Technology in ELT:

Voicing Teachers' Experiences

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2024

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Technology in ELT: Voicing teachers' experiences

Inseverable use of technology and education demands teachers to cultivate digital skills in their professional activities. As a result, teachers can be more confident and inquire about broadening the content, selecting tools for interactive teaching, and assessing the students' learning progress. When technology emerges, opportunities and flexibilities provide students with creativity and enthusiasm because the classroom is changing into their real-life situation.

Technology is growing, which needs to be explored as teaching and learning media. Therefore, teachers must develop competencies through workshops/training, classroom action, and community. Through this chapter book, 2nd edition, the teachers have shown this effort to stay current by sharing their experience of technology use in ELT. Technology support is expected to refresh and enrich the teachers' quality to create more meaningful teaching and develop the students' learning autonomy.

The autors presents its experiential writing. It proves that the teachers have a strong commitment and untiring motivation to improve academic writing intensity and collaboration. It is also lovely to welcome other teachers from other affiliations to get involved in sharing their trends and topics in the ELT field.

Tarakan, 15 September, 2023

Prof. Dr. Adri Patton, M. Si

Rector Universitas Borneo Tarakan

Introduction

The book presents teachers' experience with technology use in English language teaching and learning. This book consists of eleven chapters authored by thirteen writers from the English language department at Universitas Borneo Tarakan and five authors from different affiliations.

Chapter one begins with Arifin's paper entitled Utilizing Technology for Enhancing Students' Language Skill Performance: Exploring Alternative Strategies. This paper explains how teachers can use learning strategies to encourage students to have good English competence. The language skill-based learning strategies presented make it easier for students to follow the strategy and direct them to learn independently by utilizing learning resources from technological advances. This learning strategy will likely encourage students to master better language skills.

Chapter two, composed by Ramli, Ronald Simon, and Putri Nuur Safirah, discusses how the advancement of artificial intelligence (AI), notably in English teaching, has begun a new era in education. AI offers personalized education catered to each learner's unique needs and learning preferences, assists educators in dealing with student learning variability, encourages immersive and interactive language learning, and makes tracking progress and conducting ongoing evaluations easier. It also showed that AI's benefits to language learning include personalized education, interactive language practice, access to various materials, ongoing assessment, and learner autonomy.

Chapter three, written by Jhoni Eppendi, Farid Helmy Setyawan, and Dwi Rara Saraswaty, investigates students' perspectives regarding utilizing Write and Improve websites in essay writing courses at the Borneo University of Tarakan. It emphasizes acceptance, attitudes toward technology, and satisfaction with platforms. The findings help educators make informed decisions about incorporating online resources and modifying pedagogical practices. Students complimented the website's usefulness in improving writing skills, although they

pointed out drawbacks such as frequent logouts and poor internet access. Additional research is required to ensure the website's long-term impact on students' talents.

Chapter four, authorized by Nofvia De Vega, highlights the utilization of gamification in the context of English language learning, emphasizing its efficacy in fostering student motivation and sustaining engagement. It emphasizes using educational games to instruct academic content engagingly, fostering self-reflection, and monitoring individual advancement. Nevertheless, it underscores the necessity for deliberate and strategic implementation of gamification to optimize its advantages.

Chapter five, presented by Woro Kusmaryani, introduces the use of comic strips in the Teaching of English as a Foreign Language (TEFL). It also provides comic strip applications in Teaching English as a Foreign Language. This topic stated that comic strips can boost students' motivation and help them study more effectively and creatively. Comics are a very effective way to learn grammar, composition, vocabulary, and idioms. Additionally, it was to assist the students in developing their visual literacy. Since the comic strips make language use more accessible for the students, it may also aid in their quest to improve their language skills. English teachers are advised to use comic strips because of their potential and advantages as a learning tool.

Chapter Six, Firima Zona Tanjung describes how the use of online mode in the post-pandemic era has played a significant role for teachers in their classroom activities. Nevertheless, several challenges are unavoidable because of cultural, technical, and policy challenges. This article aims to present the challenges that English teachers may experience and the proposed solutions for addressing the challenges and optimizing classroom activities in the online classroom setting. Therefore, the students can achieve the learning goals and be competent skillfully and psychologically, mainly during the post-pandemic crisis.

