirnov test in Experiment group's pretest and posttest. The figure 12 below is the test distribution of Experiment group's pretest. The Kolmogorov-smirnov test pointed that the value is 1,206 which is greater than 0,05. So, the data in Experiment group's pretest had a normal distribution.

Pretest_eksperimen	
N	24
Normal Parameters ^{a,b}	Mean 68.8333
	Std. Deviation 1.76108
Most Extreme Differences	Absolute .246
	Positive .182
	Negative -.246
Kolmogorov-Smirnov Z	1.206
Asymp. Sig. (2-tailed)	.109

FIGURE 12 | One sample of Kolmogorov-smirnov of experiment group's pretest

While in the Kolmogorov-smirnov test for Experiment group's posttest in figure 13 pointed that the result is 0.937. So, since the pretest and posttest results were greater than 0,05, the data had a normal distribution.

Posttest_eksperimen	
N	24
Normal Parameters ^{a,b}	Mean 77.8333
	Std. Deviation 2.69729
Most Extreme Differences	Absolute .191
	Positive .142
	Negative -.191
Kolmogorov-Smirnov Z	.937
Asymp. Sig. (2-tailed)	.343

FIGURE 13 | One sample of Kolmogorov-smirnov of experiment group's posttest

Furthermore, figure 14, the test of homogeneity of variances was applied to reveal whether the pretest and posttest data are homogeny. As described in figure 14 the method of Levene test for pretest is 0,697 (sig>0,05) and the posttest significance is 0,773 (sig>0,05). Then, it can be concluded that the data is homogenous.

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pretest	.154	1	46	.697
Posttest	.084	1	46	.773

FIGURE 14 | Test of homogeneity of variances in experiment and control group's pretest and posttest

After analyzing the data from pretest and posttest, the t-test is used to know the differences in the students' vocabulary mastery improvement. The figure 15 showed the t-test of pretest and posttest in Control group.

Social media for improving the students' vocabulary mastery in ESP

Levene's Test for Equality of Variances		t-Test for Equality of Means										
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	95% Confidence Interval of the Difference	Lower	Upper
Control Group	Equal variances assumed	1.427	.237	3.569	46	.000	-4.48232	.64601	-5.76932	-3.19532	-6.18396	-1.18068
Experiment Group	Equal variances not assumed	0.988	38.274	.000	46	.000	-4.48232	.64601	-5.76932	-3.19532	-6.18396	-1.18068

FIGURE 15 | The t-test of pretest and posttest in Control group

Then, in figure 16, the t-test of pretest and posttest in Experiment group were described.

Levene's Test for Equality of Variances		t-Test for Equality of Means										
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	95% Confidence Interval of the Difference	Lower	Upper
Experiment Group	Equal variances assumed	2.268	139	113.640	.000	4.48232	.64601	3.19532	5.76932	2.60932	6.92932	7.68932
Control Group	Equal variances not assumed	0.988	38.274	.000	46	.000	-4.48232	.64601	-5.76932	-3.19532	-6.18396	-1.18068

FIGURE 16 | The t-test of pretest and posttest in Experiment group

Considering the significant-value (sig <0,05) showed that the two groups performed significantly different on the post-vocabulary test which indicated to the effectiveness of the social media for improving the vocabulary mastery. Furthermore, paired t-test statistic was run to determine whether the vocabulary mastery of the participants has changed before and after the treatment.

Furthermore, the t-test comparing the pretest and posttest in control group revealed the significant-value (sig <0,05) which showed that the students gain improvement in maritime English vocabulary mastery than the control group. Those tests revealed that the social media had a significant impact in enhancing the vocabulary of the students who learned English language. This result similar with the research conducted by Tamari et al. (2023) which reported that social media was crucial to learning English because it gave students who were learning the language the chance to get better at writing, reading, and other skills as well as to expand their vocabulary by reading new texts and phrases since this was the crucial media as a communication tools in the new globalization period.

But, comparing the significant improvement between the two groups, the experiment group which used the social media reached more significant improvement in maritime English vocabulary mastery than the control group. Those tests revealed that the social media had a significant impact in enhancing the vocabulary of the students who learned English language. This result similar with the research conducted by Tamari et al. (2023) which reported that social media was crucial to learning English because it gave students who were learning the language the chance to get better at writing, reading, and other skills as well as to expand their vocabulary by reading new texts and phrases since this was the crucial media as a communication tools in the new globalization period.

CONCLUSION

The results of the study indicated that students' vocabulary acquisition improved when social media was used in ESP maritime English. The ESP Maritime English in this research were about the Safety of Life at Sea (SOLAS) which discussed about the importance of knowing the terminologies in the safety equipment for different distress situation on board with several regulations about their standard procedures. Then the social media sites like

10) The Analysis of Pronouncing Post-Alveolar Fricative Faced by the English Education Students of Tanjung pura University

Andra Sunata Pratama^a, Clarry Sada, Ikhisanudin Ikhisanudin

Moreover, in the voiced pronunciation, the outcomes of the first formant displayed scores of 76 in the Excellent category, 14 in the Good category, 10 in the Fair category, 12 in the Poor category, 108 in the Very Poor category, and 80 in the Within Limitation category. Regarding the second formant, there were 122 results categorised as Excellent, 22 as Good, 8 as Fair, 6 as Poor, 18 as Very Poor, and 124 as Within Limitation. Then, the results of the voiced sounds revealed that the first formant obtained a high percentage of Excellent category ratings at 25.3%, followed by Good at 4.7%, Fair at 3.3%, Poor at 4%, Very Poor at 36%, and Within Limitation at

TABLE 5 Total Percentage Voiced	
Excellent	33.0%
Good	6.0%
Fair	3.0%
Poor	3.0%
Very Poor	21.0%
Within Limitation	34.0%
Total	100%

Discussions
This study aims to find the percentage of post-alveolar fricative pronunciation of Sixth-semester English education students' at Tanjungpura University in the academic year 2022/2023. Based on the research findings, it was found that the majority of students still found it difficult to pronounce the post-alveolar fricative. This was indicated by the deviation of the formant frequency of students' pronunciation compared to formant native speakers. As mentioned in the background related to students' ability to distinguish between two sounds, the findings show that some students' pronunciations deviate from post-alveolar fricative sounds to other sounds. The research findings align with what has been mentioned in the background, which states that students have difficulty pronouncing sounds because they are not familiar with them. This affected students' awareness of pronouncing sounds properly, including post-alveolar fricative pronunciation. In the first formant (F1) of voiceless sound, the majority of the students' voiceless pronunciation was classified as 'Very Poor' and 'Within Limitation', indicating a significant deviation from the standard pronunciation of a native speaker. The results indicate that the students' pronunciation in the second formant (F2) was primarily characterised by the 'Within Limitation' category, which suggests that the participants' formant values surpassed the range of formants obtained from the standard of deviation. The results revealed that the majority of the students presented poor pronunciation in voiced sound as well, as demonstrated by their classification in the 'Very Poor' category for the first formant (F1). This suggests that their

Exploring Pronunciation Challenges: An Acoustic Study on Post-Alveolar

26.7%. In the second formant, the distribution of results was as follows: 40.7% were classified as Excellent, 7.3% as Good, 2.9% as Fair, 2% as Poor, 6% as Very Poor, and 41.3% as Within Limitation. The findings indicate that 33% of the total number of participants falls under the Excellent category, while 6% are classified under the Good category. The Fair and Poor categories both account for 3% of the sample, respectively. Moreover, 21% of the sample falls under the Very Poor category, while 34% are classified under the Within Limitation category (as mentioned in Table 5).

formant values were significantly lower than those of a native speaker. In contrast to the first formant (F1), which failed to show significant differences across categories, the second formant (F2) displayed a notable disparity. Specifically, the 'Within Limitation' category demonstrated the highest F2 values, while a considerable number of participants also demonstrated F2 values getting within the 'Excellent' category, indicating a pronunciation form that closely approximated that of a native speaker. Following collecting the percentages for each pronunciation category of the participant, proceed with the categorization of the groups that are considered 'Acceptable'. The researcher categorised the accepted categories into categories ranging from Excellent to Fair. The previous claim is grounded on the usage of the Z-Score range, specifically ranging from -2 to 1. This range serves as an indicator that the outcomes obtained continue to be considered acceptable and fall within the standard values. Categorising individuals as 'Not Acceptable' due to their pronunciation's formant falling outside of the standard numerical range that represents a poor pronunciation, particularly for those who are classified as Poor and Within Limitation.

TABLE 6 Acceptability (Voiceless)	
Acceptable	40.5%
Not Acceptable	59.5%

11) Autonomous learning of English pronunciation through vlogs: evidence from two Indonesian EFL students

Aeri Siti Fatimah, Ita Nurul Fitma, Yuyus Saputra, Acep Gatot Auliya, Komal Dharma

For the practice itself, after I listen to the English Vlogs, I usually have conversations with my friends, and that also really helps me in practicing my pronunciation, and my intensity in practicing is not only once or twice to talk with friends but every day. I am forced to talk in English so that I can get used to it too (P 1)

The purpose of this study is to investigate how students learn English pronunciation through Vlogs. The findings reveal that the participants employed a specific learning tactic: memorizing word pronunciation through repetition. This approach was utilized to remember new vocabulary and the correct pronunciation of word presented in native English vlogs. Moreover, participants primarily utilized repetition as a memory strategy, which aligns with Oxford's (1990) definition of memory strategies as direct methods aimed at storing and retrieving new linguistic information. According to Szyszka (2017), repetition is a tactic that enhances the memorization of pronunciation and is integral to the memory strategies described by Oxford (1990). Thus, the participants effectively used repetition to internalize and reinforce the pronunciation skills acquired from the Vlogs.

The findings also showed that students comprehend and utilize the English language from vlogs through various strategies, including concentrating on pronunciation while listening, imitating native pronunciation, practicing pronunciation through repetition, and recording their own voice to assess pronunciation. These strategies align with the cognitive strategies described by Oxford (1990), which facilitate language learners' comprehension and application of the target language. Szyszka (2017) further emphasized that repetition (both silent and vocal), imitation of native speakers or teachers' pronunciation, focusing on pronunciation during listening and speaking, and recording one's voice to assess pronunciation are key elements of the cognitive strategy framework outlined by Oxford (1990). Additionally, the findings revealed that participants also employed technological tools to aid their English pronunciation learning through vlogs. This use of technology aligns with the compensation strategy. According to Oxford (1990), compensation strategies assist learner in overcoming limitations in their language knowledge by facilitating comprehension and production. Szyszka (2017) highlighted that compensation strategies include methods for addressing gaps in language competence, such as using electronic devices and other reference tools. The technological aids are integral to the compensation strategy, as outlined by Oxford (1990).

Furthermore, the findings showed that the participant engaged in English communication with others as a means of practicing pronunciation learned from vlogs. This approach, which involved using English in social interactions, aligns with the social strategy framework. According to Oxford (1990), social strategies encompass methods through which students acquire a language by interacting with native speakers or using the target language in social contexts. Szyszka (2017) further identified specific social strategies, such as requesting feedback on

Autonomous learning of English pronunciation through vlogs: evidence from two Indonesian EFL students

pronunciation, practicing English with peers, and teaching pronunciation to others. These practices reflect the participant's use of social strategies to reinforce and apply the pronunciation skills acquired from Vlogs in her social life.

Based on the findings of this research, four key themes emerged concerning how students learn English pronunciation through vlogs. These themes are derived from the students' actions and strategies as they utilize vlogs as a learning medium, informed by their experiences. The strategies identified include memory, cognitive, compensation, and social strategies. The application of these strategies not only supports students in their pronunciation learning but also has the potential to enhance their pronunciation skills. Additionally, the application of PLS in pronunciation learning can support students throughout the learning process and enhance their pronunciation. Szyszka (2015) found that effective English pronunciation learners often engaged in practices such as listening to recordings, TV, movies, or music, speaking aloud or silently, imitating native speakers, focusing on pronunciation during listening, seeking opportunities for English interaction, recognizing different English accents, mentally rehearsing pronunciation, and soliciting feedback on their pronunciation. Moreover, Muhammed & Chinnah (2018) investigated the impact of pronunciation learning tactics on the accuracy of Kurdish EFL (English as a Foreign Language) learners. Their study revealed that Kurdish students' use of PLS, including personal practice for achieving native-like pronunciation, silent repetition of difficult words, and recording and reviewing their own pronunciation, significantly improved their pronunciation accuracy. This aligns with the covert rehearsal model, which emphasizes the importance of internal practice and self-monitoring in language learning.

In addition, Permatasari (2019) conducted interviews EFL learners regarding their pronunciation strategies and discovered that imitation and the use of resources, such as dictionaries and movies, were among the most frequently employed methods. These strategies were found to be effective in aiding learners' pronunciation development. Moreover, Baranyi-Dupák (2022) utilized Partial Least Squares (PLS) in a shadowing study and reported that three students confirmed the effectiveness of this approach, demonstrating that repeated practice can significantly improve pronunciation. Therefore, the implementation of such strategies in students' learning processes has the potential to enhance their pronunciation skills.

CONCLUSION

This research addresses the question of how students learn English pronunciation through vlogs. The major findings illustrate that participants employed various methods to acquire pronunciation skills via vlogs. Specifically, students utilized repetition as a technique to memorize the pronunciation of new words encountered in English Vlogs, enhancing their ability to recall both vocabulary and correct

12) Literary genres in English textbooks for Senior High School

Dhini Aulia, Fazi Nur Yusuf, Didi Sukyadi, Azhar Aziz Lubis

allegorical novella "Animal Farm", and the Indonesian fantasy tale "Bawang Merah and Bawang Putih." The poetry genre is represented through song lyrics in the Grade 10 and Grade 12 textbooks. The Grade 10 textbook includes the English song "You've Got a Friend," while the Grade 12 textbook features "Heal the World."

All fiction genre terms in the Grade 11 textbook were clearly labeled under the literary genre of fiction, including folktale, fairy tale, legend, and fantasy. In contrast, the grade 10 textbook does not explicitly mention the term "literary genre" opting instead, for genre-based terminology such as "recount" and "narrative text". Furthermore, the poetry genre was mentioned only once in the Grade 12 textbook.

All nonfiction and fiction texts in the studied textbooks are short to medium in length, which is beneficial for speaking students' interest and motivation in learning EFL. Stories can enhance students' reading motivation in EFL/ESL classrooms, as their concise length allows readers to focus on the content, plot, and language of the narratives (Ceylan, 2016; Tevdovska, 2016). Furthermore, the brevity and straightforward plots of these stories can cultivate students' appreciation for literature, encouraging them to explore more short stories (Ceylan, 2016).

The poetry genre was presented through song lyrics in both the Grade 10 and the Grade 12 textbooks. These lyrics possess evocative imagery and appeal to emotions and personal experiences, making them engaging and enjoyable for second or foreign language learners (Llach, 2007). Moreover, as teenagers often listen to music, leveraging their interest in music can serve as an effective motivator for their English studies (Lems, 2018). Songs and music can aid students in learning English vocabulary (Al-Feshhri & Baniabdelrahman, 2020), understanding language patterns and grammar (Vishnevskaja & Zhou, 2019), and improving their pronunciation and listening skills while fostering a fun and enjoyable learning environment (Chen et al., 2024; Kumar, et al., 2022; Putri et al., 2022).

Issue of Authenticity, Cultural and Intercultural Awareness
The textbooks examined contain a limited number of original or authentic English literary texts. Many researchers have found that authentic literary texts are more effective for enhancing students' cultural and intercultural awareness (Arens & SwanBar, 2009; Collier & Slater, 1987; Floris, 2004; Khatib, et al., 2011; Sari, ... 2011; SwanBar, 1999). Consequently, the students' exposure to authentic language (Bobkina & Dominguez, 2014) and their understanding of authentic texts (Sari, 2016) are not fully realized. Most of the literary texts in the studied textbooks are rooted in Indonesian context and culture. While all Indonesian stories and texts are well translated, they do not provide students with a genuine sense of the English language. For instance, all nonfiction texts are set within an Indonesian context. Although some Western stories are included in the fiction genre, they are outweighed by the number of Indonesian stories. The only genre featuring original English texts is poetry.

Literary genres in English textbooks for Senior High School

Literary Genre	Biography	Text Title	Country of Origin
Fiction		Cur Nyak Dien	Indonesia
	History	B. J. Habibie The Battle of Surabaya	Indonesia
Fiction	Past Event	Meeting My Idol	Indonesia
	Legend	The Legend of The Holy Stone The Legend of N'andung Snake The Legend of Black Sen (recent kid story)	Indonesia
Folktales		The Legend of Crying Stone Issumboshi Kanchi	Japan
		Malin Kundang Strong Wind	Indonesia
Fantasy		The Lion, the Witch, and the Wardrobe Animal Farm	USA UK
		Bawang Merah and Bawang Putih	Indonesia
Fairy Tale		The Goose Girl Puss in Boots	German Italian
	Poetry	Song Lyrics You've Got a Friend Heal The World	USA USA

Table 4 shows that a total of nineteen literary texts are utilized across all textbooks, with ten texts (approximately 53%) derived from the Indonesian context. This aligns with Tevdovska's (2016) argument that textbooks should be humanized by incorporating engaging topics and themes relevant to students' home countries. However, the goal of enhancing students' cultural and intercultural awareness through literary works (Van, 2009) is challenging to achieve with the English textbooks studied.

Most themes and topics related to Indonesian culture are already familiar to senior high school students, who may have encountered and understood them in their native language. Consequently, without the inclusion of more diverse range of literary texts originating from English-speaking countries, it becomes difficult to fulfill the cultural model proposed by Beschi et al. (2021), which emphasizes the importance of understanding the historical background, authors, cultural trends, and specific periods of English literary texts.

Furthermore, the limited exposure to diverse cultural backgrounds restricts students' opportunities to gain a deeper understanding of literary works or to motivate them to recognize and appreciate cultural differences and ideologies

compared to their own. This aligns with the content or cultural approach model suggested by Divsar and Tahrim (2009). Additionally, the lack of exposure to varied cultural narratives diminishes the potential for cultural enrichment, as indicated by Collie and Slater (1987), who argue "literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learned."

Research has shown that the use of authentic literary texts in EFL classrooms was more appealing and engaging for university-level students in Aceh, Indonesia (Sari, 2016). Authentic literary texts enhance students' learning motivation compared to non-literary authentic texts, as they provide significant opportunities for communicative use and are recommended for inclusion in course books (Al-Sagoff & Alenzi, 2021). However, the potential benefit of learning from authentic literary texts may not be fully realized due to the fact that the English textbooks studied contain more than half of literary content derived from the local or Indonesian context.

Literary Activities and Tasks

Like other sections of the English for Senior High School student textbooks in Indonesia, the chapters addressing literary genres also include a variety of related activities and tasks. These encompass common EFL activities such as pronunciation, vocabulary development, and language skills, alongside more specialized tasks focusing on literary works. Each textbook level presents a unique number and arrangement of activities. The Grade 10 and Grade 11 textbooks categorize activities into social functions, text structures, language features, topic-related activities, and skill focus, as outlined in the content mapping of the textbooks. Notably, both textbooks were authored by the same writer. Furthermore, the content mapping in the Grade 11 textbook delineates two main components: linguistic elements, which include vocabulary and grammar, and skill focus, which encompasses rereading, listening, writing, and speaking.