Chapter seven, written by Uli Agustina Gultom, reports information about ELT practices in the information and communication technology development era related to changes in curriculum and teaching models. Integrating appropriate information technology in learning activities will enable teachers

to create more varied learning activities, enrich various teaching methods, and involve students more actively in the learning process. In addition, studies on blended learning and autonomous learning, which are closely related to learning in this current context, will be explained in this article.

Chapter Eight, provided by Agus Rianto, emphasizes the role of technology in improving access and engagement in EFL education and highlights challenges such as digital disparities and distractions. It also reviews popular language learning applications like Duolingo, Babbel, Beelinguapp, Busuu, Rosetta Stone, BBC Learning English, FluentU, and Memrise, highlighting their positive effects on language learning. The article concludes with implications for educators, policymakers, and institutions, emphasizing the need for a paradigm shift in pedagogy, digital equity, technology integration, curriculum enhancement, educator training, cross-cultural competence, research investment, lifelong learning, global collaboration, quality assurance, community involvement, and global citizenship education to enhance EFL education in the interconnected world.

Chapter nine is on Romlah Ulfaika's writing, a significant transformation owing to technological advancements. Education plays a crucial role in facilitating learning, especially for young learners, and the era of digitalization plays a prominent role in this evolution. In teaching English to young learners, some extraordinary aspects of emotional, intellectual, and linguistic development proliferate during their toddler years, as their brains have already reached 80% of the size of an adult brain at this stage. Consequently, they require specialized attention, particularly in this era of digitalization.

Chapter Ten, developed by Fitriawati and Winarno, explores using Duolingo, a popular language-learning app, to teach translation skills to university students. It strengthens that Duolingo can enhance the learner motivation, vocabulary enrichment, and understanding of grammatical structures and increase student engagement and translation accuracy, advocating for a blended learning approach in language education.

Chapter eleven written by Hanafi Pelu, Andi Kurnia Muin, and Kamila, deals with Learners' positive attitude toward English language study since the English subject teacher has adopted

moderation and integrated technology into the learning and teaching process. It also suggests the need to revisit EFL e-learning in Indonesia by investigating recent trends and the demand for EFL e-learning techniques for EFL teachers in Indonesia to achieve optimal results.

Chapter twelve, Vivit Rosmayanti investigates the students' views on implementing ICT-based instruction in English pharmacy classes. The data from the interview were analyzed with Thematic Analysis using Nvivo R14 software. The data analysis resulted in some primary themes supported by several subthemes. The students' view consisted of two primary themes, each supported by three subthemes. Students perceived that ICT could promote independent learning with unlimited resources and various learning applications, making learning more accessible. Students perceived that ICT motivates them with fun class activities, English movies/ videos, and live quizzes.

The book presents teachers' experiences with technology use in English language teaching. From this reference, the readers are expected to obtain the benefits as sources and further discussion and research in the ELT context.

Editors

Table of Contents

List of Figures

Utilizing Technology for Enhancing Students' Language Skill Performance: Exploring Alternative Strategies

Arifin
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Abstract

Teacher as assistant and mentor of students in improving language skills must have better pedagogical competencies in this highly advanced technological age. Teacher must have a way to utilize technological resources to encourage students to have much better language skills. In listening skills, teacher can use Listening models and proposed strategies; in reading skills, teachers can use Read Models and proposed strategies; in speaking skills, teachers can use Speak Models and proposed strategies; and in writing skills, teachers can use Write Models and proposed strategies. Teacher can use learning resources by utilizing sources from technological advances and existing smartphones to generate their student's language skill performance.

Keywords : Language Skill Performance, Alternative Strategies

Introduction

Students should have strong language performance abilities if they want to succeed in school and other facets of their lives. Students should start by defining specific, attainable goals in order to improve their language performance skills. A roadmap for their language growth can be created by defining particular goals, such

as expanding their vocabulary, strengthening their pronunciation, or developing more self-assurance as a speaker. These objectives serve to motivate students and provide them with a sense of purpose, allowing them to track their development over time. For example, a student who wants to increase their vocabulary can decide to acquire five new words each week. According to Razali, K., & Razali (2013) explain that for L2 learners, expanding their vocabulary is essential since it improves their comprehension of written materials and their ability to convey simple concepts.

When it comes to language performance, consistency is crucial. Students who practice frequently become more confident and fluent. They should set aside time each day for verbal exercises like speaking, writing, listening, and reading. Reading, talking with people, and keeping a notebook are all beneficial activities. It is critical that students establish a disciplined routine that supports their objectives and that as they advance, the complexity of their language exercises increases progressively.