The chapters of the textbooks include elaborated activities subdivided into specific sub-activities. The Grade 10 textbook comprises ten to eleven activities, sub-activities, and tasks, typically categorized as follows: Warner, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Vocabulary Exercise, Text Structure, Grammar Review, Speaking, Writing, and Reflection. Each chapter in the Grade 11 textbook is structured into seven parts: My Initial Understanding, Reading, Listening, Grammar Focus, Writing, Speaking, and Reflection. Additionally, the Grade 12 textbook features activities such as Warner, Listening, Vocabulary Builder, Pronunciation, Vocabulary Exercise, Writing, Speaking, and Reflection.

Overall, the activities and tasks in the studied textbooks reflect the advantages of incorporating literary works into language instruction. A diverse array of engaging activities can serve as an effective means of engaging learners who may lack expertise in literary analysis or have yet to develop an interest in reading literary texts in the target language independently. Furthermore, the activities associated with

language skills—such as Reading (Comprehension), Speaking, Writing, and Listening—underscore the benefits of utilizing literary works in EFL classrooms to enhance students' language proficiency (Bobkina & Dominguez, 2014; Khan & Alasmari, 2018; Khatib et al., 2011). The advantages of incorporating literary texts into the curriculum are evident, as they introduce greater variety into the classroom and provide teachers with opportunities to prevent monotony while offering students a taste of an author's distinctive style (Collie & Slater, 1987).

Listening activities

The structured listening activities begin with the final chapter of the Grade 10 textbook, where they are presented in the context of a song discussion. In contrast, the Grade 11 textbook incorporates listening activities in all chapters, including three chapters focused on literary genres. Moreover, the final chapter of the Grade 12 textbook also includes a listening section that features a song, which is beneficial for increasing students' motivation to learn English (Al-efshat & Baniabdelrahman, 2020; Chen et al., 2024; Kumar et al., 2022; Putri et al., 2022; Vishnevskaja & Zhou, 2019). These findings corroborate McKay's (2001) assertion that literary works provide an ideal context for improving listening skills, as they expose students to a variety of speech qualities and dialects. However, this benefit is most apparent when students listen to native English speakers. Therefore, combining listening with reading song lyrics seems to be the most activity approach.

Regardless of having a teacher read aloud during storytelling can be highly beneficial for listening activities. The textbooks indicate that most listening activities involve the teacher reading aloud, with transcripts provided in the teacher's guide. Stephens and Brown (2000) suggest that listening to a teacher read aloud can help students develop an appreciation for the beauty of language, particularly its rhythm and tone, while also aiding their ability to visualize the story's characters, setting, mood, and situation. The analysis revealed that all textbooks studied rely heavily on reading aloud for listening activities.

Reading Comprehension Activities

Reading comprehension exercises are included in each chapter that addresses literary texts. These activities involve various tasks. In the Grade 10 textbook, the reading exercises are relatively simple, requiring students to read texts and answer questions to demonstrate comprehension. In contrast, the Grade 11 textbook provides more comprehensive reading tasks, focusing on text structure, comprehension, identification and understanding of expression, and analysis of characters and setting in a story. Several activities specifically address literary elements such as characters, setting, and plot. As a result, these activities help students broaden their perspectives, encouraging them to think critically about causes rather than just outcomes. They also expose students to diverse lifestyles, promote cross-cultural understanding and respect for literature, and motivate them to read more short stories (Ceylan, 2016).

The reading activity is not included in the chapter on songs (Chapter 11) in the Grade 12 textbook. As mentioned earlier, songs are classified under the dramatic genre. However, the engaging and inspiring nature of texts like song lyrics can stimulate students' interest, helping them achieve the dual goals of reading for pleasure and reading for information (Khatib et al., 2011).



FIGURE 2 | A Reading Activities in Bahasa Inggris XI

Speaking and Writing Activities

All textbooks studied include both speaking and writing activities. The Grade 10 textbook, speaking activities take the form of dialogues, discussions, and role-plays. Group projects for role-plays involve processes such as selecting scenes, writing scripts, casting roles, and performing. The Grade 11 textbook introduces story presentations, story analysis, storytelling, inside-outside circle story sharing, and discussions. The grade 12 textbook includes activities such as explaining and discussing song lyrics with peers. These speaking activities effectively promote students' speaking skills. This finding aligns with Maley (2001), who noted that role play, improvisation, creative writing, discussion, questionnaires, and visuals can serve similar purposes when teaching literature. In addition, Khan & Alasmari (2018) concluded that role play, when approached as drama, engaging students in the learning process and encourages them to express themselves using the language of the characters they portray.

In the writing activities, the Grade 10 textbook includes tasks such as rewriting, independent writing, and collaborative writing. In the Grade 11 textbook, the writing activities are more comprehensive, covering drafting, creating a story layout and planner, proofreading, revising, retelling, and publishing. The Grade 12 textbook also includes writing activities; however, with only one song lyric, the activities do not represent a complete writing process. The task primarily involves rewriting the lyrics, and another writing activity focuses more on reading comprehension—answering questions and discussing the lyrics—rather than developing writing skills. Nonetheless, these activities still encourage students to write by imitating the original work's theme, content, and style, and they also foster original thinking through the analysis and interpretation of texts (Khan & Alasmari, 2018).

Literary-Specific Knowledge

Other activities and tasks in the studied textbooks also support students in enhancing their linguistic skills and literary knowledge. These activities include pronunciation practice, vocabulary building, text structure analysis, grammar review, and reflective exercises. Literary-specific activities are integrated into the main tasks as well. For instance, in the Grade 10 textbook, literary knowledge is included as part of the "Text Structure" in Chapter 14, which covers the story *Strong Wind* as an example of narrative text. Students are asked to identify the structure of the story, which includes elements such as characters, setting, conflict, plot (action), climax, and falling action. They are also required to analyze the purpose and details of each section. Additionally, the textbook's final chapter includes a literary-specific activity titled "You've Got a Friend."

There is a paraphrasing activity where students are asked to paraphrase the lyrics of a song. In this task, students first interpret the meaning of the verses before rewriting them in their own words. Additionally, the Making Poems activity in the textbook, which requires students to write based on given topics, also qualifies as a literary exercise. However, a PDF search of the textbook reveals that the word "literary" is not mentioned even once.

The Grade 11 textbook, which dedicates more than half of its content to literary genres, includes activities and sub-activities that promote literary skills, as mentioned in the second research question. This book features three literary genres: legend, fairy tale, and fantasy. Despite the extensive focus on literary genres, the term "literary" appears only once, in a reading activity in Unit 1 about legends. All literary genres in this textbook are referred to as narrative texts, described as imaginative works meant to entertain or amuse readers. In contrast, the Grade 12 textbook lacks activities specifically designed to promote students' literary knowledge.

CONCLUSION

Despite challenges such as difficulty, length, and potential boredom (Belete, 2021; Floris, 2004), the use of literary works in EFL classrooms is essential for enhancing students' motivation, providing authentic language experiences, promoting cultural and intercultural awareness, and improving language skills (Ghosh, 2002; Khatib et al., 2011; Yuni, 2009). The author *Advanced English for Senior High School Grade 11* recognize the significance of integrating literary works into language learning, with 60% of the textbook's contents comprising literary texts. This is followed by 53% in English for Senior High School Grade 10 and 9% in English: Student Book for Senior High School Grade 12. The literary genres represented in these textbooks include fiction, nonfiction, and poetry.

However, the authors of the analyzed textbooks predominantly utilized the term "genre-based text" including narrative and recount texts, without introducing the term "literary" or "sastra". Consequently, it is recommended that the educators offer additional explanations regarding the literary works presented in the

13) English as a second language for health sciences undergraduates: Preferred activities and motivational factors

Mansori Jayasinghe, Lakshesha Liyarsage, Kanchara Wijesekara, Imendra Kotapola

improvement of English-speaking skills. The results revealed a significant difference ($p < 0.001$, 95% CI) between the internal and external motivation in learners striving to enhance their English-speaking competence. The majority of the students ($n = 277$, $SD = 0.66$) demonstrated high levels of intrinsic motivation. Similarly, intrinsic motivation was found to be more pronounced than demotivation stemming from external factors. Furthermore, the findings indicated that students prefer free, relaxed learning experiences over compulsory, administrative, and examination-oriented English-speaking programs. Identifying the sources of inspiration and discouragement will facilitate the design of support programs tailored to students in similar contexts, where proficiency in a second language is highly valued in professional practice and career advancement. It is essential that learning and practice sessions are integral to enhancing self-motivation and the willingness to develop English speaking skills.

Social and Academic Importance of English Proficiency

It is widely recognized that proficiency in English as a second language elevates one's social status and esteem. The necessity of acquiring multiple languages to prepare for life and employment in the twenty-first century has been reflected among the participants in this study (Sorayyaee Azar & Tangarajit, 2020). The majority of respondents rated their current English-speaking abilities as "intermediate," yet all expressed a desire to improve their English-speaking skills. Students perceived English speaking as the most challenging yet exciting skill compared to reading, writing, and listening. This significant self-drive was attributed to various factors, including preparation for future job opportunities, personal development, enhancement of self-confidence, and the pursuit of higher academic scores.

A separate study conducted in Sri Lanka among science students learning in English indicated that most participants recognized the importance of language proficiency for effective lecture comprehension and classroom interaction (Navaz, 2013). In addition to intrinsic motivation, external factors such as degree requirements and encouragement from parents and teachers played a crucial role in motivating undergraduates to engage in English speaking. However, external sources of motivation were more pronounced among schoolchildren learning English as a foreign language. Krishnan et al. (2013) reported that the most significant motivational factor for these schoolchildren was parental encouragement, followed by social motivations.

Psychological Barriers in English Language Speaking

Speaking in a second language often triggers feelings of unease (Pabodha & Abeywickrama, 2021). Psychological factors such as anxiety, fear, and negative attitudes significantly impede the learning process (Seefa, 2017). Among the study population, self-driven demotivation was notably high and primarily attributed to apprehension. Most students expressed concerns about making mistakes while speaking, with nervousness, limited vocabulary, and inadequate grammar further contributing to their fear of speaking in public settings.

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To enhance their confidence, measures such as activating passive vocabulary, engaging in practical sessions like micro-dialogs, memorizing scripts, and utilizing authentic audio materials could be beneficial (Dokoskovskaya & Oparina, 2022). The research findings indicate that language anxiety may persist beyond undergraduate life. A study conducted among Sri Lankan students studying overseas revealed that many participants perceived themselves as weak in oral communication skills (Ezzeena et al., 2012). Furthermore, negative attitudes toward the target language can create a barrier between the learner and the language (Pabodha & Abeywickrama, 2021). This study identified negative attitudes, including a lack of interest in participating in practice sessions, among some respondents. Although this was not the majority view, the researchers argue that fostering a positive attitude towards English should begin early in the learning process. Therefore, addressing students' fears, anxiety, and negative attitudes toward English should be a primary focus in practice sessions (Seefa, 2017).

Cultural and institutional barriers significantly influence students' experiences in learning English. Cultural attitudes toward language use can affect students' willingness to engage in speaking activities. For instance, in some contexts, a strong emphasis on linguistic perfection may deter students from speaking due to the fear of making mistakes (Pabodha & Abeywickrama, 2021). This cultural mindset can hinder learners from practicing English in a supportive environment. Additionally, institutional barriers, such as inadequate resources, insufficient training for teachers, and lack of structured speaking opportunities, further complicate the learning landscape (Weerasooriya, 2021). Many students reported limited access to environment conducive to practicing English outside the classroom, reflecting broader systemic issues within educational institutions (Seefa, 2017). Addressing these barriers requires a concerted effort to foster an inclusive culture that values communication and to provide adequate institutional support that encourages student engagement in English-speaking activities.

Influence of Ragging and Peer Pressure on Language Learning

Local literature indicates that culturally embedded behaviors, such as ragging (bullying), shyness, and fear of speaking in public, contribute to passive behavior among students in classrooms (Navaz, 2013). However, this study revealed that the study population was not significantly affected by negative peer pressure or negative comments from teachers. By the time this study commenced, ragging had been eliminated from the Faculty of Allied Health Sciences. Further, respondents expressed neutrality regarding the impact of adopting an English accent and time constraints as limiting factors in improving their English-speaking skills. Consequently, social pressure, traditional ideologies, and inadequate resources did not emerge as barriers to mastering English speaking among Health Sciences undergraduates.

External Challenges in Language Learning

Published research in Sri Lanka identifies inadequate opportunities to use English and practice outside the classroom as significant barriers to developing English communication skills (Pabodha & Abeywickrama, 2021).

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Seefa, 2017; Weerasooriya, 2021). Furthermore, students face various external challenges, including a lack of resources, insufficient facilities, unqualified teachers, ineffective teaching methods, and non-quality teaching materials (Qian & Hu, 2022). Economic constraints also contribute to these difficulties (Seefa, 2017). Additionally, the predominant use of the native language for an extended period relative to the target language has been recognized as a barrier to language acquisition (Weerasooriya, 2021). Nevertheless, the majority of participants in the present study did not agree that most factors, including limited resources, or materials hindered their ability to practice speaking English.

To enhance students' opportunities for engaging in English practice outside the classroom, faculty should consider facilitating conversation clubs, language exchange programs, and workshops led by qualified instructors (Pabodha & Abeywickrama, 2021). Furthermore, investing in resources such as updated materials and access to technology will contribute to creating a more effective learning environment (Cao, 2022; Chen, 2022; Seefa, 2017; Shaaban, 2024). Faculty involvement is essential, as trained educators can foster a more interactive and supportive classroom atmosphere that encourage students to practice speaking without fear of judgment. Moreover, providing regular feedback from instructors will help students build confidence and enhance their language skills over time.

Intrinsic Motivation and English-speaking Practice

Intrinsic motivation is a crucial factor influencing students' achievement and proficiency in speaking (Ihsan, 2016). A notable finding of this study is that most students are primarily intrinsically motivated, which presents an opportunity to design English practice sessions that align with their expectations. However, researchers argue that high motivation does not always correlate with language achievement (Chen, 2022). Due to the rigorous academic curricula of Health Sciences degrees, students express a preference for opportunities to engage in oral presentations in English during routine academic activities. Additionally, a significant number of students favor weekly speaker clubs featuring resource personnel, focusing on both professional and everyday needs. Topics such as humor, stories, films, current events, and scientific fiction are likely to increase student interest in attending speaking sessions. Many students also prefer certificate-driven English-speaking programs, mock interviews, and interactive games. Selecting appropriate approaches and teaching styles within a relaxed and upbeat classroom atmosphere may further foster interest in learning (Mansori & Ishak Badarudin, 2011; Sorayyaee Azar & Tangarajit, 2020). The results of this investigation indicate that students appreciate it when teachers point out their mistakes. The majority also value opportunities to read English newspapers and novels, as well as the presence of friendly, helpful teachers and a welcoming classroom environment where everyone can speak freely.

Generalizability and Future Research Directions

While English has become the predominant medium of instruction in nearly all Health Sciences faculties in Sri Lanka, this study was limited to a convenience sample of

students from the Faculty of Allied Health Sciences at the University of Ruhuna. Consequently, there may be sampling bias, as characteristics of participating students may differ from those who did not take part in the study. Additionally, the online survey could face potential challenges related to non-response and self-selection bias. Although the university provides robust internet coverage for all students, there remains a slight possibility that it may not effectively reach those who are less comfortable with technology.

To enhance the generalizability of these findings, it is advised to conduct similar research to other Health Sciences faculties. Implementing a stratified random sampling method could further improve the representativeness of the sample. Future intervention research focusing on English-speaking practice sessions will be valuable for designing study programs that motivate and engage learners. Furthermore, additional studies are encouraged to explore the underlying causes of the apprehension reported by students regarding English speaking. Evidence-based approaches to managing these triggers will contribute significantly to increasing student participation in English-speaking practice sessions.

CONCLUSION

This study aimed to identify the factors that motivate health sciences undergraduates who are native speakers of Sinhala and Tamil in Sri Lankans, as well as to determine their preferred activities for enhancing English-speaking proficiency. The results indicated that self-motivation serves as the primary driver for most students, with key motivators including future job opportunities, personal development, and increased confidence. Although barriers such as fear of making mistakes, nervousness, and difficulties with grammar were prevalent, students demonstrated a strong preference for constructive feedback from teachers and a supportive classroom environment. Based on these insights, faculty should consider the implementation of compulsory and authoritative English-speaking programs and develop strategies that align with students' intrinsic motivations and interests.

Practical recommendations include providing more flexible, interactive learning opportunities, such as weekly speaker clubs, presentations during academic sessions, and certification-driven programs. These findings also underscore the importance of incorporating lighthearted and professional topics, such as cheerful stories, movies, and professional needs, which received strong preference from the majority of students. By focusing on the creation of relaxed and supportive environments with targeted learning activities, educators can enhance student engagement and effectively address barriers to English-speaking proficiency. The insights derived from this research possess significant transferable value, offering actionable strategies for the enhancement of language programs in similar educational contexts.

The findings of this study hold broader relevance for educational contexts that share similar linguistic and cultural characteristics, particularly for health sciences students learning in English as non-native speakers. Strategies such as implementing flexible learning activities, establishing conversation clubs, and organizing workshops – alongside

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14) Paradigm Shift of Online English Language Platforms as Standardized Assessment Systems

Karin Sari Saputra*, Sisilia Setiawati Halimi, Harwintha Yuhria Anjarningsih

Additionally, a strong commitment to allocating resources both financial and technical—is vital to ensure effective implementation and sustained success in the adoption of digital platforms. Drawing on these considerations, recent studies by Li (2021) and Tang (2021) offer valuable insights into the practical implications of integrating online English language platforms in higher education. Li's study, which utilized questionnaires, data analysis, and case studies, indicates that students generally found online English learning platforms beneficial for their studies.

However, Tang presents a contrasting viewpoint, noting that during the pandemic, some universities observed a lack of student initiative, resulting in low learning efficiency. This issue was further compounded by students struggling to manage their study time effectively and feeling overwhelmed by the demands of online education. To address these challenges, universities must analyze these issues to enhance the application of online learning models, striving for standardized and more effective online learning experiences while simultaneously monitoring learning success and rectifying existing problems.

Finally, the authors contend that monitoring mechanisms serve as the eyes and ears of educators, allowing them to track students' performance, identify areas of strength and weakness, and facilitate timely interventions. This real-time insight into individual student progress is particularly invaluable in the context of micro-evaluation, where the focus shifts to assessing and grading each student's language proficiency. As Bachman (1990) and Bachman & Palmer (1996, cited in Schoonen, 2011) assert, the evaluation of language skills involves multifaceted tasks, including selection, placement, diagnosis, and progress assessment, and grading. According to Bachman (1981, in Bachman, 1990), the overarching goal is to provide decision-making information within the learning process, which can be categorized into two types: decisions regarding individual students (micro-evaluation) and decisions concerning the overall program (macro-evaluation).