Diverse exposure is beneficial for language development. Encourage students to become familiar with a range of resources and situations. They are exposed to a variety of terminology and writing styles through reading books of various genres, newspapers, and online articles. Their understanding of accents, dialects, and cultural quirks is increased by listening to podcasts, watching films, or interacting with people from different origins. Students who are exposed to this material develop more flexible and adaptable language skills.

In order to execute languages well, one must collaborate and seek feedback. Students should actively seek feedback from teachers, peers, or language partners and be receptive to constructive criticism. According to Vattøy, K. (2020) states that for students' self-regulation and self-efficacy when learning English as a second language, feedback practice is essential. Collaborative activities give participants the chance to practice, get feedback, and improve their language skills. Examples include group talks, debates, and language exchange programs. Giving constructive criticism enables one to pinpoint flaws and potential improvement areas.

Students should self-evaluate and modify in order to

maintain their language proficiency. Regularly assess your success by contrasting your present language proficiency with your initial objectives. Make the required changes to your learning objectives and tactics. Keep a growth mindset and celebrate tiny accomplishments and milestones. Accept the notion that learning a language is a continuous process and that you can improve your language performance skills over time by regularly setting new goals and adapting to your changing demands.

Generating Students' Listening Performance Using "Listen Model" Strategy

Gardner, R. (1998) argues that although listening is traditionally treated as a skill separate from speaking in language pedagogy, listener vocalizations-such as backchannels, minimal responses, and acknowledgements-provide speakers with important information about how their contributions are understood and should be taught as part of conversational skill development. Wolvin (2012) states that in the oral communication course in general education, listening skills should be included because they are essential for success in the workplace, in the classroom, and in personal life in the twenty-first century.

Several strategies are needed to facilitate students in participating in listening lessons that are fun and make students easy to follow listening lessons. The following some strategies that teacher can apply to the class:

L - Lean in:

Start by mentally and physically leaning towards the speaker. Itzchakov, et al (2018) state that clarity of attitude and goals for self-expression are increased by attentive listening. This expresses your engagement and attention in what they have to say. To show that you are paying attention, maintain eye contact and an open body posture.

The teacher can convey that in order to maximize comprehension when listening to audio or speakers, one must maintain a focused attitude. Teacher can do some strategies as follows:

1. This expresses your engagement and attention to what the speaker is saying.

2. Maintaining eye contact with the speaker shows that you are focused.

3. Behaviours such as not crossing your arms show an open attitude, which sends a message to the speaker that you are ready to take in what they have to say.

4. Not interrupting a speaker while they are speaking shows that you respect their opinion.

5. It is a good strategy to give a summary of what the speaker said or ask questions to show you understand.

6. Nodding your head or making sounds like "mmm" or "ahhh" lets the speaker know you are still listening.

7. This shows the speaker that you appreciate their time and effort and, more importantly, that you value their input.

I - Inquire with open-ended questions:

Encourage the speaker to elaborate and provide more details by asking open-ended questions. Teachers can encourage students to come up with simple questions or triggers in the listening process. Chao (2010) explains that listening to student voices can increase student participation and improve learning efficiency. This stimulates further dialogue by demonstrating that you aree genuinely interested in learning about their viewpoint. Based on prompting the speaker to elaborate and asking open-ended questions to get them to provide more details, teacher use the following strategies:

1. Questions like "How did you feel?" and "What do you think about that?" allow the speaker to freely express their thoughts and feelings.

2. Asking additional questions based on what the speaker has said shows that you are genuinely interested in what they have to say.

3. This shows that you're listening and understanding what they said, and it also gives them a chance to further clarify their thoughts or provide additional information.

4. This shows the speaker that you respect their opinion.

5. It is important to show that you are genuinely interested in the speaker's opinion. This can be expressed through

your tone of voice, language choices, body language, and more.

6. It is important to give the speaker enough time to fully express their thoughts while they are speaking.

S - Stay silent:

Do not talk over the speaker. Allow them the time and space to completely express their sentiments. Avoid the impulse to speak up or to voice your ideas too soon. Conard and Marsh (2014) say that interruptions in listening to audio or speakers reduce learning, but the level of interest also increases learning. Based on not interrupting the speaker while they are speaking, and giving them the time and space, they need to fully express their feelings, teacher can list a few strategies, including

1. It is important to wait for the speaker to finish speaking and give them time to fully express their thoughts.

2. While the speaker is speaking, it is important to resist the urge to express your own thoughts or feelings. This gives the speaker the space to fully express their thoughts.