In the intricate process of micro-evaluation, monitoring mechanisms seamlessly align with the criteria outlined by language assessment scholars, namely: selection, screening, placement, prognosis, diagnosis, research, program evaluation, accountability, and achievement. The continuous feedback provided by monitoring tools not only facilitates ongoing assessment but also aids educators in grading students based on their evolving language proficiency. Providing relevant feedback is a crucial element in the success of every EFL course. The adequacy of feedback is determined not only by the grammatical accuracy but also by how the approach is perceived by both teachers and the student (Huda & Eiten, 2022). This dynamic approach to progress and grading ensures that evaluations are not static, allowing for adjustments and interventions tailored to the unique needs of each learner. In essence, the integration of monitoring mechanisms into the evaluation

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3. **Assessment of Learning Strategies:** Educators can evaluate the efficacy of various English learning strategies implemented for individual learners or the class at large. Such assessments are instrumental in refining pedagogical approaches to better align with students' diverse learning needs.

4. **Formative Feedback:** Ongoing monitoring empowers educators to deliver timely and constructive feedback. This feedback is vital for assisting students in recognizing their strengths, weaknesses, and areas requiring further development in language acquisition.

5. **Adjusting Teaching Methods:** Based on the insights gained from monitoring outcomes, educators can adapt their instructional methodologies, materials, or pacing to optimize learning outcomes for their students.

6. **Student Engagement:** Monitoring facilitates the assessment and enhancement of student engagement levels during English language teaching (ELT) sessions. This process is crucial for fostering an interactive and participatory learning environment, which is essential for effective language instruction.

The monitoring mechanism frequently encompasses a range of techniques, including classroom observations, both formative and summative assessments, quizzes, student-teacher interactions, peer evaluations, and the integration of technology-assisted learning platforms. Ultimately, the primary objective of monitoring within ELT is to facilitate effective language acquisition by proactively evaluating and addressing students' learning needs and progress. This comprehensive approach ensures that instruction is responsive to the diverse requirements of learners, thereby enhancing the overall educational experience.

Li (2022) emphasizes the substantial impact of monitoring on the quality of learning, proposing a model that encompasses several key aspects. Firstly, it is imperative to establish a clear learning goal to ensure that the learning trajectory aligns with the intended objectives. Secondly, quality standards must be defined for various components of the learning process. Given that learning consists of multiple interconnected stages, it is crucial to ensure that each phase meets the established standards. Li advocates for a comprehensive and continuous monitoring system that encompasses all dimensions of learning quality. Such a system facilitates improvement toward the set goals, addresses identified deficiencies, and fosters efficient, high-quality learning experiences. The authors underscore the necessity for online English language platforms to integrate monitoring mechanisms that prioritize humanistic technology and language-driven performance. Our argument highlights the crisis stemming from the abrupt shift to online learning, emphasizing the importance of addressing substantive considerations rather than merely focusing on technical aspects during this transition.

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process reinforces a personalized and effective online English language learning experience, where assessments align closely with the evolving language skills of individual students.

Moreover, Huda and Eiten (2022) identified that the monitoring system was significantly impactful in various domains, including the assurance of teaching quality and the enhancement of the teaching-learning process within English as a Foreign Language (EFL) classes, as reported by the educators. According to the findings, a substantial majority of teachers (exceeding 70% in both instances) expressed support for the existing monitoring and feedback system. However, they recommended that both the objectives and monitoring criteria be redefined and updated to better align with current educational needs.

Shenoy et al. (2020) offer valuable insights into the concept of monitoring by linking it to technological tools designed to track students' skill development or progress in specific learning areas. They reference specialized tools utilized in the United States, such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Curriculum-Based Measurement (easyCBM), which are particularly in assessing language proficiency and literacy skills in English.

DIBELS primarily evaluates children's development literacy skills essential for reading in English. In contrast, easyCBM, as explained by Deno (2003) and Keller-Margulis, Shapiro, & Hintze (2008), functions as a curriculum-based measure that assesses students' mastery of skills pertinent to their grade level. Originally designed for universal screening and ongoing progress monitoring throughout the academic year, easyCBM captures incremental changes in performance over time.

The authors draw a parallel between these tools and the contextual understanding of monitoring, positing that the concept as operationalized in practice closely aligns with its practical interpretation. Consequently, the authors assert that monitoring mechanisms fulfill several critical functions:

1. **Progress Tracking:** Monitoring enables educators to systematically track both individual and collective progress in English language acquisition. This involves the meticulous observation of students' comprehension, application, and advancement of language skills over time.

2. **Identifying Learning Gaps:** Through continuous observation, educators can discern specific areas where students encounter challenges or require additional support. This identification facilitates the tailoring of instructional methods or interventions to address targeted gaps in English language proficiency.

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Integrating monitoring into an online English language platform necessitates the incorporation of humanistic technology mechanisms and linguistically driven performance to oversee and enhance the learning experience. The authors articulate that a humanistic technology mechanism involves embedding elements within the platform that prioritize the human experience of learning. This approach encompasses design features that are user-friendly, interactive, and responsive to individual needs. For instance, personalized feedback mechanisms, adaptive content, and tools, and adaptive learning paths can be implemented to effectively engage learners.

This concept resonates with Humanistic Learning Theory, which posits that meaningful learning encompasses four key features: (1) engaging the whole person—cognitively and emotionally—in learning activities; (2) fostering learners' initiative to explore and discover driven by their inherent desires; (3) promoting the holistic development of learners' behavior, attitudes, and personalities; and (4) enabling learners to assess the attainability of their learning goals (Nye, 2000). The authors propose several principles that are often associated with humanistic technology mechanisms in the context of ELT.

1. **User-Centred Design in ELT:** This principle emphasizes the importance of designing online platforms and tools that address the specific needs and learning styles of English language learners. This may involve incorporating adaptive learning features, personalized content, and intuitive interfaces that cater to varying proficiency levels (Santoso et al., 2021; MoEC, 2015; MoEC, 2017).

2. **Ethical Considerations in ELT Technology:** It is essential to ensure that online learning tools and platforms in ELT prioritize the privacy of learners' data, uphold autonomy in learning choices, and respect cultural sensitivities in content delivery (Colak & Glendinning, 2021).

3. **Accessibility and Inclusivity in ELT Technology:** This principle advocates for the creation of ELT platforms that are accessible to all learners, including those with disabilities. This can be achieved by implementing features such as screen readers, subtitles, and alternative navigation options that accommodate diverse learners (Alabd, 2024).

4. **Empathy in ELT Platform Design:** Understanding the emotions and challenges faced by English language learners, particularly in an online environment, is critical. Developing tools that foster engagement, motivation, and a supportive learning atmosphere is essential for effective learning (Wang et al., 2023).

5. **Sustainability in ELT Technology:** This principle calls for adoption eco-friendly practices in the development and deployment of ELT technology, aiming to reduce environmental impact. For example, promoting the use of digital materials over printed resources can contribute to sustainability (Brown, 2024).
6. **Continuous Improvement and Feedback in ELT Platforms:** Encouraging ongoing feedback from learners and educators is vital for enhancing ELT tools, content, and methodologies. This principle fosters an environment of continuous improvement, ensuring that the tools remain effective and relevant (Huda & Eiten, 2022).
7. **Cultural Sensitivity in ELT Tools:** Acknowledging the diverse cultural backgrounds of language learners is crucial. Ensuring that the content and examples used in ELT platforms are culturally sensitive and inclusive helps avoid biases or stereotypes (Idrus & Sohid, 2023).

The integration of monitoring mechanisms is closely aligned with these principles, as it facilitates tailored user experiences, ethical data usage, and support for diverse learners. Together, these principles—along with a commitment to continuous improvement and cultural sensitivity—contribute to the development of more effective, inclusive, and engaging English Language Teaching (ELT) platforms. The feedback-driven nature of monitoring mechanisms ensures that technology in ELT remains responsive and supportive, thereby fostering an environment of ongoing enhancement in language education. This alignment not only improves individual learning outcomes but also enriches the overall educational experience for all learners.

The authors define linguistic-driven performance as the application of language or linguistic elements to enhance or improve various aspects of performance across different domains. This concept often involves leveraging linguistic techniques and understanding language patterns to achieve superior outcomes. Linguistic-driven performance specifically pertains to the language-specific aspects or proficiency demonstrated by an individual within each context. In the realm of online English language learning platforms, this term may signify a focus on the linguistic capabilities and achievements of students, encompassing their language comprehension, communication skills, vocabulary, grammar, and overall language proficiency as manifested within the online learning environment (Lao et al., 2020). Educators employ linguistic-driven approaches to enhance learning experiences, which may include tailoring teaching methods to accommodate diverse learning styles, incorporating language-rich activities, and adapting materials for improved comprehension. By integrating these approaches, the platform can effectively monitor students' progress, provide personalized support, and offer insights into linguistic performance, thereby enhancing the overall effectiveness of online English language learning.

This comprehensive strategy not only facilitates individual learner development but also promotes a more engaging and responsive educational experience.

The authors emphasize the importance of monitoring success in online English language learning by closely observing students' linguistic behavior throughout their learning journey. By employing a humanistic technology mechanism and focusing on linguistic-driven performance within this monitoring framework, the approach seeks to establish a standardized and systematic assessment system on the online English language platform. This integration not only facilitates the tracking of student progress but also enhances the overall learning experience by providing tailored support and feedback, ultimately contributing to more effective language acquisition and proficiency development.

Challenges to Successful Monitoring

Li (2022) highlights the evolution of online English language learning in universities, emphasizing the critical role of quality assurance in English education. Citing the work of Xiong and Ling (2010), he underscores that this quality must adhere to scientific principles, which encompass achievement, process, and continuous development. To maintain high-quality online English language learning, it is essential to integrate emerging innovations and advancements into its framework. However, this endeavor presents several challenges that must be addressed to ensure effective monitoring and assessment.

The authors identify a critical issue concerning the oversight and administration of institutions offering English language programs. This highlights a significant challenge that requires attention and resolution in the context of managing educational institutions that provide English language-related courses or programs, particularly in the New Normal Era. As educational landscapes evolve due to advancements in technology and shifts in pedagogical approaches, institutions must navigate various complexities to ensure effective program delivery and quality assurance.

In contemporary education, the monitoring abilities of teachers are of paramount importance. According to Akbari and Allvar (2010, as cited in Nik Hashim et al., 2014), effective monitoring of student progress extends beyond mere adherence to syllabi and instructional strategies; it is essential for ensuring student advancement and achieving learning outcomes. The authors define learning outcomes as the knowledge, skills, and competencies that students are expected to acquire by the end of a course or program. Monitoring student progress enables educators to assess whether these intended outcomes are being met. It provides a framework for evaluating students' adherence to the established standards and goals of the curriculum.

This process also allows teachers to transition into the role of digital learning support facilitators, emphasizing the provision of formative feedback and the enhancement of the overall learning experience. Regular monitoring facilitates the early identification of students who may be experiencing academic challenges or falling behind in their studies. With timely interventions, educators can offer additional support, resources, or alternative learning opportunities to mitigate further difficulties. Furthermore, teachers can provide formative feedback that guides students in identifying areas for improvement while reinforcing their strengths. This feedback loop is instrumental in supporting students throughout their learning journey and contributes to their continuous improvement and development.

Despite the increasing significance of monitoring mechanisms in online English language platforms, several challenges hinder their effective implementation. A critical factor in this regard is the need to carefully evaluate the readiness of these platforms, alongside proactively anticipating potential barriers that may arise. The depiction of seven barriers, adapted from Mungania (2003), elucidates these challenges as follows:

1. **Personal Barriers:** These encompass issues related to time management, language proficiency, and individual attitudes toward e-learning. Such barriers can affect learners' motivation and engagement in online environments.
2. **Learning Style Barriers:** Different learners have varied study preferences and learning styles, which can influence their interaction with online platforms. The lack of adaptability to diverse learning styles may hinder effective learning outcomes.
3. **Situational Barriers:** Factors such as the duration of learning sessions and external distractions or interruptions can significantly impact the learning experience. Situational barriers can detract from students' focus and commitment to their studies.
4. **Organizational Barriers:** These include issues related to organizational culture, insufficient time allocated for study, interpersonal barriers among stakeholders, limited availability of online courses, registration challenges, lack of awareness about available resources, and failure to involve all relevant parties in the planning and decision-making processes.
5. **Technological Barriers:** Challenges related to the quality of Learning Management Systems (LMS), connectivity issues, inadequate training for users, navigation difficulties, limited technical support, data loss, and problems associated with data transfer can severely hinder the functionality and usability of online platforms.
6. **Content Barriers:** These barriers encompass misaligned student expectations regarding lessons, the relevance of the content to learners' needs, the specificity of content, poor quality of educational materials, and deficiencies in scoring and evaluation systems.

7. **Instructional Barriers:** This category includes limitations such as the lack of progress reports and constructive feedback, inadequate student engagement strategies, subpar instructional design, limited reference materials, access and navigation challenges, insufficient use of multimedia resources, inconsistent instructional quality, information overload, lack of instructor presence or interaction, and poor coordination among instructional elements.

To effectively address the aforementioned barriers, the strategic integration of monitoring mechanisms becomes crucial. These monitoring tools can systematically track learners' progress, adapt to diverse learning styles, and deliver real-time feedback, thereby overcoming personal, situational, organizational, technological, content, and instructional challenges. By leveraging monitoring mechanisms, educators can promptly identify potential challenges faced by learners, enabling them to tailor interventions to meet individual needs. This proactive approach fosters a more responsive and effective online English language learning environment, enhancing student engagement and facilitating personalized learning experiences. In essence, monitoring mechanisms function as a dynamic solution to mitigate these barriers, ultimately contributing to the overall success of online English language learning platforms. By establishing a framework for continuous assessment and feedback, educators can create a supportive learning atmosphere that promotes student achievement and fosters a culture of ongoing improvement in language proficiency.

CONCLUSION

The digital transformation of education offers both significant opportunities and challenges for language teachers, requiring a reconceptualization of online English language learning environments. As educators adapt to this paradigm shift, the integration of robust monitoring mechanisms becomes imperative. These mechanisms must be not only user-friendly but also meticulously aligned with pedagogical objectives, ensuring a more streamlined and effective assessment process.

The adoption of online English platforms in higher education highlights the pressing need for standardized assessment systems and a shift in pedagogical approaches. Prioritizing monitoring enables educators to address the complexities of diverse teaching practices more effectively, fostering a more equitable and personalized learning environment. Through systematic monitoring, educators can provide timely feedback and implement targeted interventions, thereby enhancing student engagement and learning outcomes.

Additionally, the integration of humanistic technology with linguistics-driven performance fosters continuous improvement in teaching methodologies.

15) Affective and cognitive correlates of reading comprehension: A structural analysis

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Affective and cognitive correlates of reading comprehension:

This study investigated the intricate interplay between emotional and cognitive factors in reading comprehension, expanding on the Simple View of Reading (SVR) theory. SVR emphasizes the significance of decoding skills and vocabulary mastery in English reading comprehension. According to SVR, decoding skills have a dual effect: first, they directly influence vocabulary acquisition, and second, through vocabulary mastery, they indirectly enhance reading comprehension. The study's empirical results confirmed these relationships, demonstrating strong positive correlations between decoding skills and vocabulary knowledge. Decoding skills accounted for 12.3% of the variation in improving reading ability. These results support the alternative hypothesis, suggesting a significant relationship between decoding, vocabulary mastery, and reading comprehension. Furthermore, the findings align with previous research, which highlights that the combination of decoding and vocabulary skills plays a crucial role in enhancing English reading comprehension, particularly among early readers in multilingual contexts such as Kenya (Wawire & Zwiłkowski, 2021).

The study also examined socioeconomic and motivational factors, focusing on family wealth, intrinsic motivation, and extrinsic motivation. The coefficient value for motivation items exceeded 0.70, indicating a strong correlation between motivational factors and external influences on reading comprehension. The high factor loading also suggests a significant association between items related to reading motivation and extrinsic motivation. Surprisingly, the study revealed negative correlation between family income and reading comprehension, with specific impact measured at -6%. Contrary to previous studies, which often links higher SES with stronger reading abilities, this study revealed that increased family wealth does not necessarily lead to improved reading comprehension skills. This supports the null hypothesis, indicating no significant influence or relationship between family income and reading comprehension. This finding aligns with earlier research, such as Michael and Kyriakides (2023), which emphasized that while SES is often considered an important variable, its indicators can be inconsistent and irrelevant in certain contexts.

The study also investigated the complexities of how motivation influences reading comprehension. Extrinsic motivation showed a small but positive association with reading comprehension, accounting 2% of the variation, while intrinsic motivation had a slightly stronger impact, contributing 3.7%. An AVE metric, which exceeded 0.5, confirmed the convergent validity of both intrinsic and extrinsic motivation components. Additionally, the scales demonstrated strong composite reliability, surpassing the 0.7 threshold. However, discriminant validity was not established, as the AVE values were lower than the correlations observed between these components. This indicates that the assessment items for intrinsic and extrinsic

motivation may not be sufficiently distinct from one another. These findings support the alternative hypothesis, suggesting a significant relationship between motivations and reading comprehension. As previously noted by Baba and Afdonius (2021), students with high levels of motivation, particularly intrinsic motivation, tend to make deeper connections with texts. They immerse themselves in narratives, empathize with characters, and engage creatively, which helps them use reading strategies more effectively and successfully.

To summarize, this study highlights the complex nature of reading comprehension, emphasizing the significant contributions of cognitive elements such as decoding abilities and vocabulary proficiency, alongside socioeconomic and motivational factors. While decoding abilities and vocabulary mastery were shown to strongly predict high levels of reading comprehension, the study also revealed intricate connections between socioeconomic status and motivation, both of which play pivotal roles in either enhancing or limiting reading competence. These findings challenge certain traditional assumptions and underscore the importance of adopting a comprehensive instructional approach that integrates a diverse range of cognitive, socioeconomic, and motivational strategies to effectively foster reading comprehension skills.

This study highlights several important limitations that warrant consideration in future research. First, the assessment of extrinsic and intrinsic motivation relied on questions that, while adequate for measuring general agreement, lacked the precision to clearly differentiate between these constructs. This suggests the need for more refined instruments that can better distinguish and accurately measure different motivational factors. Additionally, the study was limited to a single educational institution, which restricts the generalizability of the findings to other educational contexts. Future studies should involve larger, more diverse samples to provide a more comprehensive understanding of the relationships between the variables studied and to strengthen the relevance of the findings across various educational settings. Furthermore, despite the common assumption that higher income levels and greater parental involvement contribute to a more enriched literacy environment, this study found only a modest connection between socioeconomic status (SES) and students' reading comprehension. This suggests that SES alone is not the primary determinant of differences in reading comprehension. Particularly, children from certain ethnic backgrounds may continue to struggle with reading comprehension despite adjustments for SES. These findings underscore the importance of further research into the underlying causes of disparities in reading comprehension and highlight the need for the development of targeted instructional strategies to support all learners, regardless of socioeconomic or ethnic background.

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16) Blending process and genre approaches in teaching academic writing to first-year English as a second language students

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Blending process and genre approaches in teaching academic writing

their language proficiency from multiple perspectives (Hultsain, 2011). The language proficiency levels of students significantly influence their reading performance enhancement (Desai, 2016).

Questionnaire
All participants returned the completed questionnaires to the researcher, along with four lecturers from the Department of English, to ensure the trustworthiness of the collected data. The results from the questionnaire indicated that students experience numerous challenges in writing texts, highlighting the need for intervention to enhance their performance. The question aimed to ascertain whether students had received any training in academic writing, their familiarity with various writing models, their understanding of genre, and the significance of the different stages in the writing process. The results were meticulously analyzed under the following five themes: (1) background knowledge of students regarding the process approach; (2) the necessity of grammar instruction; (3) the effectiveness of editing essays prior to submitting the final draft; (4) the influence of social and cultural factors on students' written texts; and (5) evaluating whether there was any improvement in the post-test compared to the pre-test.

The first theme focused on students' background knowledge of utilizing the process approach in writing. A significant majority of the students (85%) reported having some understanding of the various stages of the process approach, although they often encountered difficulties due to limited knowledge of the topic. One participant noted that their English teacher in secondary school mentioned, "The process approach has five stages, but he preferred the traditional way of assigning essays in a controlled environment." During the pre-test, students were not provided sufficient time to write multiple drafts, resulting in essays that fell short of academic standards. These findings align with Raselli and Matsuda (2013), who indicated that integrating the process approach into the genre framework significantly enhances students' writing standards. The second theme addressed the necessity of grammar instruction. All participants agreed that dedicated sessions on grammar should be included, as such instruction would help them better comprehend the language in which knowledge is communicated.

Furthermore, they recognized their low levels of academic writing proficiency, expressing that grammar teaching could facilitate improvements in their current abilities. Another participant pointed out that:

"As students, we expect lecturers to have several sessions on grammar teaching to help us cope with the expected standard at university. I come from a rural village where the school have few resources and under qualified teachers who failed to equip us to cope at university level."

During the intervention period, grammar lessons were integrated into almost all contact sessions in an interactive manner, encouraging full participation from the students.

This aligns with Hinkel (2013) recommendation that targeted grammar instruction can help struggling students enhance their writing performance. The third theme explored the effectiveness of editing essays before submitting the final draft. Participants expressed differing opinions on this issue. A slightly majority (54%) expressed concerns, noting that many of their peers lacked sufficient linguistic accuracy to provide helpful feedback. On the other hand, 46% of the participants found peer editing beneficial for improving the quality of their essays. One participant remarked, "During the peer editing stage, we are expected to read thoroughly and give comments but some of us were clueless on what to do and end up indicating spelling mistakes only". After engaging in a thorough discussion, participants reached a consensus, agreeing that peer feedback could be beneficial. They recognized that despite the challenges, peer editing provided an opportunity to learn from one another and acknowledged the value of having their essays reviewed by peers to enhance their editing process and receive constructive comments.

The fourth theme examined the influence of social and cultural factors on students' written texts. Approximately 90% of the participants agreed that incorporating familiar social and cultural aspects when teaching genre-based approaches significantly helped them understand what to include in their essays. They mentioned that comparing the symbolic and cultural values embedded in different languages enabled them to use that information effectively in their writing. Hyland (2003) supports this notion, emphasizing that students should be guided to consciously engage with target genres, which helps them comprehend how language creates meaning within specific contexts. After receiving instruction on blending the process and genre approaches, participants were able to make noticeable improvements in their post-test essays. One participant, reflecting on their experience after the post-test, shared their motivation:

"The information that we received from our lecturers on process and genre approaches helped us to understand the importance of different stages. This helped us to improve the quality of the essays we write for summative evaluation."

The above quotation confirms that students began to recognize the similarities between the process and genre approaches. This awareness allowed them to critically evaluate the stages involved in both approaches before they identify the steps that contributed to the improvement of their essays.

The final theme focused on whether students showed improvement in composing their essays after receiving instruction. All participants agreed that through a combination of lecturers, student/lecturer engagement, and peer collaboration, they gained a better understanding of how to write essays. One participant highlighted that "teachers at secondary school promote memorization rather than encouraging critical thinking and peer collaboration," emphasizing the gap between secondary education and

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university-level academic writing. Students also acknowledged the improvement in their writing skills, attributing it to the inclusion of cultural, social, and textual practices in the teaching process. These elements helped them connect academic writing to their everyday realities, making it more relatable and enhancing their engagement. Importantly, participants recognized that explicit instruction in language use and knowledge of genre conventions significantly improved the quality of their essays. Based on these findings, the researcher evaluated both the process and genre approaches, concluding that the blended process-genre approach holds promise for enhancing students' writing abilities by addressing both linguistic accuracy and genre awareness.

The process-genre approach offers significant benefits for ESL students by integrating both cognitive and cultural aspects, while guiding them through all the essential stages of essay writing. Ferris and Eckstein (2020) assert that "writing requires a great deal of explicit and implicit linguistic knowledge," which many first-year students often lack. During the interval between the pre-test and post-test, lecturers provided instruction on various writing approaches, enabling students to shape their essays with attention to both micro (e.g., grammar, vocabulary) and macro-level (e.g., organization, coherence) writing skills. Furthermore, interactive grammar teaching, which encouraged active student participation, was incorporated, resulting in improved linguistic accuracy. Post-test essays demonstrated enhanced language usage, including better vocabulary and more complex sentence structures, which had been problematic in the pre-test. The integration of the process-genre approach allowed students to understand the social purpose of language, equipping them to write essays that meet university-level standards. This aligns with the findings of Huang and Zhang (2020), who emphasized that the process-genre approach improves L2 students' performance in writing argumentative essays.

The pre-test results clearly show that students have varying levels of writing proficiency due to their diverse educational backgrounds, leading the researcher to recommend the process-genre approach. The isolated use of either the process or genre approach alone may not be sufficient to address all the writing challenges faced by ESL students. Despite slight differences between the two approaches, both are critical in helping students develop academic writing skills. Yam (2005) highlights that "this approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing" (p. 20). The post-test results revealed significant improvements as students successfully integrated steps from the genre approach into the writing process. Hayes (2012) emphasizes that modeling writing is a crucial component for helping students improve their texts. The hybrid process-genre model, therefore, offers flexibility for writing teachers, allowing them to select the most effective elements from each approach to scaffold students' academic writing development more effectively.

The findings of the study indicate that students significantly improved their academic writing proficiency by following the six steps as suggested by Yam (2005), which include: preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revision. In the post-tests, students demonstrated notable progress on vocabulary use and sentence construction, showcasing their ability to provide clear examples based on discussion held during the joint construction phase – an ability that was lacking in the pre-test. Mauludin (2020) supports the notion that joint construction is particularly effective in refining students' written texts. Through this method, students are paired with a peer to collaboratively revise their work, focusing on improving both organizational structure and linguistic features.

The restructured process-genre approach, as expounded by Huang and Zhang (2020), allowed students greater flexibility to integrate both models effectively. This approach not only facilitated the development of essential academic writing skills but also emphasized the transferability of genre knowledge from the students' native languages to English, the medium of instruction. This transfer plays a crucial role in enhancing students' ability to compose well-structured texts in English. Furthermore, the focus on revisiting and editing during the independent construction phase enabled students to recognize the importance of thorough self-evaluation. By revising their essays before submission, they gained a deeper understanding of how to refine their writing, improving both the content and linguistic accuracy. This iterative process empowers students to produce more polished and academically sound essays, which are key skills in higher education.

CONCLUSION

Drawing from the data sources, it becomes evident that lecturers must prioritize teaching the fundamental of academic writing, rather than assuming that all students entering university possess effective writing skills. As Green (2013) highlighted, academic writing is a complex process that requires consistent and extended practice to perfect. This is particularly important for students who come from diverse linguistic and educational backgrounds, as their writing proficiency varies significantly. The integration of both the process and genre approaches addresses this challenge by framing writing as a social practice embedded in the cultural contexts in which it is produced, as Hyland (2016) suggests. This approach allows students to engage meaningfully with the social and communicative functions of writing, rather than merely focusing on mechanics. Additionally, attaining a sufficient level of academic writing proficiency can only be achieved by applying teaching methods and theories tailored to the specific needs of each student group.

17) English for Administration: Enhancing Government Employees' Communication Skills

serve guests, including serving food, providing directions to tourist attractions, and answering visitors' questions, thereby enhancing their practical skills in real-world scenarios.

Role-playing has been employed as a practical method to equip government employees with not only theoretical knowledge but also real-world application, ensuring they understand how to implement their skills in public services (Cheng, Lam, & Kong, 2019). The goal is for role-playing to improve how employees serve customers at tourism destinations by enhancing their communication methods, making interactions more effective and friendly. This shift is particularly important in areas where employees previously lacked sufficient skills. Through role-playing, workers can improve how they respond to customer inquiries and provide more appropriate and effective communication in tourism services, including at hotels and restaurants (Cieduld, 2017; Martinez-Vázquez, Millán-García, & de Pablo-Galenciano, 2021).

This approach aligns with the goal of empowering the community and utilizing surrounding natural resources to enhance the skill sets of workers. Role-playing is particularly suited to this objective, as it addresses the specific needs of employees in Setigi. As an effective and practical technique, role-playing complements tourism and hospitality training by providing a hands-on method for improving English-speaking skills. Direct practice is essential for reinforcing the theoretical explanations provided, making role-playing a highly recommended teaching approach across various fields (Setiyo Wahyuni, & Wahyuni, 2023). Through this method, government workers can observe and apply real-world examples of the skills and activities being taught.

The implementation of English for administration offers several recommendations for future activities. Specifically, tourism and hospitality training can be most effective and appropriate when tailored to the need's workers in tourism areas. It is evident that residents require both types of training to enhance their skills. The resulting impact is an improvement in the promotion of and visitation to tourist attractions. In addition, role-playing plays a crucial role in these activities, as it is a highly effective technique for developing the necessary skills of workers in tourism sectors. Tourism can become a major destination on both national and international scales if human resources are well-developed, particularly in terms of public service and hospitality. Additionally, improving English communication skills is essential for achieving the goal of establishing nature-based tourism with international recognition (Isaacs, 2017; Demir & Zaimoglu, 2021).

Focus Group Discussion

The results of the tourism and hospitality training indicate a successful enhancement of knowledge and skills among the workers regarding the quality of public services. This is supported by feedback from focus group discussions, where many workers expressed an improved understanding of how to deliver excellent service quality for the advancement of tourism destinations in Setigi. It is evident that workers require training in excellent public service from academic sources to further enhance their English-speaking skills and

hospitality training. Proficiency in English is instrumental in improving communication with visitors, ensuring that tourists feel welcomed through high-quality service (Choi, Fah, Asih, & Suparno, 2020). Moreover, the tourism and hospitality training provide the community with tangible examples of best practices and procedures for delivering outstanding tourism and accommodation services.



Figure 2. Focus Group Discussion

Hospitality training focused on communication is implemented through role playing activities. Workers first receive a comprehensive explanation and examples of communication practices in English dialogue, drawn from the hotel training handbook provided. Following this theoretical instruction, a question-and-answer session allows for consultation regarding hospitality topics. This interactive session revealed that participants were highly interested in learning English for tourism and hospitality, a subject many had not previously explored. Questions primarily centered on how to apply tourism and hospitality materials effectively, such as providing directions to visitors, offering tourism services, and communicating appropriately when serving local dishes.

Several questions also arose regarding speaking training when visitors to Setigi requested directions to specific tourist destinations. These inquiries were addressed during a focus group discussion. The findings indicate that the primary objective of hospitality training practices is to equip the community with practical skills and knowledge, enabling workers to deliver effective public services through hospitality in their workplaces. This hands-on approach allows them to engage meaningfully with visitors, enhancing their language communication and hospitality skills. In summary, the focus group discussion reflects the community's positive opinions regarding the learning program.

Table 1 Focus Group Discussion Results

The Workers' Opinions
"I would like to practice more as long as there is consistency in the program and English skills should be practiced too"
"I have never tried to speak English in a such practical way before, so I like to participate in it more"
"It should be given not only to government employees but also all the graduate students who want to improve their speaking skills"
"I can understand all the dialogues easily as I am assisted with clear explanations and pictures"
"I think I can apply it during the meeting with foreigners. The speaking practice seems acceptable to me"
"I like it when I can practice it with my colleagues"

The results of the focus group discussion, presented in Table 1, indicate that role-playing significantly enhances the learning achievements of the workers. This training program was deemed successful as each activity was tailored to meet the community's specific needs, several key evaluations can be summarized: first, conducting field observations prior to the hospitality training program is essential to identify existing challenges, ensuring that the training is aligned with the community's goals and learning objectives. Second, continuous planning and the provision of practical, applicable training are crucial for sustaining these practices over time.

Future research could explore the sustainability impact of learning English for administration. For instance, it would be valuable to investigate changes in attitudes following the completion of a hospitality training program, as this could provide insights into the long-term effects on government employees and the broader community. Conducting effective long-term studies can enhance understanding of how such training influences societal dynamics over time. Participating in English for administration activities, particularly those incorporating hospitality training techniques, offers numerous benefits. Individuals gain satisfaction from recognizing their capacity to positively influence others and the community at large. Additionally, they enhance their ability to communicate effectively in English, particularly with terminology specific to tourism and hospitality. Moreover, this engagement motivates the community to develop both natural and human resources, fostering the knowledge and skills necessary for international recognition (Albino, 2017; Tuncer and Karatas, 2022).

The innovation of teaching English for administration, with a focus on hospitality skills and language communication, particularly English fluency, has led to recommended future approaches for enhancing speaking skills (Labrador and Ramon, 2020; Suganda, Zuraida, and Kurniawan, 2020). Setigi, as a key player in the tourism and

hospitality sector in Gresik, has significantly benefited from training activities aimed at its workers. By improving customer service and communication skills, Setigi is poised to attract a larger number of visitors, establishing itself as a leading international tourist destination in Gresik. The area boasts natural beauty and unique characteristics that appeal to both local and international tourists. Therefore, enhancing the skills and expertise of the local community through hospitality and English communication training programs is essential for sustained growth (Wiraharja, Putri & Adyatma, 2023).

CONCLUSION

English for administration-learning activities, integrated with tourism and hospitality training and effective learning techniques, aim to fulfill the community expectations for success in the hospitality and tourism sectors. This objective can be achieved through practical instruction in English communication and comprehensive hospitality training, primarily focused on transforming substandard services into high-quality offerings that can enhance promotion and attract foreign visitors. The creation of real-world scenarios, combined with role-playing, supports effective communication methods and improves English-speaking skills, allowing workers to practice appropriate communication strategies with both international and local visitors. Hospitality training actively engages government workers in essential service areas, including guiding visitors on tours, serving dishes, and providing thoughtful responses to inquiries and feedback from guests.

Tourist destinations in Gresik are likely to attract more local and international visitors if they possess quality natural resources and well-developed human capital. Achieving this requires collaborative efforts among various stakeholders, including the Gresik regional government, local communities, tourism managers, and higher education institutions. Such cooperation must be mutually supportive to foster harmony and ensure the sustainability of tourism activities. Consequently, this study recommends future research focused on enhancing reading, listening, and writing skills as part of the professional development of government employees in the tourism sector.

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18) Strategies-Based English Instruction as a Method for Enhancing Reading Comprehension Skills in Higher Education Students

This understanding explicit strategies for deciphering these words can significantly aid students in comprehending reading passages and other texts. However, despite recognizing its importance and benefits, students still struggled to apply this strategy effectively. This challenge became apparent during classroom observations and was corroborated by the interview results. Consequently, practice is necessary for students to become more comfortable using this strategy.

Follow-up Action for An Improved Learning Environment
The observation results signified that several follow-up actions needed to be taken to create a better learning environment. These conclusions were drawn from both observations and interviews. However, as the students did not fully understand the SBI framework, their suggestions primarily focused on the overall teaching and learning process (see Table 6).

TABLE 6 The fourth emerging theme	
	Creating classroom regulation for a more conducive teaching-learning process
Codes	Improving time management and lesson delivery
	Maintaining and incorporating engaging learning media
	Providing prompted questions to encourage greater students' participation

Firstly, classroom rules and regulations should be established to make the teaching-learning process more conducive. Observations indicated that no rules were provided prior to reading tests 1 and 2, nor were any established for other activities. Implementing these rules could help inform students about the classroom's code of conduct. Secondly, due to the high number of passages presented at the beginning, students' ability to follow along to manage classroom time effectively. The interviews revealed that slowing down the lesson delivery pace is essential, considering the students' ability to follow along. Additionally, conclusions should be re-emphasized to reinforce understanding. Furthermore, the current integration of technology and a variety of media should be maintained and further optimized to create interactive learning experiences. Lastly, although students participated well due to the opportunities provided, prompted questions should be utilized to initiate further discussions and enhance students' confidence throughout the process.

The implementation of SBI in reading classes has positively contributed to students' improvement in reading comprehension skills. The majority of students scored better after the SBI implementation.

This finding aligns with previous research, which has also reported positive results, as students significantly improved their scores on the reading comprehension tests (Ghossein & Elrahimi, 2018; Hossaini & Amirahani, 2021). SBI is more effective in improving students' reading comprehension skills than traditional teaching methods (Sori, 2020). These findings suggest that students are supported by explicit strategies in understanding the information contained in passages, as well as in answering comprehension questions. Students also reported that answering these questions become easier after participating in the SBI class, compared to before the intervention. However, this study found that a few students did not experience an improvement in their reading test scores. The decrease in performance was likely due to their inconsistent attendance in both online and offline classes. Interview revealed that the online component was less effective in enhancing their understanding of the material due to personal distractions, signal interferences, and other technical issues. As these factors are external to SBI, the overall implementation of SBI in reading classes has been shown to optimally improve the reading comprehension skills of most students.

The improvement of such skills is also consistent with existing literature, which indicates that SBI positively affects students' reading comprehension (Akkakoson, 2011; Alkhalaf, 2015; Kavani & Amjadipour, 2018; Nasouh & Nasouh, 2024). This improvement occurs because SBI provides students with a direct approach to answering questions quickly and accurately, rather than reading the entire. SBI encourages students to use their prior knowledge in combination with the newly taught strategies to maximize benefits. The results are consistent with those of Kashef et al. (2012), who found that SBI assists students in overcoming reading challenges and becoming strategic readers. Thus, implementing SBI in reading instruction is advantageous for improving students' reading scores and overall comprehension skills. Moreover, these stages have contributed to the educational process in multiple ways. Firstly, they enhance the organization of materials, ensuring that they are well comprehended as they are systematically structured. The phases can also be revisited and adjusted based on classroom conditions. Given that they are designed to achieve three objectives - content, language, and learning strategy (Akkakoson, 2011) - the study reveals that it is important to not solely focus on the content and language, but also emphasize the teaching of transferable skills. It is important to note that throughout this process, students are gradually equipped with effective strategies to reduce and resolve comprehension difficulties (Kavani & Amjadipour, 2018). As the strategies are continuously reiterated through systematic processes, students are adequately prepared to apply them when completing specific assignments.