3. It is quite important not to interrupt the speaker while they are speaking.

4. It is a good idea to ask a question to confirm your understanding or get additional information.

5. By repeating or summarizing what the speaker has said, you show that you have heard and understand what they have said and give them the opportunity to ask for further clarification.

T - Take notes

As the speaker speaks, jot down important phrases or words. Taking notes while you listen raises your score for understanding (Zohrabi and Esfandyari, 2014). This makes it easier for you to recall crucial details and to prepare for further queries or remarks. It also shows how dedicated you are to the discussion.

Based on jotting down important phrases or words as the speaker speaks, language teacher can do some strategies:

1. Write the keywords while the speaker is speaking so you

can easily find the information you need later.

2. As you listen to the speaker, jot down questions about what you don't understand or want to know more about.

3. Jot down your thoughts or reactions to the speaker's arguments so you can be more engaged in the discussion.

4. Categorizing the speaker's words by topic or writing them down in order can help you understand and remember them better.

5. After the discussion is over, look back at your notes to review what was important to you and think about how you can participate more effectively next time.

6. As you take notes, you can show the speaker that you're genuinely interested in the discussion and actively participating.

E - Empathize and express understanding:

Nod, offer verbal clues like "I see" or "I understand," and validate the speaker's feelings to demonstrate empathy and understanding. Bodie, et al (2015) state that increased emotionality and awareness in talks are encouraged by active listening strategies, which include verbal activities. This encourages a friendly and secure environment for conversation.

1. This is a good way to nonverbally show that you understand what the speaker is saying.

2. Saying things like "I see," "I see," and "I understand" can show that you understand what the speaker is saying.

3. Acknowledging the speaker's feelings and showing that you empathize with them can be reassuring to the speaker.

4. Making eye contact with the speaker shows them that you are genuinely engaged in the conversation.

5. Listen to what the speaker is saying and ask questions if you want to know more about it. This shows the speaker that you are interested in what they have to say.

6. Complimenting a speaker's opinions or ideas makes them feel more secure and free to express their thoughts.

N - Nod and provide nonverbal cues:

To show that you are really listening and connecting to what the speaker is saying, use nonverbal clues like nodding, smiling, or copying their body language.

Teachers can use technological advances in teaching and ask students to be able to take advantage of technological advances so that they can optimize their listening, reading, writing and speaking skills. Various learning resources from the world of technology can be utilized by teachers and students as material to improve listening skills, namely: LearnEnglish British Council, Duolingo, Effortles English Podcast, LearnaLanguage, and VOA Learning English.

Generating Students' Reading Performance Using "Media Model" Strategy

According to Upton, T., & Lee-Thompson, L. (2001) state that reading in a second language involves the use of the first language as a strategy for comprehending texts, and this study shows that the cognitive use of the first language supports a sociocultural view of the L2 reading process. It is necessary to communicate or read fluently using the first language because good communication or reading ability is greatly influenced by the mastery of the first language and the knowledge that speakers have.

M- Mix Modalities

Encourage the use of a variety of modalities in the reading materials, including text, graphics, picture, audio, video, and interactive features. Ginns (2015) state that cross-modality information presentation in the classroom improves learning. Make sure the various modes enhance and support one another.

The following reading strategy will encourage students to discover new ways of learning reading with multiple modalities.

E- Explore Interactivity

Encourage readers to explore any interactive components in the text, including any hyperlinks, multimedia, or interactive simulations. Encourage students to think critically about these concepts as they read.

D-Discuss and Deconstruct

Students can discuss how the various modalities (absorbing information, interacting, and communicating) can add to the overall understanding and significance of the text. Encourage students to dissect and evaluate the various multimodal components used. I-Integrated Critical Thinking

Develop deeper understanding by seeing connections between subjects, learners gain a more holistic and nuanced understanding of concepts. Enhance problem-solving abilities. Transferring critical thinking skills across disciplines allows for tackling complex problems from multiple perspectives, and foster intellectual curiosity: Encourages active questioning, exploration.