The observed improvement can be attributed to the integration of technology within the context of SBI. This integration fosters engaging learning activities that enhance students' motivation and engagement. These results are in line with the previous studies that indicate technology

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integration (Ahmed, 2019; Motiani, 2020) and SBI (Akkakoson, 2011; Ghabari & Ebrahimi, 2018; Kavani & Amjadiharani, 2018), significantly enhance the motivation and reading comprehension skills of EFL college students. Such an environment, coupled with the explicit strategies they have learned, instills greater confidence in students' ability to comprehend texts and respond to inquiries, thereby motivating them to actively participate in the learning process. Consequently, SBI emerges as an effective approach for improving reading comprehension while simultaneously enhancing students' motivation and engagement in learning.

Furthermore, students' motivation to effectively employ strategies appears to be closely linked to their relevance in real-life situations. The current academic demands necessitate that students engage with numerous academic articles, which heightens their awareness of the importance of utilizing these strategies. This awareness is particularly significant as the strategies not only facilitate success in reading classes but also contribute to their overall academic achievement. This context illustrates that students' intrinsic motivation plays a critical role in influencing their effort in learning, the frequency with which they apply the targeted strategies, and their subsequent skill development and achievements (Kavani & Amjadiharani, 2018). Additionally, these findings are supported by Kashaf et al. (2012), who assert that, in the long term, students who utilize strategies will recognize the importance of flexibility in applying different reading strategies to successfully complete various tasks.

CONCLUSION

In conclusion, the implementation of the SBI framework in EFL classrooms significantly enhances students' learning experiences and supports the development of their reading comprehension skills. Further, it contributes to their professional growth, positioning SBI as a valuable pedagogical approach in English language teaching. By improving reading proficiency, SBI also prepares students for career opportunities in a globalized world, especially within the context of CSP.

Key implications for improving English reading classes through SBI include the integration of technology to foster a more interactive and engaging learning environment, which also supports the development of students' 21st-century skills. To facilitate this process, it is essential that teachers possess both technological and pedagogical expertise, which can be achieved through ongoing workshops and training programs. Future research could focus on designing reading materials specifically tailored to CSP topics, considering students' language proficiency levels and the time constraints for learning, while ensuring that ample opportunities for independent practice are provided. Moreover, exploring the application of SBI across various fields may yield further insights to reinforce these findings.

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19) EFL postgraduate students' adoption and experiences of chatbot-assisted academic writing

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my ideas more clearly. (S4)
I feel confident using this chatbot because it gives me quick feedback and ideas. As for improvement, I do think my academic writing has gotten better with the chatbot's help. It's not that the chatbot writes for me, but it helps me organize my thoughts and explore different ways to express ideas. (S5)

External Variables

The findings on postgraduate students' attitudes toward the use of chatbots in academic writing present a largely positive outlook. The majority of respondents (92%) expressed a favorable perception of various external variables, including subjective enjoyment, objective usability, and social influence, with an average score of 1.92. Moreover, interview participants regarded chatbots as enjoyable, efficient, compatible, and socially acceptable.

Consistent with the findings of the present study, existing research highlights the increasing value of chatbots in academic writing. Language learners generally appreciate chatbots for their ease of use, convenience, and ability to provide fast, personalized feedback (Huang et al., 2021; Haristiani, 2019). Chatbots are also valued for their responsiveness, accuracy, and 24/7 accessibility (Amelia et al., 2024). Additionally, they serve diverse instructional purposes, such as conversational practice, writing assistance, and vocabulary development (Brinegar, 2023; Huang et al., 2021).

The findings of study align with Soodan et al. (2024), who reported that 76% of respondents demonstrated high or very high adoption levels of chatbots for academic writing. However, the present study found that chatbot adoption was primarily high during the early stages of academic writing—such as planning, literature review, drafting, revising, editing, and proofreading—but significantly lower in later stages, including formatting, citing, and referencing. Similar findings were reported by Alqadi et al. (2023), who noted that while chatbots were widely used for idea generation, research assistance, and proofreading, students were hesitant to rely on them for formatting and citation tasks (Hutson et al., 2024). These results underscore the need for chatbots to be adapted to the specific requirements of different stages of academic writing and for users to select tools that align with their learning objectives (Brinegar, 2023).

The utility of chatbots in literature review tasks has also been widely explored. For example, large language models (LLMs) such as ChatGPT have demonstrated the potential to streamline literature reviews in undergraduate research, improving efficiency while raising concerns regarding paraphrasing and academic integrity (Aydin & Karaarslan, 2022; Anji et al., 2023). The challenges associated with obtaining authentic sources and generating accurate citations, as identified in the present study, are consistent with findings by Wolny et al. (2021). Recommendations for improvement include integrating proper referencing capabilities and establishing guidelines for responsible usage (Cervacio, 2023). Factors influencing chatbot adoption in academic writing are well-documented in the literature. In line with the Technology Acceptance Model (TAM), perceived usefulness, ease of use, attitudes, and intention to

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Despite the positive outcomes observed in students' reading comprehension, this study has several limitations. First, the implementation of only six reading strategies over a relatively short duration may restrict the depth of insights obtained. Future research could benefit from adjusting the number of strategies based on the specific classroom context and exploring additional strategies to achieve more comprehensive findings. Second, the reading assessments were administered through Google Forms, which lacked an exam mode and may have compromised the accuracy of responses. Future studies should consider utilizing more secure assessment platforms to mitigate such risks. If technological limitations continue to pose challenges, converting the online assessments into a paper-based format may serve as a practical alternative.

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use have been identified as critical determinants (Zou & Huang, 2023; Mukred et al., 2023). The Value-Based Adoption Model further highlights enjoyment and perceived value as significant predictors, whereas perceived risk appears to be a less influential factor (Al-Abdillatif, 2023). Additionally, external variables such as task-technology fit, social network characteristics, and prior experience play a crucial role in shaping chatbot acceptance (Soodan et al., 2024; Mukred et al., 2023). Moreover, trust in chatbot design, interactivity, and ethical considerations has been shown to influence behavioral intentions in academic settings (Molid Rahim et al., 2022).

Despite their potential, chatbots have certain limitations. Students often prefer manual approaches for tasks where chatbots are less effective, such as understanding complex content or generating creative content (Brinegar, 2023). Opinions regarding their accuracy and reliability remain mixed, emphasizing the need for responsible implementation and further research (Alqadi et al., 2023; Soodan et al., 2024). As Hutson et al. (2024) suggest, effectively integrating AI tools into writing instruction requires a hybrid approach that combines traditional methods with the strategic use of technology. Ongoing research is crucial to gaining a deeper understanding both the potential and limitations of chatbots in academic writing. Until then, researchers and educators are encouraged to view AI tools as complementary aids rather than replacements for human effort (Mondal & Mondal, 2023; Altmae et al., 2023).

CONCLUSION

The findings of the present study highlight that while EFL learners have widely adopted various chatbots for academic writing—particularly in the stages of planning, literature review, drafting, revising, editing, and proofreading—their use in formatting and citation tasks remains limited due to current technological constraints. Postgraduate students perceive chatbots as valuable tools for enhancing writing quality and efficiency; however, many remain skeptical of AI-generated content and prefer to retain personal control over tasks such as editing and formatting. The study underscores the importance of integrating user feedback into the design of AI tools to better support various phases of academic writing, as well as the role of educators in helping students balance AI assistance with critical thinking and manual oversight. Overall, the positive reception of chatbots usage in academic writing, as reflected in the TAM framework, suggests a high likelihood of future adoption, albeit with caution due to the technology's current limitations.

Despite the promising findings, this study has certain limitations that should be acknowledged. The small sample size of 25 postgraduate EFL students may restrict the generalizability of the findings to a broader population. Furthermore, the study primarily relies on self-reported data, which may introduce biases in respondents' attitudes and behaviors regarding chatbot use. Furthermore, the exclusive use of the TAM framework may overlook other influential factors in chatbot adoption for academic writing, such as cultural differences, individual learning styles, or the quality

20) Division or integration of labor: An exploration of four L2 students' experiences in separated and integrated undergraduate composition courses

Mohamed Yacoub

Mohamed appeared to struggle with cognitive engagement in the composition course, demonstrating a more instrumental approach. While he may have participated behaviorally to earn participation points and achieve a high grade, his interest in deeply understanding the course content appeared limited.

Theme 4: The Participants' Perception of the Curriculum

Perception of the curriculum are central to the discussion of integrated versus separated composition course sections. The term curriculum is broad and encompasses a wide range of components; therefore, it is important to clarify its meaning within the context of this study. In this research, curriculum specifically refers to the reading materials and writing assignments used in the composition courses, as understood and discussed by the participants during the interviews.

Perception of Reading Materials

In composition classes, students are typically assigned readings and are expected to reflect upon or respond to them. Shahd expressed a lack of interest in some of the assigned readings, stating, "sometimes, the topics are just not interesting to me. Sometimes I find some of the readings to not be relevant to what we're talking about, or maybe the teacher sees it in another way." demonstrated a more positive perception of the materials. He noted, "we read an article about Martin Luther King and his speech, and we digested his speeches and I liked it because all what he said is everyone has a voice and people should not be done wrong and that was a very interesting topic. It was interesting to hear different opinions. I also learned some words that I did not know before."

Perception of Writing Assignments

Regarding the perception of writing assignments, participants' responses varied in terms of their views on topic selection, the act of writing itself, the workload or frequency of assignments. Malek's instructor assigned specific topics rather than allowing student choice. This aligns with Shahd's earlier comment: "maybe the teacher sees it in another way." If the teacher's perception of a topic diverges from that of the students, it may reduce students' motivation to engage meaningfully with the writing task.

In terms of assignment structure and frequency, Malek observed a difference between ENG 101 and ENG 202. In ENG 202, the course was centered on developing a single paper throughout the entire semester, whereas ENG 101 involved a variety of topics and multiple assignments. Malek expressed a preference for the ENG 101 format, finding it more engaging. Conversely, Mohamed criticized the curriculum, stating, "I think the curriculum is weak." While he acknowledged learning how to write a research paper, he felt that the pacing was too slow, "the things we take in 12 weeks we can study in 6 or 7 weeks only." For Mohamed, the extended timeline for breaking down research components across the semester contributed to a sense of monotony and disengagement.

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Theme 5: The Participants' Identity Negotiation

Given that all participants self-identified as Muslims, it was necessary to explore whether identity negotiation played a role in their experiences within the composition program. Malek, who enrolled in the mainstream section of ENG 202, reported feeling uncomfortable during a classroom discussion in which some American classmates suggested that certain religions promote violence. He stated, "I felt like they were talking about Islam, and that did not make me feel comfortable at all" (Malek's interview). When asked whether he responded to those comments, Malek indicated that he did not. His reluctance to speak up may suggest a sense of disengagement in defending his religion alone, possibly preferring that someone else – ideally a non-Muslim peer – would intervene, thereby offering a sense of support and validation.

While discussing this situation, Malek recalled, "I remember another thing." He shared an incident involving one of his classmates who, whenever they worked together in a group, would refer to him as "you, whatever your name is." Malek noted that this occurred more than once. When he eventually decided to respond and asked her why she did not use his name, she replied, "sorry I cannot pronounce your name; it is hard." Malek reflected, "if she really, you know, does not know how to pronounce my name, she should ask me how to pronounce it, but calling me 'you, whatever your name is' is racist in my opinion" (Malek's interview, 2019). In contrast, Shahd, who completed high school in the United States and took both ENG101 and ENG202 in mainstream sections, appeared more able to respond to such situations and initiate discussions on topics she believed her classmates should be aware of. She explained the difficulty many Americans have in distinguishing between what is Islamic and what is cultural. In class discussions and group work, Shahd would share aspects of her Saudi Arabian culture, clarifying misconceptions about practices often perceived as religious. For instance, she mentioned "women driving cars and covering faces." She said, "they [her classmates] get excited to hear that, and like we get engaged in a conversation about it."

Similar to Shahd, Khalaf seems to initiate discussions about his religion and cultural backgrounds. He stated, "I think I stood out not only because I am a Muslim, but also because I look different from everyone else. My skin tone looks completely different from everyone else. For the most part, most of the students are White, except for two classes, there were two Black girls." Khalaf explained that being in classes with American classmates presents a valuable opportunity for him to share his beliefs so that others can gain a clearer understanding of what Islam is – and what it is not. He remarked, "most of the horrific acts or the hatred is because of people's lack of exposure to Muslims." He further noted that by sharing his personal experiences, he has become a point reference on Islam for his American peers. Khalaf strongly identifies with his Muslim identity in class. He is aware of the presence of anti-Muslim sentiment and rhetoric, which motivates him to help his classmate overcome stereotypes and misunderstandings about Muslims

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and Islam. Notably, this concern in MWL sections, nor by Malek in his MWL ENG 1101 class. This contrast supports the argument that integrating Muslim L2 students with American classmates can yield mutual benefits for all students involved.

The debate on which structure is best suited for MWL students is contextually unresolved. Based on where the school is located and its international population, universities should decide how composition programs should be structured. These findings cannot speak to one of either two structures as "better" or "the best." However, when the issue of separation or integration is viewed from the angle of benefit, we can conclude that – in the context of my findings – integration is more beneficial for both MWL and L1 students. It is good for MWL students themselves because they can understand the stereotypes being perceived about them and can thus better correct the distorted image of themselves and their communities, as in the case of Muslim students. Integration is also beneficial for the L1 students, who have the opportunity to work with international students and gain a better understanding of them. In discussions of the integration vs. division debate, we usually find that the focus is on international students, while minimal to no attention is given to the L1 local students themselves, who are an indispensable part of the debate and cannot be ignored. The developed themes lead to the following pedagogical implications.

PI 1: Enhancing Students' Agency in Selecting Section Type

Participants' section selection was influenced by academic advisors, friends, or prior knowledge. The research suggests that programs implementing both integrated and separated, should types should create an introductory video that briefly presents the two structures, highlights their differences, and features interview with students from both types of sections. Academic advisors can then recommend that their advisees watch this video before deciding which section to join. In doing so, student would be better informed and can regain their agency in selecting the course type that best suits them. This approach may serve as one way to restore students' decision-making agency.

PI 2: Rethinking Placement Tests

My findings indicate that placement tests can be ineffective for several reasons. One of the most significant is that students' linguistic proficiency should not be the sole determining factor. Other important considerations should include students' sense of belonging, cultural and educational backgrounds, individual needs, and diverse abilities or intelligences. Some students may perform more effectively when placed with L1 peers, while others may thrive in L2-only environments. For example, Malek shared that his experience in the integrated section was particularly meaningful – not for linguistic reasons, but because it allowed him to learn more about American culture and provided his American classmates the opportunity to learn about his culture and religion.

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PI 3: Creating and Supporting a Bridge Between the MWL Sections and the Mainstream Sections

According to these findings, none of the participants mentioned the presence of bridging activities between the different sections. This suggests that, at the institution where the data were collected, the two section types of function in complete isolation from one another. To address this, there should be intentional efforts to develop bridging activities that connect students across separated and mainstream sections. For example, students in MWL sections could collaborate on joint projects with those in mainstream sections. While such initiatives may present logistical challenges – such as scheduling conflicts, assessment alignment, and coordination between instructors – considering these possibilities could lead to innovative approaches that foster connections between the two groups. Matsuda and Silva (1999) proposed an idea they referred to as "cross-cultural composition as an alternative placement option," which could serve as a valuable model for creating such bridges.

PI 4: Valorizing Critical Pedagogy Practices

Critical pedagogy involves encouraging students to critically analyze and question texts (Bosk, 2005). According to the participants, such practices were notably absent from their curriculum. When asked whether they engaged with complex topics such as race, diversity, or religious plurality, Shahd responded, "Issues of diversity and race are important to me, so I try to integrate them into my writing," although she was not required to do so. Malek expressed a desire for more classroom discussions on religion and free speech in First-Year Composition (FYC) courses. Similarly, Khalaf reported initiating conversations about religion with his peers. Instructors can support critical pedagogy by incorporating narrative assignments, encouraging self-reflection on personal biases, and promoting research on unfamiliar or challenging topics.

CONCLUSION

This study explored the narrated experiences of four L2 students enrolled in required undergraduate composition courses, ENG 101 and ENG 202. By analyzing participants' narratives, the study aimed to develop pedagogical implications for composition programs, particularly in relation to their two primary structural models: integration and separation. I recommend that further studies be conducted to deepen and broaden our understanding of this multilingual student population. This study included only one female participant, highlighting the need for future research to amplify the voices of more women and explore their experiences. Additionally, as all participants were of Arab descent, future studies should aim to include students from diverse linguistic and cultural backgrounds. The question of whether integration or separation is more appropriate in First-Year Composition (FYC) courses cannot be resolved by the findings of a single study – or even several – because the issue is highly contextual. Factors such

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21) Navigating the undergraduate thesis journey: A qualitative exploration of challenges, strategies, and skills among English department students

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extracts for each theme. NVivo 15's reporting features were utilized to generate summaries of coding patterns and theme distributions.

Trustworthiness and Ethical Considerations

To ensure the credibility and dependability of the findings, several strategies were employed: First, data triangulation was implemented through the use of multiple data sources – interviews, focus groups, thesis drafts, and supervisor input – to validate findings. Second, member checking was conducted, whereby participants reviewed preliminary findings to confirm their accuracy. Third, peer debriefing involved discussions with non-study colleagues to refine interpretations and minimize bias. Finally, an audit trail was maintained through detailed documentation of research procedures, ensuring transparency throughout the study. In addition to establishing trustworthiness, this study adhered to strict ethical guidelines. During data collection, informed consent was obtained from all participants, and pseudonyms were used to protect their identities. All data were securely stored on password-protected devices to maintain confidentiality. By employing Braun and Clarke's (2006) reflexive thematic analysis alongside rigorous ethical protocols and trustworthiness measures, this study systematically explored the challenges, strategies, and competencies involved in the thesis-writing experiences of undergraduate English majors.

RESULTS AND DISCUSSION

The research findings indicate that undergraduate EFL students encounter various challenges in writing their theses, which can be classified into three primary categories: linguistic and writing competence, psychological and emotional barriers, and resource-technical constraints. To navigate these challenges, students utilize various adaptive strategies such as self-management techniques, technological tools, and support networks. This adaptive process contributes to the development of key academic competencies such as research skills, critical thinking, and time management, which are instrumental not only for academic achievement but also for future scholarly and professional endeavors. These interrelated dimensions underscore the importance of institutional support systems that holistically address the academic, technical, and psychological needs of EFL students.

Challenges Faced by EFL Students

Linguistic and Writing Competence
Mastery of grammar, vocabulary, and discipline-specific linguistic structures is essential in academic writing, yet it presents challenges for numerous English as a Foreign Language (EFL) students. Participant 1 stated, "Grammar, vocabulary, and linguistics present difficulties for me," underscoring a common struggle among students in adhering to formal writing conventions. These conventions, while critical for establishing an academic tone, are often difficult to master. Participant 4 noted, "Many formal words used in this class are new to me," indicating the challenges

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associated with acquiring and using academic vocabulary (Nurkanto et al., 2022; Prihandoko et al., 2024). The difficulty lies not only in comprehending these terms but also in applying them appropriately within complex academic contexts.

In addition to vocabulary acquisition, students face difficulties in paraphrasing, summarizing, and ethically integrating sources. Participant 2 noted that maintaining coherence and adhering to attribution norms contributes significantly to the stress associated with academic writing. This underscores the importance of mastering appropriate citation styles, such as APA or MLA, which demand a nuanced understanding that many students find challenging (Prihandoko et al., 2024). Ethical source integration is crucial not only to avoid plagiarism but also to preserve the original author's intent, requiring both technical proficiency and critical engagement. Ullah et al. (2023) and Nanes et al. (2022) argue that an overreliance on verbatim citation may indicate limited analytical depth or a lack of understanding of academic integrity principles.

A major challenge for students lies in achieving coherence and cohesion in their writing. Many continue to struggle with structuring ideas logically and constructing coherent paragraphs. Participant 5 remarked, "I mainly have trouble building coherent paragraphs," highlighting difficulties in systematically organizing thoughts. Coherence involves ensuring a logical progression between sentences and paragraphs, which requires the effective use of transitions and appropriate syntactic structures. Participant 6 explained, "When writing essays, my main difficulties are understanding of complex arguments, academic language, and grammar," emphasizing the multifaceted nature of writing challenges. The need to synthesize complex ideas within the conventions of academic discourse further intensifies the linguistic demands of thesis writing.

The hierarchical structuring of arguments is essential for addressing coherence-related challenges in academic writing. Prihandoko et al. (2024) proposed frameworks that systematically organize ideas to support the main thesis and improve the overall narrative structure. Transition words and phrases play a critical role in enhancing readers' understanding of complex arguments (Gunnawan & Aziza, 2017). Participant 7 stated, "Creating thoughts, keeping coherence, and properly using syntax and vocabulary provide constant difficulties for me," illustrating the persistent struggle to achieve clarity and cohesion. To maintain logical flow and facilitate smooth argumentation, writers must understand and apply strategies for achieving textual coherence, including the effective use of transitions (Enriquez et al., 2023; Lobo, 2023).

Additionally, academic writing requires the ability to integrate various viewpoints while maintaining clarity. This involves the capacity to critically assess sources and incorporate them into well-supported arguments. Participant 3 remarked, "I struggled with language and concept articulation to generate significant writings." Creating systematic reference lists is crucial for maintaining academic integrity and complying with citation standards (Enriquez et

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al., 2023; Lobo, 2023). These practices require meticulous documentation of sources in accordance with established academic communication conventions.

Linguistic competence is essential for promoting intellectual discourse in academic writing, despite the challenges faced by students. This allows them to articulate complex ideas effectively and engage meaningfully in academic discussions. Addressing these barriers requires the implementation of institutional support systems that offer targeted interventions – such as academic writing workshops – to equip EFL students with the essential skills needed for academic success (Agricola et al., 2020; Soto-Rodriguez et al., 2024).

Psychological and Emotional Barriers

The process of thesis preparation often presents substantial psychological and emotional challenges, including self-doubt, stress, and pressure to perform. Many students experience feelings of inadequacy, questioning their ability to meet academic expectations. Participant 1 articulated this emotional burden by questioning, "Am I really ready for such a significant college assignment?" – a statement that reflects the commonly experienced phenomenon of imposter syndrome. As Djatnika et al. (2022) highlight, imposter syndrome undermines students' confidence, causing them to doubt their competence despite clear evidence of their academic potential. Moreover, stringent deadlines and high academic expectations exacerbate these psychological pressures. Participant 5 expressed a common challenge: "I worried about making deadlines, which sometimes made it impossible for me to write well," illustrating how the demand for timely, high-quality work can impede students' ability to focus and produce coherent academic writing.

The thesis-writing process often generates significant feelings of isolation, compounding the stress and self-doubt already experienced by many students. Prolonged periods of solitary study, often devoid of interaction with peers or access to supportive networks, can exacerbate these psychological challenges. Participant 4 noted that such isolation adversely affected her mental health and diminished her motivation to write. This sense of disconnection may further amplify other academic struggles, leading to a decline in motivation and productivity. The interaction between rigorous academic demands and social isolation creates a cyclical pattern that impairs students' ability to maintain sustained focus. As Lobo (2023) asserts, the isolation inherent in academic writing can undermine perseverance and emotional stability. This observation is consistent with Djatnika et al. (2022), who emphasize the role of emotional resilience in supporting students' productivity and addressing the specific psychological demands associated with thesis preparation.

Stress significantly impacts cognitive and emotional functioning and may also lead to various physical manifestations. Lobo (2023) and Ullah et al. (2023) indicate that stress resulting from academic pressure often presents as symptoms such as fatigue, headaches, and digestive issues, all of which further hinder students' ability to

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concentrate. Participant 6 articulated the compounded nature of this stress, noting, "The worry of writing is made worse by the fear of not meeting the standards set by my peers and advisors." If left unaddressed, such challenges may contribute to a decline in both mental well-being and academic performance.

Moreover, stress adversely affects decision-making and the capacity to maintain focus, thereby hindering productivity. Many students experience challenges in organizing their ideas and sustaining concentration on their research tasks. Participant 7 noted the emotional impact of setbacks, asserting, "Maintaining a good attitude in the face of research writing setbacks is challenging." This perspective highlights that the iterative and often unpredictable nature of thesis writing, wherein repeated revisions and unforeseen obstacles can exacerbate.

Personalized support systems are critical in alleviating psychological and emotional barriers faced during the thesis-writing process. Mentorship, access to mental health services, and structured peer support networks play a pivotal role in strengthening students' emotional resilience and academic self-efficacy (Agricola et al., 2020). Participant 3 emphasized the significance of mentorship, remarking, "Support systems were quite crucial to me. Meetings with my supervisor clarified my thesis and provided motivation." Such structured guidance not only alleviates feelings of isolation but also equips students with the motivation and clarity needed to navigate complex academic demands effectively.

Institutional interventions are essential in addressing the psychological and emotional challenges inherent in the thesis-writing process, extending beyond what individual efforts alone can achieve. Djatnika et al. (2022) and Lobo (2023) advocate for the integration of mental health resources within academic institutions, emphasizing the importance of cultivating environments that prioritize student well-being. Regular workshops focused on stress management, resilience-building, and time management can equip students with vital strategies to cope with academic demands. In addition, the establishment of peer-based initiatives, such as thesis-writing groups, can alleviate feelings of isolation and foster a sense of academic community.

Recognizing the emotional impact of thesis preparation reinforces the need for balanced academic expectations and readily available support systems. Participant 8's reflection – "Juggling thesis work with personal life wears me out and makes me doubt my development" – highlights the strain students often face and underscores the necessity of institutional recognition of students' holistic well-being. By addressing both the emotional and psychological dimensions of thesis writing, institutions can cultivate supportive learning environments that empower students and enhance their academic performance.

Resource and Technical Constraints

Access to research resources and technology presents a considerable challenge for English as a Foreign Language

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(EFL) students in higher education. These constraints are multifaceted, encompassing limited access to both physical and digital materials, insufficient technical proficiency, and challenges in navigating institutional platforms. Participant 1 expressed concern over the volume of required English-language materials, stating, "The volume of English materials I needed to learn was overwhelming." This observation underscores a broader issue of resource accessibility, as many students rely on online databases that are often restricted by paywalls, limiting their ability to obtain essential academic references (Deiniatur et al., 2024). In addition, physical library collections are frequently inadequate, necessitating a heavy reliance on alternative digital sources. As Participant 4 noted, the library's limited reference holdings compel students to depend substantially on online resources.

In addition to resource limitations, technical barriers further complicate academic tasks for EFL students. Many students exhibit limited familiarity with essential digital tools, such as SPSS for statistical analysis and reference management software like Mendeley or Zotero. Participant 6 reported, "I used SPSS for data analysis, but it required tutorial support and help from colleagues in the Statistics department." This lack of proficiency hampers research efficiency and increases dependency on external assistance. Furthermore, inadequate training in the use of institutional learning management systems (LMS) exacerbates these difficulties. Participant 5 described these systems as "confusing or minimal, featuring crossed-out sections or question marks that lack explanation," underscoring the need for clearer user instructions and improved technical support.

Digital uncertainty, characterized by challenges in adapting to new technological tools, adds a layer of complexity to students' academic progress. This uncertainty affects their ability to complete advanced research tasks efficiently. Deiniatur and Cahyono (2024) found that inadequate digital literacy in EFL students impedes their ability to synthesize information from diverse sources, organize research materials digitally, and navigate online platforms effectively. Participant 7 highlighted this issue, stating:

"My biggest challenge is translating my ideas into academically coherent and understandable language for readers. Often, I compose and cut out text to achieve balance and clarity in my work. I frequently edit and refine text to attain balance and clarity in my work."

These challenges emphasize the importance of prioritizing digital literacy training within academic programs.

Additionally, time constraints related to technological adaptation impede the effective execution of research. Participant 8 noted that balancing thesis preparation with other responsibilities presented significant challenges, primarily due to limited time for mastering new tools. While technology has the potential to enhance teaching and learning processes, many EFL students are inadequately

prepared for its implementation (Miranty et al., 2023). Cloud-based storage systems, which promote collaboration and accessibility across devices, are often underutilized, as students face difficulties in seamlessly integrating these tools into their research workflows.

The combined effects of resource and technical limitations highlight the critical necessity for institutional interventions to enhance access to academic resources and improve technical literacy among EFL students. The implementation of open-access databases, the organization of workshops on digital tools such as SPSS and reference management software, and the optimization of institutional platforms can effectively address these challenges. Furthermore, fostering collaborative environments that encourage peer support—such as through study groups or mentorship programs—may help mitigate the impacts of resource scarcity and technical difficulties.

Strategies Employed: Adaptive Approaches to Success

Self-Management Techniques

Undergraduate students often face significant challenges in thesis writing, requiring the adoption of structured self-management strategies to ensure success. These techniques help students balance academic responsibilities, personal commitments, and mental well-being. Participant 1 emphasized the importance of time allocation, noting, "I set aside specific hours each day for thesis work to better manage my time." This organized approach allows students to maintain consistency and avoid procrastination. Tools such as progress trackers, achievement charts, and project management software further enhance productivity by breaking the thesis into manageable tasks (Lobo, 2023).

Time-blocking techniques and structured daily schedules have proven to be effective in enhancing focus and productivity. Participant 2 stated, "I use a daily calendar to better manage my time. I devote my mornings to TOEFL prep and my evenings to thesis research." This systematic approach enables students to meet academic objectives while simultaneously managing other responsibilities. Furthermore, the use of visualization tools, such as Gantt charts or digital applications, reinforces motivation by offering tangible evidence of progress (Nurkamito et al., 2022).

Mental health practices are essential for sustaining cognitive resilience alongside effective time management strategies. Participant 8 stated, "I wait until I'm emotionally ready to write and complete chapters in a focused manner." This underscores the significance of recognizing emotional readiness as a key factor influencing productivity. Proactive self-care strategies, including regular physical exercise, mindfulness practices, and relaxation techniques, are effective in mitigating stress and preventing burnout (Lobo, 2023). Integrating leisure activities with academic responsibilities promotes mental rejuvenation, allowing students to maintain sustained concentration over time.

Support systems also play a crucial role in facilitating thesis-writing success. Participant 3 emphasized the importance of such systems, noting, "I had a few meetings

with my supervisor. These infrequent face-to-face contacts facilitate better talks and clarify my thesis." Regular engagement with supervisors offers both academic guidance and emotional reassurance, thereby reducing feelings of isolation. Furthermore, peer support groups provide additional advantages by creating collaborative learning environments where students can share challenges and develop collective strategies (Dianika et al., 2022).

A systematic approach to planning constitutes an essential self-management strategy. Developing a clear chapter structure and adhering to a comprehensive work plan enhances writing clarity and deepens students' understanding of academic standards (Prasudoko et al., 2024). Participant 5 emphasized the effectiveness of such approach: "I created a system in which I switch between 'executing' and 'waiting list' members. I use this approach to manage my workload." These techniques allow students to prioritize tasks effectively, supporting consistent progress toward thesis completion.

Furthermore, the implementation of self-reward systems can significantly enhance motivation during extended writing periods. Cahyono and Kalayati (2020) suggest that celebrating small achievements fosters perseverance and a sense of gratitude, both of which are critical for maintaining enthusiasm throughout the thesis-writing journey. By integrating adaptive strategies—including time management, mental health practices, support systems, and structured planning—students are better equipped to navigate the complexities of thesis writing with confidence and efficiency.

Technological Support

Technology offers essential solutions to multifaceted challenges of academic writing, particularly for EFL students engaged in thesis development. AI-driven tools such as Grammarly, ProWritingAid, and ChatGPT provide immediate feedback on grammar, style, and academic tone, thereby enhancing writing quality and fostering greater confidence in language production (Miranty et al., 2023). Participant 1 noted that "Conversational GPT helps me determine my study topic. I use AI to understand scientific journals."

Reference management systems also play a pivotal role in streamlining research organization and citation practices. According to Nunes et al. (2022), platforms like Mendeley and Zotero allow students to focus more on the substance of their research by automating citation formatting and bibliography creation. Participant 8 described a collaborative initiative: "I created a WhatsApp group chat with my supervisor and my fellow mentees. My supervisor asked us to install Mendeley."

Digital storage solutions and cloud-based platforms have significantly improved accessibility and collaboration in academic writing. Sraifudin et al. (2018) highlighted that cloud storage facilitates seamless access to research materials across multiple devices, thereby enhancing collaborative efficiency and flexibility. This adaptability proved crucial for Participant 2, who noted, "I utilize the

cloud for online exams and communication with supervisors and examiners." Similarly, Participant 3 adjusted to remote consultation, stating, "My thesis consultation is mainly done remotely, with drafts sent via WhatsApp."

Moreover, online academic resources play a vital role in enhancing research capabilities and ensuring alignment with supervisory expertise. Deiniatur et al. (2024) emphasize that digital academic profiles assist students in identifying relevant topics that correspond with their supervisors' specializations. Participant 5 utilized this approach: "To gain insight into my supervisor's academic background, I check her Google Scholar profile, ResearchGate account." Specialized software for data analysis also constitutes a critical component in thesis development. Participant 6 demonstrated adaptability and initiative: "I used SPSS for data analysis, accompanied by tutorials on YouTube and help from colleagues in the Statistics department." This example reflects the creative integration of digital learning tools and peer support in addressing technical challenges and enhancing research proficiency.

Enhancing focus and efficiency is essential in the academic writing process. Website blockers effectively reduce online distractions, enabling students to maintain concentration during writing sessions (Deiniatur et al., 2024). Similarly, note-taking applications with multimedia integration and advanced search functionalities have revolutionized how researchers organize and document their ideas. These digital productivity tools enhance workflow efficiency and support in the management of complex research tasks.

Text-to-speech software offers additional support for editing and revision by allowing students to detect grammatical errors and assess the appropriateness of academic language (Miranty et al., 2023). The integration of such technologies cultivates a dynamic and interactive learning environment, leading to measurable improvements in grammar, vocabulary, and fluency among EFL students (Cahyono et al., 2023). These technological strategies not only address immediate academic writing challenges but also equip students for sustained engagement with evolving digital practices in academic and professional contexts.

Seeking Support Networks

The thesis writing process for undergraduate EFL students relies heavily on robust support networks that help address challenges and enhance academic outcomes. These networks encompass supervisory relationships, peer collaborations, institutional resources, and emotional support systems, all of which collectively foster resilience and academic achievement.

Supervisory engagement is a critical determinant of thesis success. Effective supervisors provide timely feedback on student performance, offer targeted guidance on complex issues, and maintain consistent communication throughout the research process (Nurkamito et al., 2022; Rahayu et al., 2024; Sabarun et al., 2024). Participant 2 emphasized the value of such support: "My supervisor helped me stay focused on the study question and find relevant sources."

This mentorship enables EFL students to navigate intricate academic demands while cultivating a positive and supportive learning environment (Diatmika et al., 2022; Prihandoko et al., 2024). Moreover, the integration of technology into supervisory practices enhances communication and learning engagement (Cahyono et al., 2023; Rahayu et al., 2024), thereby improving students' self-efficacy and metacognitive awareness.

Peer support networks significantly enhance academic performance and research capabilities (Deiniatur et al., 2024) and Stappenbelt and Basti (2019) emphasize that thesis writing groups operate on principles of accountability and idea exchange, effectively fostering motivation among participants. Participant 1 reflected on this experience: "To combat my insecurity, I joined a group that helped others write their thesis. Talking about our problems and progress boosted our confidence and motivation." Collaborative environments facilitate constructive peer critique, promote the refinement of ideas, and help identify weaknesses in academic writing (Agricola et al., 2020; Diatmika et al., 2022). Moreover, peer dialogue often extends beyond formal group structures. Participant 3 noted that informal discussions with peers—particularly those who had already completed their theses—provided critical insights into structural expectations and academic standards. Similarly, Participant 6 engaged in "peer checking with friends and older people I trust to give me good feedback." These interactions not only improve students' academic and research competencies but also contribute to the expansion of their professional networks (Lobo, 2023; Prihandoko et al., 2024).

Institutional resources provide structured support that complements peer collaboration and supervisory guidance. Writing centers contribute to improving the clarity, coherence, and consistency of academic writing (Diatmika et al., 2022), while library-led workshops develop students' research strategies and database navigation skills—both essential for conducting comprehensive literature reviews (Nurkamto et al., 2022). Additionally, departmental advisors assist students in interpreting and adhering to institutional requirements (Agricola et al., 2020). Participant 5 shared their experience: "I discussed my concerns about writing my thesis with graduates. I received suggestions from other instructors." This proactive engagement with institutional resources enhances both research quality and overall academic performance.

Emotional support plays a critical role in the thesis-writing process. Support from family members, partners, and friends provides reassurance during periods of stress and self-doubt. Participant 8 stated, "My family, my girlfriend, and my friends helped me with money and gave me support when I felt down." Participant 7 similarly remarked: "I also talked about the difficulties I encountered while completing my thesis with friends and family." Such emotional support helps students maintain motivation, mental well-being, and perspective throughout the demanding process of thesis completion.

developing a coherent and effective thesis. Educators and institutions can enhance students' research skills by offering targeted workshops on citation styles, database navigation, and ethical considerations in academic writing (Agricola et al., 2018; Nurkamto et al., 2022).

Additionally, academic writing requires students to express their ideas clearly, integrating their research findings into a well-organized structure. Participant 1 described the initial experience as "confusing and stressful" but acknowledged that consistent interaction with research materials eventually improved her writing skills. Systematic documentation adherence to citation standards, and organization of references using tools such as Zotero or Mendeley are essential for efficient knowledge synthesis and the promotion of academic integrity (Deiniatur et al., 2024; Syaifudin et al., 2018).

The research skills cultivated during the thesis-writing process extend beyond the academic domain, preparing students for lifelong learning and future professional challenges. Critical engagement with scholarly content fosters the intellectual capacity required to address complex issues, generate original ideas, and contribute meaningfully to disciplinary knowledge. These competencies not only support the successful completion of academic objectives but also serve as essential foundations for sustained academic and professional development.