A-Analyse Multimodal Compositions

Have students examine existing multimodal compositions and then produce their own. Creating multimedia presentations, digital stories, or interactive projects that incorporate text and other modalities are examples of this.

By effectively integrating multimodal texts into the reading using the "MEDIA" technique, educators can encourage digital literacy, critical thinking, and engagement with a variety of content kinds.

In addition to listening learning resources, teachers can also use technological advances in teaching reading by utilizing technological advances so that students' reading skills can be better. Various reading resources as materials to be able to improve reading skills, namely ReadWriteThink, Reading Rockets, ReadingBear, Reading Eggs, Choosito, CommonLit, Cholastic, Read Theory, Starfall, Story Place

Generating Students' Speaking Performance Using "Speak Model" Strategy

According to Menggo, et al (2019) state that speaking instructors are advised to provide students with knowledge of language functions during the speaking learning process. they should also have a lot of general knowledge of what will be discussed with students in class. Some speaking strategies that can be applied by teachers in the classroom.

S - Structure your speech:

Start by organizing your speech such that it has a concise and interesting introduction, a coherent body that covers your main themes, and an impactful ending. This framework gives your presentation a direction. Based on organizing your speech so that your presentations have a concise and interesting introduction, a coherent body that covers the main topics, and an impactful conclusion, the following strategies can be conducted by language teacher:

1. Begin with an attention-grabbing tale, query, figure, etc. for your audience.

2. You should thoroughly discuss each of the major points in the body, making sure to explain each one and demonstrate how they relate to one another.

3. You should highlight an important takeaway for your audience to remember at the conclusion of your story. This might be an overview, an impactful quotation, or a request for action. Engage your audience by asking them questions or soliciting feedback.

4. Employ visual aids like slideshows, films, and graphs to assist your audience comprehend difficult ideas.

5. Rehearse your speech ahead of time to increase your self-assurance and guarantee a polished delivery, which will help you stay out of public humiliation.

P - Practice for fluency:

For fluency and confidence, give your speech plenty of practise. Jong (2017) states that oral fluency is improved by speech repetition in ESL training, but only for those students who repeat their speeches thereafter. You can record your performance, practice in front of a mirror, or give it to someone you love. By practicing, you can internalize your content and improve the fluidity of your delivery. A language teacher can use the following techniques to help students become more confident and fluent speakers when they have had enough practice speaking:

1. Practice in front of a mirror: Practicing your speech in front of a mirror allows you to see and adjust your facial expressions and gestures. Speaking in front of an audience can make one feel less nervous and more

inclined to communicate if they practice their speech in front of a mirror before giving it (Vries, et al, 2015).

2. Practice by recording: By recording and listening to your presentation, you can see where you need to improve (Jong, 2017). Listen closely to your pronunciation, tone, tempo, and more.

3. Practice in front of loved ones: You can overcome your fear of public speaking by practicing your speech in front of friends and family.

4. Recall the salient details rather than the screenplay: Consider understanding and keeping in mind the key ideas and takeaways from each part rather than attempting to memorize your script word by word.

5. Make eye contact: When you're rehearsing, focus on specific areas so you can become used to staring at the audience.

Communicate your actual thoughts and feelings. Speaking is about more than just getting your point across, it is also about expressing your innermost thoughts and feelings. Your audience will sense your genuine emotions if you attempt to communicate them. It is the most efficient means of communication since it allows people to share their ideas and get feedback from others (Katriel & Philipsen, 1981).

E - **Enunciate clearly:**

Be mindful of your articulation and pronunciation. Clark &Murrphy (1982) state that understanding utterances is greatly aided by audience design, which enables listeners to form their own interpretations. To make sure that your audience understands what you're saying, pronounce your words clearly. When necessary, go slowly to emphasise important ideas. Based on paying attention to your pronunciation and articulation, and enunciating words clearly so that your audience understands what you're saying, the following strategies can be conducted by language teacher. Recording your speaking practice and listening to your own pronunciation will help you understand where you need to improve. The following strategies can be conducted by language teacher:

1. Practice challenging words or phrases frequently

to ensure that you come across to your audience as intelligible.

2. Pace yourself to make key points simpler for your audience to understand when you emphasize them.

3. Use suitable tone and stress depending on the situation when pronouncing each word and sentence clearly.

4. Avoid using slang or accent and use standard language to make it easier for your audience to comprehend you.

5. Practice makes perfect when it comes to speaking. Practice as much as you can, and attempt speaking in various contexts.