Critical Thinking
Critical thinking is a vital skill for EFL undergraduate students engaged in thesis writing, encompassing a range of cognitive processes required for academic research. This skill involves the systematic evaluation of sources, the construction of logical arguments, and the integration of complex information across disciplines.

Instructors promote analytical reasoning through diverse pedagogical methods such as Socratic questioning, argument mapping, collaborative problem-solving, and inquiry-based learning (Deiniatur & Cahyono, 2024; Syaifudin et al., 2018). These approaches support the deconstruction of complex arguments, the identification of implicit assumptions, and the critical appraisal of evidence, while encouraging a stance of constructive skepticism.

The practical application of critical thinking is evident throughout the thesis development process. Participant 1 emphasized the multifaceted nature:

"Strong analytical and critical thinking skills are required to synthesize knowledge from various sources and present clear arguments. In my research, I evaluate sources, formulate arguments, and reach conclusions."

This comprehensive approach allows students to navigate the complexities of academic discourse while maintaining intellectual rigor.

Source evaluation constitutes a fundamental component of critical analysis. Participant 2 highlighted this process by stating: "To successfully get useful information from research sources and make necessary changes, I need to be able to use critical thinking skills to look at research materials and revise my work." As emphasized by Ullhaq et

Cross-departmental consultation offers valuable access to specialized knowledge beyond the immediate academic discipline. Participant 6 noted that they sought assistance from outside their primary academic environment: "I used SPSS for data analysis, accompanied by tutorials on YouTube and help from colleagues in the Statistics department." This interdisciplinary approach not only enriches the research methodology but also strengthens the analytical frameworks.

Essential Skills Developed – Beyond Academic Writing Research Skills

Thesis writing plays a crucial role in developing advanced research skills that extend beyond the mere collection of information. This process involves identifying relevant sources, synthesizing diverse perspectives, recognizing research gaps, and critically evaluating existing knowledge to construct a comprehensive theoretical framework. Participant 3 highlighted the importance of research skills acquired through reading scholarly journals, noting that they were vital for establishing a solid theoretical foundation for the thesis. This underscores the value of deep engagement with academic literature in promoting intellectual growth and enhancing students' ability to tackle complex academic issues.

Students must navigate an extensive body of literature to refine their chosen topics and generate novel ideas. Participant 2 remarked, "I read relevant material, which includes a lot of journals and articles." Participant 4 similarly emphasized the significance of extensive reading: "A lot of reading helped me understand the subject better and find answers to the questions I had." These insights illustrate that engaging with a broad range of academic sources not only strengthens the theoretical framework but also nurtures the critical thinking skills essential for thesis development.

Research skills are fundamental to academic writing, enabling the analysis of multiple perspectives, the integration of diverse sources, and the presentation of well-supported arguments. Participant 6 stated, "I spent a lot of time reading previous research, especially theses from the library, to get used to the study process and figure out the best way to approach my chosen topic." Participant 7 emphasized the significance of identifying research gaps: "I carefully looked into my problem by reading a lot of scientific papers. This method helped me find problems with my study." This approach facilitated the identification of challenges within the research. This analysis demonstrates that engaging in thorough research activities fosters critical thinking skills in students, enhancing their ability to pinpoint gaps in existing knowledge and enabling them to make meaningful contributions to their academic field.

Scholarly research demands precision and adherence to academic standards, particularly for EFL students who often face challenges related to language proficiency. Participant 7 explained, "I read carefully everything I could find on the subject I chose, focusing on national and foreign journals." The thorough examination of credible sources is crucial for

al. (2024) and Nunes et al. (2022), this process fosters active engagement with scholarly texts, encourages students to question established viewpoints, and deepens their understanding of both linguistic structures and subject-specific content.

Identifying research gaps represents a critical application of higher-order thinking skills in academic writing. Participant 3 highlighted that critical thinking is essential for evaluating scholarly articles, discerning gaps in existing literature, and integrating diverse sources of information. The ability to identify such gaps enables students to position their research meaningfully within broader academic discourse. Reinforcing this perspective, Participant 5 stated: "To read journals, find research gaps, and process knowledge, you need to be able to think critically." In addition to source evaluation, critical thinking significantly contributes to the structural coherence of thesis writing. Participant 4 emphasized the role of critical thinking in connecting ideas across various chapters to ensure clarity and organization within the thesis. This structural function supports logical progression and enhances argumentative coherence throughout the research document. Similarly, Participant 6 affirmed that critical thinking is essential for integrating ideas across sections and maintaining the clarity and logic of the thesis.

Moreover, the effective use of theoretical frameworks is greatly facilitated by analytical reasoning. Participant 7 stated: "Critical thinking helps me connect my problems to a wide range of examples and situations and use theories correctly in my study." This ability to apply theoretical constructs appropriately is particularly valuable in interdisciplinary contexts. Supporting this view, as Participant 8 noted: "I can connect my topic to different situations and cases and use theories well in my study because I can think critically."

Cahyono et al. (2023) and Prihandoko et al. (2024) illustrate that an integrative approach to critical thinking enhances creative problem-solving and deepens students' understanding of language, literature, and culture. This cognitive framework enables learners to examine language within complex cultural contexts, applying diverse evaluative strategies to enhance both feedback literacy and writing proficiency.

Time Management

Time management is an essential skill for EFL undergraduate students who must navigate the multifaceted demands of thesis writing. In today's academic landscape, where students often juggle multiple responsibilities both within and beyond the university setting, the implementation of structured time-allocation strategies is critical to ensuring successful thesis completion (Deiniatur et al., 2024; Lobo, 2023). Time management encompasses various competencies, including project planning, task prioritization, and the ability to adapt to unexpected challenges.

Students who demonstrate proficiency in time management often adopt specific organizational systems. Participant 1 described an effective approach:

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Data (11), "consequently" is used twice in reference to the same topic or as a repetition of the earlier point. This repetition may negatively impact the text's cohesion and coherence by creating redundancy and disrupting the logical flow of the argument.

Thus In this research, "thus" was found in two sentences, both occurring mid-sentence.

(12) Unlike students who work while in college, many work part-time for the student if the student is fond of the job. In working part-time, students also taught to work together within the existing work in the office. Thus educating a student to become a good worker, because of course very different from the work. (PTJ 014 B1 1)

In Data (12), the term "thus" signals a cause-and-effect relationship. It implies that engaging in part-time work contributes to students becoming competent workers. "Thus" functions as a logical connector between the activity of working part-time and the resulting personal and professional development. The implication is that through collaboration in a real work environment, students gain valuable experience that supports their growth as effective employees. Although the placement of "thus" is grammatically acceptable, the original sentence structure lacks clarity and requires revision. For example, the phrase "students also taught" is likely missing the auxiliary verb "are" (i.e., "students are also taught"). Additionally, the clause "because of course, very different from the work" is incomplete and ambiguous. A clearer construction would be: "thus educating them to become good workers, which is very different from other types of learning experiences."

(13) As is the case with a full-time job, when another position opens up in a company, current employees may be encouraged to apply. Thus moving up through the ranks. (PTJ 198 B1 2)

In Data (13), the adverb "thus" indicates a causal or consequential relationship between two ideas. In this context, it suggests that encouraging current employees to apply for an open position leads to their upward career mobility. "Thus" creates a logical connection between the encouragement to apply and the resulting career progression. It signals to the reader that what follows is a consequence derived from the preceding statement, thereby enhancing the coherence of the argument. It implies that such encouragement directly contributes to employees' advancement within the organization. The placement of "thus" in the sentence is appropriate; it appears after the main clause ("current employees may be encouraged to apply") and before the resulting clause ("moving up through the ranks"), which emphasizes the cause-and-effect relationship.

Hence In this research, "hence" appears only once in the data, and it occurs at the beginning of the sentence, followed by the structure Subject + Modal Verb.

(14) Part-time job give the students a lot of benefits, for example they become aware that when they get graduated,

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they will work like they work on part time job. Hence, they will acceptation with it and do not get shocked how hard the world of work is. (PTJ 035 B1 2)

In this context, "hence" indicates a logical consequence of the preceding statement. It links the idea that part-time jobs provide students with relevant experience to the conclusion that this experience facilitates their adaptation to the workforce. "Hence" effectively signals that the ability to adjust to the demands of professional life is a direct result of the experience gained through part-time employment. The placement of "hence" is appropriate, as it follows a discussion of the benefits of part-time jobs and introduces a consequential statement. However, the original sentence structure could be revised for improved clarity and fluency. Furthermore, the use of "hence" emphasizes that the writer considers the outcome—adaptation to the workforce—not only likely but also a significant advantage of engaging in part-time work during one's studies.

As a result In this study, the phrase "as a result" is identified as a result-linking adverbial, and it occurs once in the 50 argumentative texts analyzed. It is placed at the beginning of the sentence, preceding the subject.

(15) Many years ago, people were allowed to smoke everywhere. As a result, an entire generation of elderly are experienced lung, throat, mouth, and stomach cancers that were never experienced in history, before cigarettes became popular. (SMKC_004 B1 1)

The phrase "as a result" indicates a causal relationship between the two clauses. In this context, it connects the historical prevalence of smoking with the health consequences faced by an entire generation of elderly people who suffer from various cancers. "As a result" explicitly signals a cause-and-effect relationship, implying that the widespread acceptance of smoking directly led to the increase in cancer cases among the elderly. According to Ehsaniansari & Whitsisson (2019), "as a result" often appears at the beginning of sentences in academic writing, where it marks the development of cause-and-effect information and serves as a sentence-theme marker to highlight results. This linking adverbial helps readers understand that the two ideas are not merely related, but causally linked.

Result-linking adverbials are instrumental in establishing cause-and-effect relationships between ideas in argumentative writing, where the objective is to persuade the reader of a particular viewpoint. These adverbials effectively signal context arguments and support claims, thus enhancing the clarity of the reasoning. In this research, result-linking adverbials were the most frequent in the argumentative texts written by Indonesian EFL learners. This finding aligns with previous studies, which also found that resultative or causal-linking adverbials are prevalent in EFL students' academic essays, followed by additive and adversative adverbials (Oktaviani & Saragat, 2022). Similarly, Ferris & Choe (2016) observe that Chinese EFL learners tend to overuse causal and sequential linking adverbials in argumentative essays.

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often relying on a limited number of prefabricated patterns. In detail, the result-linking adverbial "so" is the most frequently used by Indonesian EFL learners in writing argumentative texts. This finding aligns with that of Japanese EFL learners, who also overuse linking adverbials like "so" in their writing at a statistically significant level compared to native speakers (Ahmad & Wey (2020); Nakayama, 2021). The overuse and inappropriate use of the connective "so" by Korean EFL students in essay writing may be attributed to their unawareness of stylistic differences between spoken and written English, as well as the influence of EFL teaching materials (Ryoo, 2007). However, according to Biber et al. (1999), linking adverbials such as "so" are commonly used in conversational contexts by native speakers. Regarding the data collection process, Ishikawa (2013) noted that participants were given only 20–40 minutes to write the argumentative text. This time constraint may have influenced the students' writing style, as they tended to write whatever ideas came to mind related to the topic. Additionally, students often ignored punctuation, likely because they were thinking in a manner similar to how they would speak. As a result, their writing had a more informal, speech-like quality. This finding supports Ryoo's (2007) conclusions.

In this research, the researchers also observed instances of linking adverbial structures following modal verbs. Modal verbs combined with linking adverbials convey recommendations or obligations arising from the situations they describe. This combination strengthens argumentative writing by presenting evidence or reasoning, which in turn creates suggestions, actions, or consequences, allowing students to construct more persuasive arguments. Dutra et al. (2019) mention that the result-linking adverbial "thus," when followed by a phrase, signals evidence in support of a previous statement. For example, "Thus, it can reasonably explain why religion is losing its power to answer..." (Dutra et al., 2019). Furthermore, the combination of "so" followed by "will" can express a logical consequence or lead to a conclusion, thereby restating an idea. However, there is no clear indication of a consistent use of modal verbs after linking adverbials, as this depends on the style and message the students intend to convey in their text.

"So" is a relatively simple and familiar term for students at the B1 and B2 levels. It is often one of the first linking words taught in English language courses due to its straightforward meaning and frequent use in everyday conversation. Students may find "so" easier to understand to use compared to more complex linking adverbials such as "therefore," "thus," and "consequently" (Ryoo, 2007). This helps explain why these more sophisticated linking adverbials are less frequent in argumentative texts written by Indonesian EFL learners. Indonesian EFL students may have a limited vocabulary, which can restrict their ability to use more advanced linking words like "therefore," "consequently," "hence," and "as a result." Consequently, they tend to rely on simpler terms, with "so" being more familiar to them. Although they may be acquainted with some linking adverbials, they might not have been exposed

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to a wide range of options or the nuances of their usage (Ryoo, 2007). This limited exposure may lead to a preference for simpler or more commonly used linking adverbials.

Regarding placement, result-linking adverbials were most frequently found at the beginning of sentences. These adverbials are commonly used to indicate a cause-and-effect relationship, which is a fundamental aspect of argumentative writing. In this research, Indonesian EFL students predominantly use them to introduce conclusions derived from previous statements or arguments, making them a natural choice for linking ideas in their texts. This pattern contrasts with native speakers' use of linking adverbials to express cause-and-effect in their arguments (Dutra et al., 2019). The initial position of these adverbials suggests that the writer directly introduces a result or conclusion in the text (Biber et al., 1999; Dutra et al., 2019). This finding is consistent with the observations of Nakayama (2021) and Ryoo (2007). Placing result-linking adverbials at the beginning of a sentence draws the reader's attention to the causal or resultative nature of the statement, thereby clarifying the connection between arguments. Beginning a sentence with a linking adverbial may also enhance the flow of the essay, providing a smooth transition from the previous sentence and helping maintain coherence in the argument, thus guiding the reader through the writer's thought process.

A specific analysis conducted by Dutra et al. (2019) found that Brazilian university students use linking adverbials differently from English and British university students, particularly in terms of syntactic position and meaning. Their findings revealed that linking adverbials such as "so," "therefore," and "thus" were primarily used in the sentence-initial position, which aligns with the findings of Malichatun and Hardianto (2020). In contrast, native university students predominantly used to link adverbials like "so," "therefore," and "thus" in the sentence-medial position (Dutra et al., 2019). Dutra et al. (2019) suggested that this difference could be attributed to teaching instruction and first language interference. It may also be influenced by the formation of writing habits (Nakayama, 2021; Ryoo, 2007). Students may develop such habits based on their learning experiences as they practice writing. If they find that beginning sentences with linking adverbials is an effective way to express their ideas, they may continue to do so out of habit. This could be explained by the lexical priming theory proposed by Hoey (2005), which suggests that every word has tendencies toward certain linguistic features, and repeated exposure to these features in different contexts leads individuals to acquire such tendencies. Hoey (2005) further explains that lexical priming also applies to sentence positions: "every word is primed to occur in, or avoid, certain positions within the discourse: these are its textual colligations." It is possible that Indonesian EFL learners were primed to use linking adverbials in the sentence-initial position and avoid other sentence positions. This sentence-initial phenomenon is commonly observed in non-native written in non-native written English (Ryoo, 2007).

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23) The use of result-linking adverbials in argumentative essays by Indonesian EFL students

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Data (11), "consequently" is used twice in reference to the same topic or as a repetition of the earlier point. This repetition may negatively impact the text's cohesion and coherence by creating redundancy and disrupting the logical flow of the argument.

Thus
In this research, "thus" was found in two sentences, both occurring mid-sentence.

(12) Unlike students who work while in college, many work part-time for the student if the student is fond of the job. In working part-time, students also taught to work together within the existing work in the office, thus educating a student to become a good worker, because of course very different from the work. (PTJ_014_B1_1)

In Data (12), the term "thus" signals a cause-and-effect relationship. It implies that engaging in part-time work contributes to students becoming competent workers. "Thus" functions as a logical connector between the activity of working part-time and the resulting personal and professional development. The implication is that through collaboration in a real work environment, students gain valuable experience that supports their growth as effective employees. Although the placement of "thus" is grammatically acceptable, the original sentence structure lacks clarity and requires revision. For example, the phrase "students also taught" is likely missing the auxiliary verb "are" (i.e., "students are also taught"). Additionally, the clause "because of course, very different from the work" is incomplete and ambiguous. A clearer construction would be: "thus educating them to become good workers, which is very different from other types of learning experiences."

(13) As is the case with a full-time job, when another position opens up in a company, current employees may be encouraged to apply, thus moving up through the ranks. (PTJ_198_B1_2)

In Data (13), the adverb "thus" indicates a causal or consequential relationship between two ideas. In this context, it suggests that encouraging current employees to apply for an open position leads to their upward career mobility. "Thus" creates a logical connection between the encouragement to apply and the resulting career progression. It signals to the reader that what follows is a consequence derived from the preceding statement, thereby enhancing the coherence of the argument. It implies that such encouragement directly contributes to employees' advancement within the organization. The placement of "thus" in the sentence is appropriate; it appears after the main clause ("current employees may be encouraged to apply") and before the resulting clause ("moving up through the ranks"), which emphasizes the cause-and-effect relationship.

Hence
In this research, "hence" appears only once in the data, and it occurs at the beginning of the sentence, followed by the structure Subject + Modal Verb.

(14) Part time job give the students a lot of benefits, for example they become aware that when they get graduated,

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they will work like they work on part time job. Hence, they will accustom with it and do not get shocked how hard the world of work is. (PTJ_035_B1_2)

In this context, "hence" indicates a logical consequence of the preceding statement. It links the idea that part-time jobs provide students with relevant experience to the conclusion that this experience facilitates their adaptation to the workforce. "Hence" effectively signals that the ability to adjust to the demands of professional life is a direct result of the experience gained through part-time employment. The placement of "hence" is appropriate, as it follows a discussion of the benefits of part-time jobs and introduces a consequential statement. However, the original sentence structure could be revised for improved clarity and fluency. Furthermore, the use of "hence" emphasizes that the writer considers the outcome—adaptation to the workforce—not only likely but also a significant advantage of engaging in part-time work during one's studies.

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(15) Many years ago, people were allowed to smoke everywhere. As a result, an entire generation of elderly are experienced lung, throat, mouth, and stomach cancers that were never experienced in history before cigarettes became popular. (SMK_004_B1_1)

The phrase "as a result" indicates a causal relationship between the two clauses. In this context, it connects the historical prevalence of smoking with the health consequences faced by an entire generation of elderly people who suffer from various cancers. "As a result" explicitly signals a cause-and-effect relationship, implying that the widespread acceptance of smoking directly led to the increase in cancer cases among the elderly. According to Pipatamusom & Wijitsopon (2019), "as a result" often appears at the beginning of sentences in academic writing, where it marks the development of cause-and-effect information and serves as a sentence-theme marker to highlight results. This linking adverbial helps readers understand that the two ideas are not merely related, but causally linked.