A - Address the audience:

Take into account the demands, hobbies, and experience of your audience. Tailor your message such that it speaks to and connects with your intended audience. Create a speech that is all your own to engage the audience. Consider your audience's requirements, interests, and background to make your message compelling and pertinent to them. To do this, language instructors could employ the following strategies:

1. Learn about the background, values, and interests of your audience. You can use this information to help you decide how to structure your speech.

2. To grab your audience's attention, tailor your message to their requirements and interests.

3. When you offer your story or experience, your audience will listen more intently.

4. Take into account the information your audience needs to know and how best to deliver it.

5. You can ask sharp questions or get feedback from the audience to boost audience participation.

6. Use language and words that are easily understood by your audience. As much as possible, avoid using acronyms and jargon; if needed, give an explanation.

K - Knowledge and confidence:

Tell people with confidence. Keep things organized and confirm that you comprehend the material. You will come

across as more convincing and credible if you have confidence in the information you are presenting. Based on considering the requirements, interests, and background of their audience and tailoring your message to make it engaging and relevant to them, language teachers might employ the following strategies in the classroom:

1. Get to know the values, interests, and background of your audience. This data will assist you in choosing the organization of your speech.

2. Adapt your message to the needs and interests of your audience; this will pique their attention.

3. Your audience will pay closer attention when you share your experience or tale.

4. Consider the details your audience requires and the best way to present them.

5. Direct questioning or soliciting feedback from your audience will increase their level of engagement.

6. Speak in terms and language that your readers can comprehend. Try to stay away from acronyms and jargon as much as you can; if necessary, provide an explanation.

By adopting the "SPEAK" approach, you may effectively organize your speech, prepare for a polished delivery, enunciate clearly, answer the demands of your audience, and present with knowledge and confidence, all of which will result in a more engaging and successful speaking performance.

Teachers and students can open the learning platform to improve their communication skills and use the learning platform by accessing directly during classroom learning, namely

1. Duolingo (https://www.duolingo.com/)

2. BBC Learning English (https://www.bbc.co.uk/learningenglish/)

3. English Central (https://www.englishcentral.com/)

4. Busuu (https://www.busuu.com/)

5. Memrise (https://www.memrise.com/)

6. Englishpage.com (https://www.englishpage.com/)

7. ESL Gold (https://www.eslgold.com/)

8. Learn English Online (https://www.learn-english-online.org/)

9. (https://breakingnewsenglish.com/)

10. My Language Exchange (https://www.mylanguageexchange.com/)

Generating students' writing performance Using "write model" strategy

Kim, E. (2011) discusses how this approach has revealed the fact that students' use of their first language in a second language writing class can be a positive tool to improve their writing proficiency and help them realize the importance of looking at their own writing more objectively. The student's writing ability in the first language is quite significant in helping him/her in creating writing in the target language which is English. the role and mastery of writing in the first language becomes a very important thing that needs to be understood by the teacher. the following are writing strategies that can be done by the teacher in the classroom.

W - What's your purpose:

Start by stating why you are writing. Are you entertaining, educating, persuading, or expressing your ideas? Howard, et al (2021) state that personal value and intrinsic motivation are essential for students' performance and wellbeing. You may better adapt your message to your intended audience and goals by defining your purpose. Start by stating why you are writing. Are you writing to entertain, educate, persuade, or express an idea? By defining your purpose, you'll be able to better tailor your message to your goals and intended audience. The following some strategies that teacher can apply to the class:

1. Your writing style, tone, and substance will all be significantly influenced by who you are writing for, thus it is critical to be clear about your purpose.

2. Your writing style, tone, and substance will all be significantly influenced by who you are writing for, thus it is critical to be clear about your purpose.

3. Identify your target audience and take into account their requirements and preferences. This will assist you in choosing the organization of your message.

4. Adjust your messaging to your target and goal. Make your audience believe that your message is important and pertinent.

5. Your writing becomes more genuine and personal when you convey your opinions and feelings.

6. Ensure that reading your work is simple. Make sure your phrases and paragraphs are well-organized, and stay away from using jargon or long words.