Result-linking adverbials are instrumental in establishing cause-and-effect relationships between ideas. In argumentative writing, where the objective is to persuade the reader of a particular viewpoint, these adverbials effectively connect arguments and support claims, thus enhancing the clarity of the reasoning. In this research, result-linking adverbials were the most frequent in the argumentative texts written by Indonesian EFL learners. This finding aligns with previous studies, which also found that resultative or causal-linking adverbials are prevalent in EFL students' academic essays, followed by additive and adversative adverbials (Oktavianti & Saraga, 2022). Similarly, Feng & Choe (2016) observed that Chinese EFL learners tend to overuse causal and sequential linking adverbials in argumentative essays.

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24) Exploring English language learning through online gaming: A case study of two children

Siti Mafalah, Mafuch Junsaidy Mirda, Sarwal I Halder

phrases in a context that is both engaging and enjoyable. The fun nature of learning English through online games makes it easier for students to grasp the material. Furthermore, Child A's consistent gaming habits contribute to the development of a positive learning routine, which aligns with the findings of Stiller & Nguyen (2020) who suggested that learning habits play a crucial role in improving learners' academic performance. Moreover, online games typically incorporate various interactive and visual aids to capture children's attention, further motivating them to continue playing and learning English. Many online games also feature dictionaries or translation tools that assist children in understanding new words and phrases in English. As a result, children can improve their English vocabulary through online games. This finding is consistent with the research of Antons et al. (2023), who found that online games increase player engagement, encouraging continued play and learning.

Moreover, interest and online gaming habits can influence a child's English language skills, as evidenced by Child A's superior English performance compared to Child B. These differences may also be affected by a child's natural language aptitude, which plays a significant role in how easily they acquire new languages, such as English. In addition, effective learning methods that align with individual learning styles can significantly enhance language acquisition. These findings support those of Kade et al. (2019), who asserted that different learning styles affect learning achievement. Each student possesses a unique learning style, and their academic success can be influenced by their preferred way of learning (Nemeth et al., 2024).

In terms of the advantages of playing online games, this study found that children's English subject scores improved at school. This finding contradicts earlier claims by Doni (2018) and Yauco et al. (2024), who argued that individuals who spent excessive time playing games tend to develop negative behavioral traits. In contrast, Zheng et al. (2024) found that digital game-based learning has a positive impact on students' learning motivation and engagement. That may explain why the children in this study were able to improve their academic performance in English despite spending considerable time playing online games. Engagement in gameplay also supports reinforcement learning, as highlighted by (Antons et al., 2023; Zheng et al., 2024; Zuo et al., 2023).

Another advantage identified in this study is the enhancement of children's motivation. Since learning English through online games, Child A has shown increased motivation to learn both at school and through the games themselves. This finding aligns with Butler et al. (2019), who found that digital game-based learning has a significant influence on young learners' motivation. Additionally, both Child A and B developed greater confidence, although their preferences in playing online games differ. Child A tends to respond immediately when asked questions in English, whereas Child B prefers to consult her textbook first. This difference may be attributed to the cognitive strategies embedded in online games, where players are required to think and respond quickly. This supports the findings of Schiele et al. (2025), who reported that gamified learning applications contribute to children's literacy skill acquisition.

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Moreover, online gaming also facilitates vocabulary acquisition, which may explain why Child A can answer questions about English vocabulary more easily and speak more fluently. This is consistent with Achol and Akter (2022), who stated that online games positively impact speaking skills, enabling students to improve their performance with minimal effort. However, this finding contrasts with that of Daradkeh et al. (2024), who argued that experienced online gamers may resist the inclusion of newcomers due to differing language styles, which they believe could disrupt the gameplay experience.

In addition, self-assessment also increases as a result of playing online games. This was observed when Child A lost a game and then sought to understand why. She actively searched for information about the game instructions from YouTube gamers, which helped her identify the mistakes she had made. This form of self-assessment is valuable not only in gaming but also in broader learning contexts. From this finding, it can be concluded that by playing online games, Child A was able to learn new things. This aligns with the findings of Saastamainen et al. (2024), who reported that computer-based games offer a novel and engaging way to learn. Furthermore, the design and visual appeal of games play a crucial role in maintaining player engagement. Children are more likely to enjoy playing when the game's design is interesting and visually stimulating. Conversely, they tend to lose interest when the game design is poor, as reflected in Child B's remark: "It is not good, I quit" during gameplay. Although Almuhammad et al. (2023) found no significant gender differences in learning through computer-based games in classroom settings, this study, which involved two female participants, revealed differences in their gaming habits and learning outcomes. This suggests that learning achievement is influenced more by individual learning styles than by gender. This finding supports the conclusion of Himmah and Nugrahini (2023), who argued that learning outcomes are shaped by learning styles rather than gender differences.

Child A and B demonstrate different preferences in learning English. Child A tends to utilize online games as a medium for learning English, while Child B prefers traditional methods such as reading textbooks. For Child B, playing games is primarily a form of relaxation rather than a learning strategy. Despite these differences in learning approaches, both children achieved similar academic results, obtaining high scores in English at the end of the semester. This finding contrasts with the study by Najari and Morfini (2023), which reported that the non-digital learning group outperformed the digital group in academic achievement. Thus, the effectiveness of learning strategies may depend on individual preferences and the purposeful use of technology in the learning process.

In summary, the findings indicate that Child A and B had different experiences in learning English through online games. Academic achievement is influenced not only by gaming habits but also by the child's awareness and intentions when engaging in online games – whether for relaxation or for acquiring new knowledge. The act of identifying obstacles and seeking solutions, as seen in self-reflective learning through gaming, also contributes to

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25) Exploring students' barriers in reading digital books: A case study of English education students at IAIN Palopo

Dewi Furwana, Caroline Teresa Linse, Nur Andriani, Nunut Mifta

subsequently impedes their overall reading comprehension and retention (Xie, 2021). The proposed solutions include the use of ergonomic devices and limiting reading duration.

Concentration and Retention
Concentration problems are other barriers in reading digital books. Most students say they were distracted by social media notifications or other applications active on their devices during the previous study research by Alidin and Hartiningsih (2024) who examined barriers to reading comprehension using the Question-Answer Relationship (QAR) strategy found that barriers to grasping questions and finding main ideas often become challenges. In this research, it was found that distractions from social media notifications are also one of the main obstacles in digital reading comprehension. This interference has a negative impact on understanding the material contained in the digital book. The results of this research support the findings Kinaldy & Hartiningsih (2024), who stated that impaired concentration and lack of focus are the main obstacles in understanding text. This discussion may show that although the contexts and media used are different, both Kinaldy's research and this study highlight the need for strategies to overcome barriers related to comprehension and concentration. From the result interview, respondents suggest using methods such as turning off notifications during study sessions, which could be a strategy to reduce distractions, similar to using QAR as a strategy in improving reading comprehension. A second similar study pointed to the importance of specific intervention strategies to help students overcome their challenges.

Format Issue

Some students experience discomfort with the digital book format, citing issues such as unappealing design and incompatibility with certain devices. In some instances, the students found the interactive features of the digital books, intended to enhance engagement, to be confusing or difficult to navigate, thus hindering rather than helping their comprehension (Kesson, 2024). This barrier supports the findings of Fatmahan (2022), which shows that appropriate formatting and structure of digital texts was very important to improve the reading experience. Adapting the format to make it more user-friendly is necessary to reduce these barriers.

Socioeconomic Barriers Cost

Cost was a barrier for some students, both in purchasing devices and digital books. Several students said they had difficulty accessing paid digital books, as well as economic limitations in purchasing adequate equipment. It was so important to provide affordable and inclusive educational resources so that learning-based learning activities can be realized well. Some students indicated that the cost of e-books and devices was a significant barrier to their access and use (Alabdou, 2024). This research also supports the findings of Bafadhil (2021), who stated that cost constraints were a significant factor in technology-based learning. From interviews that have been conducted, respondents who have problems with the digital book payment process were looking for digital books that are not paid for or they even still buy them if the digital book was needed.

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Practical Solutions and Immediate Action for IAIN Palopo

The findings of this study present a nuanced understanding of digital book adoption in higher education, revealing multiple interdependent barriers that extend beyond simple technological access. While digital books offer theoretical advantages in terms of availability and searchability, their practical implementation faces significant challenges related to device limitations, infrastructural deficiencies, physiological impacts, and socioeconomic barriers. These challenges are particularly acute in developing educational contexts like Indonesia, where uneven technological development and resource constraints amplify existing digital divides.

Several important implications emerge from these findings. First, educational institutions such as IAIN Palopo must adopt a comprehensive approach to digital resource implementation that addresses not just content availability, but also the technological, physiological, and cognitive aspects of digital reading. Practical solutions could include offering subsidized devices and internet access to students, ensuring that all students, regardless of their economic background, have access to the necessary tools for digital learning. Immediate steps could also involve providing eye-friendly reading devices, offering training in effective digital reading strategies, and creating distraction-reduced reading environments. These initiatives would address the technological, physical, and cognitive barriers identified in this study.

Second, the persistence of print preference suggests that complete transitions to digital formats may be premature. Hybrid print-digital solutions could better serve student needs. For example, IAIN Palopo could integrate both digital and print materials, allowing students to choose the format that best supports their learning objectives. This approach could bridge the gap between traditional and digital learning methods, supporting students' academic reading requirements.

Third, the socioeconomic dimensions of digital reading barriers underscore the need for institutional support programs to ensure equitable access to necessary technologies and resources. IAIN Palopo could explore offering subsidies or scholarships to students for the purchase of digital books or devices, as well as providing free or discounted access to educational resources. These measures would help alleviate the financial burden and ensure that all students can engage fully with digital learning materials.

This study offers valuable insights into the multifaceted barriers students encounter in accessing and effectively utilizing digital books. These challenges extend beyond mere technical difficulties, encompassing cognitive, psychological, and socioeconomic dimensions. By implementing practical interventions such as providing subsidized devices and internet access, developing hybrid learning environments, and delivering targeted support to disadvantaged students – institutions like IAIN Palopo can mitigate these obstacles and foster a more inclusive and effective digital learning experience.

The findings underscore the importance of adopting a comprehensive approach to digital education that considers

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26) Indonesian pre-service teachers' changing beliefs about cognitive strategies during online English practice

Ririn Pusparni, Ali Saukah, Widayastu

Indonesian pre-service teachers' changing beliefs about cognitive strategies

7.	I slow down my speech to help students to grasp key knowledge points.	4.3	4.2	.59
8.	I use the target language to explain the materials in class.	3.5	3.1	.02
9.	I ask challenging questions during online classes.	3.4	3.6	.45
10.	I show flexibility and give extra time to students for submitting assignments.	4.1	4.1	.72

The results explicitly demonstrate that, out of the ten cognitive strategies believed in by the participants, only two exhibited statistically significant differences (see Table 1). Although these strategies were introduced during teacher education, the actual teaching experience evidently provided the participants with a clearer understanding of the importance of applying them in practice. This finding aligns with Hirsch's (2010) assertion that teaching experience during practicum helps pre-service teachers (PSTs) connect their theoretical learning in teacher education to real classroom setting.

Moreover, the study observed a significant change in the belief related to emphasizing authentic communicative context and problem-solving activities (Table 1, No. 3). This result is supported by the initial interviews, in which many participants reported that this strategy was motivating and actively engaged students in classroom interaction. PST3 explained her support for the strategy: "Students have to practice their English, hence, I will apply the strategy to give time for them to use the language".

However, the majority of the PSTs were found to be strong advocates of providing extensive explanations of teaching materials during their practicum. As PST3 stated: "The strategy took much time while I had only not more than 70 minutes to teach the class, then it was sufficient only for explaining the materials and answering students' questions".

The result also revealed that most participants appeared to experience difficulties in engaging students in classroom discussions. Many students remained silent, often turning off their microphones and cameras. Consequently, the participants' roles became dominant, resulting in a teacher-centered rather than student-centered learning environment.

"It was difficult to monitor and engage students in an online class because most of them turned off the microphone and camera. I even did not know they stayed with me or not during the meeting hours." (PST2, interview)

The inconsistency between the reported beliefs and actual practices of the PSTs highlights that, while they theoretically supported the use of actual communicative contexts and problem-solving activities, in practice, they tended to adopt more traditional teaching methods by allocating significant time to explaining the materials. One major constraint was the limited duration of each class session - PSTs effectively had only 70-75 minutes of teaching time instead of the scheduled 90 minutes, as they needed to wait for all students to join the online class. In some cases, more than 15 minutes were required before all students were actively involved. This situation led to a teacher-centered approach, where the PSTs dominated the class interaction. This pattern aligns with the findings of Saputra et al. (2020) and Capan (2014), who observed that tight schedules and the pressure to cover a wide

range of topics within the curriculum often influenced teachers to believe that student-centered strategies were too time-consuming. As a result, PSTs tended to perform more as transmitters of knowledge rather than facilitators of learning (Chaaban et al., 2019).

In terms of asking challenging questions to students, the result of the questionnaire, which indicated only a slight difference between pre- and post-practicum responses, were inconsistent with the participants' responses during the interviews. While they claimed to have employed the strategy to stimulate student motivation and engagement with the material, only a few actually applied it in practice. Several participants admitted that the classroom conditions often compelled them to focus more on delivering the material rather than facilitating interactive activities. Some participants reported that even when they encouraged students to ask questions - regardless of whether the questions were challenging - the students often remained silent. As PST4 clarified: "I will apply the strategy to give time for them to use the language".

"After explaining the materials, I always asked students if they had questions. However, I was always disappointed because they always said 'no' and even gave me no response. As a result, I was the one who gave me the question." (PST4, interview)

Additionally, PST1 emphasized the following:

"Because there was no question from students, the class monitor gave me a question. It was done to encourage students to involve actively in a class or to give an example of how the question should be delivered." (PST1, interview)

A number of studies (Chin & Osborne, 2008; Wu et al., 2023; Mcausland, 2024) assert that students' questions play a crucial role in promoting meaningful learning and fostering scientific inquiry. However, the findings reveal that students' reluctance to respond was a significant factor that discouraged the PSTs from implementing the strategy of asking challenging questions. As Blaine (2019), notes, there is often an implicit demarcation of space between teachers and students in online classrooms, which makes it difficult for teachers to monitor students' engagement and participation. Consequently, while the PSTs initially believed they would be able to assess students' understanding through the questions students asked, in practice, they came to rely more on students' responses to the questions posed by the teachers themselves.

The results also reveal that certain strategies underwent only partial change, as not all participants altered their beliefs between the pre- and post-online teaching practices. For instance, beliefs regarding the use of the target language in the classroom demonstrated inconsistency between the pre- and post-practicum stages. The interview data indicate that

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Indonesian pre-service teachers' changing beliefs about cognitive strategies

the participants generally believed that teachers should use English for approximately 70% to 80% of classroom instruction. PST3 described her teaching experience as follows, "I taught foreign language, and to make students familiar with the language, I had to use it frequently in class."

Meanwhile, after completing their teaching practicum, the PSTs reported that they used only 40%-50% of English during instruction. This reduction was primarily due to their concerns regarding students' difficulties in comprehending the instructional content. In practice, the classroom teaching videos revealed that surprisingly, fewer than half of the participants used English at a level approaching 50%. The remaining participants employed English minimally - no more than 25% - while predominantly relying on the students' first language (L1). PST8 explained, "students asked me to use L1 rather than the target language, especially when I explained the materials". In addition, PST4 emphasized the comprehension challenges faced by students, stating, "when I used the target language in explaining the materials, I always asked students whether they understood or not, and they always said no."

The study highlights that students' rejection and reluctance to use the target language may account for the partial changes in the participants' beliefs. The participants appeared hesitant to fully implement English as the medium of instruction, as they perceived that students would struggle to comprehend their explanations. This finding aligns with Kandilla et al. (2019), who reported that while PSTs initially believed that using English would facilitate students' understanding, in practice, students often remained silent when English was used as the primary medium. Similarly, Turnbull (2017) emphasized the necessity of incorporating the first language (L1) for clarification and explanation purposes. Consequently, code-switching emerged as a practical strategy to address students' misunderstandings related to teachers' instructions and learning materials (Kandilla et al., 2011; Seymen, 2012).

Regarding the belief in slowing down speech during online teaching practices, nearly all participants responded positively during the interviews. This was further supported by the questionnaire results, which showed consistent responses between the pre- and post-practicum phases (Table 1, No. 7). The participants emphasized that this belief was particularly influenced by the online teaching context. Representing the group's view, PST4 explained:

"It was online teaching, and bad internet connection happened frequently. Besides, we only used our voice and limited expressions instead of gestures to explain the materials. Thus, we could make students understand our explanations by slowing down our speech." (PST4, interview)

However, a few participants stated that they would slow down their speech only when they perceived that students were having difficulty understanding the material. Meanwhile, the classroom observation videos revealed that only a few participants slowed their speech during teaching, while the majority maintained a normal pace. They explained that although they had intended to slow down their speech, time constraints compelled them to speak at a regular speed.

As cited by PST6:

"I needed to spend more time explaining all the materials. Although I said before that I would slow down my speech, I changed it for I would slow down my speech if students did not get the points of my instructions." (PST6, interview)

In this regard, time constraints again posed a significant obstacle for participants in implementing the strategy of slowing down their speech during classroom interaction. Addressing the role of teachers' voices in online teaching, Mahmood (2020) emphasizes that teachers should prioritize vocal clarity and modulation over non-verbal cues such as body language, eye contact, and physical gestures. Speaking clearly and gently can facilitate students in noting essential lecture points (Bao, 2020). Therefore, it is crucial for teachers to develop skills in controlling their speech rate and voice quality to ensure effective learning in the online environment.

Similarly, some PSTs expressed a shared belief in the effectiveness of using video or audio materials as teaching media. The majority agreed that these media are more engaging than teachers' voices alone and help capture students' attention during lessons. For instance, PST2 and PST5 noted, "Sometimes videos can explain the materials better than teachers." However, in practice, some participants did not use video materials during their teaching sessions due to technical incompatibilities between the videos and their teaching platforms. Consequently, they relied primarily on PowerPoint presentations and images. This suggests that the use of video and audio materials in online teaching can be hindered if the platforms do not adequately support such media.

Several studies suggest that during online teaching practices, teachers should prioritize engaging students in tasks and providing access to content rather than focusing excessively on how well the content is designed and delivered (Debreli, 2012; Egbert, 2020). Another challenge that emerged was students' refusal or reluctance to utilize internet access due to concerns over data quota expenses. This issue became apparent when some participants sent video materials prior to scheduled class sessions, yet only a few students were able to access the videos. To address this problem, it is recommended that the Indonesian government and educational institutions improve infrastructure and provide sufficient facilities to support both students and teachers in establishing effective online classes.

Among the five previously mentioned strategies, the results reveal that the beliefs of some participants regarding certain cognitive strategies remained unchanged throughout the online practicum. Notably, two beliefs yielded particularly interesting findings: providing online class recordings and making emergency preparedness plans. Regarding the provision of online recordings, participants believed that these recordings benefit students who miss class for any reason, ensuring that they do not fall behind. As PST5 explains:

"It was an online classroom, and not all students could join the class due to the electronic devices problem, the unstable connection, and even no internet quota. Then, classroom recording could be very useful for them." (PST5, interview)

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