R - Research and gather information:

Conduct in-depth research and collect pertinent data to bolster your essay. Data, facts, examples, and professional opinions are included in this. Duijnhouwer, et al (2012) state that students' writing motivation increases when they receive feedback along with strategies for growth and reflect on how they apply it. A well-informed piece of writing is built on a foundation of reliable research. Conduct in-depth research and collect relevant data to strengthen your essay. This includes data, facts, examples, and expert opinions. The following some strategies for writing a well-informed essay:

1. Compile data from reliable sources, including scholarly publications, reputable news sources, and professional opinions.

2. Compile data from many angles and evaluate and contrast various viewpoints and claims.

3. To strengthen your case, support your assertions with facts, figures, and data.

4. Give tales or examples to make difficult ideas or concepts easier for others to understand.

5. Including expert perspectives in your case lends legitimacy to it.

6. Give due credit and citation to any sources you utilize. This helps you avoid plagiarism and gives your content more credibility.

I - Organize your ideas:
Prior to starting to write, create a thorough outline or content structure. Make a decision about the main themes and the path your work will go as you logically arrange your concepts. As a

result, writing will proceed more smoothly. A language teacher may want to take into consideration the following writing techniques based on developing a thorough outline or topic structure prior to beginning:

1. Clearly select your topic before you begin writing; this is a crucial first step in figuring out the path of your work.

2. Generate a variety of concepts for your subject. This will assist you in identifying the main concept that will drive your piece.

3. Develop a thorough article structure or plan. This will facilitate the writing process and help you arrange your thoughts.

4. Choose the essential subjects and concepts you wish to write about. This will help you arrange the major sections of your article.

5. Choose the course you wish to take your article. This is crucial to figuring out how your post flows.

6. Make careful to edit and proofread your content after writing. This is an essential procedure to raise the caliber of your writing.

T - Take your time and draft:

Draught a rough version without getting too caught up in the details. Make every attempt to record your thoughts in writing. Don't be afraid to edit and make adjustments later. This first phase is a time to let your mind wander. Compose a preliminary draft without getting too caught up in details. Put all of your energy on writing down your ideas. Don't be afraid to edit and revise later. This is a good time to let your mind wander. A language instructor can use the following techniques.

1. Don't edit too much when jotting down your ideas in the first draft.

2. For the time being, concentrate on getting your concept down and set grammar and spelling aside.

3. Quick note-taking will enable your ideas to come to you more easily.

4. Don't worry about edits while you're drafting. This will make it easier for you to put your ideas down in writing.

5. One of the most crucial stages in the writing process is arranging and structuring your ideas. It facilitates the development of writing flow.

6. Spend some time reviewing and editing your first draft after you've finished it. This is an essential step in improving the effectiveness of your writing.

E - Edit and revise:

When you have completed your initial draft, take some time to edit and revise your writing. Pay attention to the clarity, consistency, grammar, and punctuation in your work. Make sure your writing is straightforward and conveys your point clearly. Make sure your writing is clear and does a good job of communicating your point. A language instructor can use the following tactics:

1. Verify the correctness of your writing's grammar and spelling. This contributes to the professional tone of your work.

2. Check that you've punctuated your work correctly. This is crucial if you want your work to be easier to read.

3. Ensure that the tone and style of your writing are constant. This aids in giving your readers a consistent message from your writing.

4. Ensure that your writing conveys your point effectively. Ensuring that your work is comprehensible to your readers is crucial.

5. Ask someone else to read and comment on your post. You'll be able to improve your content and learn what you overlooked by doing this.

6. It can require more than one round of editing and rewriting. Go through several iterations of editing and modification. This will assist you in creating the best possible essay.

The aforementioned language skill development models are suggestions for new models of development that can be examined by students in their study, replacing outdated models that frequently reach saturation in use. This plan for the development of language skills will be the most recent model that may be used through tests and assessments that lead to advancements in more

subsequent study.

To improve students' ability to write, teachers can recommend some keywords in a google search, such as

1. Manchester Phrasebank
2. Corpus of Contemporary American English
3. Word Count Tools
4. WriteOnline
5. The Writing Centre's booking page
6. Grammar Girl
7. The University of Waterloo library

Teachers can guide students in producing better written works, and lead them to learn more independently and discuss with teachers in class interactions.

As technological advances cannot be denied, teachers must hone their skills in improving their students' listening, reading, writing and speaking skills in the classroom by utilizing technological advances and reading these technologies into the classroom to become a learning medium for teachers in improving student competencies for the future. Good Luck

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Artificial Intelligence; Regenerating English Language Teaching

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Abstract

This study discussed how the advancement of artificial intelligence (AI), notably in English teaching, has begun a new era in education. With the support of artificial intelligence systems, all students including those who speak other languages can participate in global classrooms. AI offers personalized education catered to each learner's unique needs and learning preference, assists educators in dealing with student learning variability, encourages immersive and interactive language learning, and makes it easier to track progress and conduct ongoing evaluations. It also showed that AI's benefits to language learning include personalized education, interactive language practice, access to various materials, ongoing assessment, and learner autonomy.

Keywords: Aritificial Intelligence, Technology, English Language Teaching

Technology in Education

With the dawn of the 21st century came profound changes in many facets of human life, with technology as a significant catalyst for many of these developments. Education is one such area where technology has had a significant impact. The use of technology in the classroom has changed the traditional classroom environment and caused a paradigm shift in pedagogical practices. While educators, psychologists, and parents continue to argue over the proper amount of screen time for kids, another cutting-edge technology called artificial intelligence and machine learning is starting to change how educational tools and institutions work

and what the future of education might entail.

Technology has emerged as a significant catalyst in education, revolutionizing how knowledge is received, transmitted, and digested. Through different mechanisms that improve engagement, personalization, accessibility, and skill development, technology greatly helps the establishment of effective learning environments. Through different mechanisms that improve engagement, personalization, accessibility, and skill development, technology greatly helps the establishment of effective learning environments (Mir, 2020). Traditional methods of instruction have experienced a paradigm shift due to the introduction of improved technological tools and platforms, resulting in a more participatory and personalized learning experience (Matthew, 2019). This transition has resulted in multiple benefits, including expanded access to educational resources, increased student involvement, and the development of critical 21st-century skills. For instance, with personalized learning paths technology, teachers may adapt their lessons to each student's needs, learning preferences, and pacing. Using data analytics, adaptive learning platforms can pinpoint the areas where students need more assistance and offer specialized activities or resources to fill those gaps (Ramesh, 2020).

Learners may now access an extensive array of digital materials, such as e-books, online lectures, and interactive multimedia content, thanks to the integration of technology in education, allowing them to explore varied subjects and concepts outside the constraints of traditional textbooks and students will get instant assessment and feedback because technology enables quick evaluation and commentary (Dash, 2022). Students can assess their progress and correct mistakes more quickly thanks to online quizzes, automatic grading tools, and real-time monitoring tools, which improve the learning process (Khukalenko & Rakowski, 2022). Furthermore, educational institutions have embraced numerous digital platforms and learning management systems, allowing students and teachers to communicate and collaborate in real-time. As a result, students are given opportunities for active engagement, critical thinking, and problem-solving, which promotes a deeper comprehension of the subject (Camilleri & Camilleri, 2022).

Technology has permitted the personalization of learning experiences to meet individual students' requirements, preferences,

and learning styles. For example, adaptive learning software and intelligent tutoring systems can modify the pace, content, and delivery of instruction based on a student's performance and development, promoting a personalized and varied learning environment (Jaiswal & Arun, 2021). Furthermore, technology has shown to be an effective tool for bridging geographical divides and encouraging diversity. Individuals who experience barriers to education owing to variables such as distance, disability, or socioeconomic restraints now have new options thanks to online education and virtual classrooms. Students can engage in remote learning experiences through live video lectures, discussion forums, and online examinations, breaking down barriers and encouraging equal educational possibilities. Fundamentally, technology's many benefits for effective learning come from its capacity to meet specific requirements, produce immersive experiences, encourage connection, and equip students with the skills they need to flourish in an increasingly digital society (Haleem et al., 2022).

However, it is crucial to recognize that integrating technology into education poses some obstacles and issues. Developing 21st-Century Skills Digital literacy, communication, teamwork, creativity, and adaptability are encouraged in technology-integrated learning environments and are crucial for success in the modern workforce (Zahra, 2020). There are many advantages to incorporating technology into education, but there are also many drawbacks. The digital divide and unequal access to technology are two problems that might result in differences in educational opportunities. Students' involvement and concentration need to be improved due to potential distractions from technology in the classroom. Gathering and keeping student data raises privacy and data security issues. The total learning process may be impacted by the varying quality of educational resources and online content (Lawrence & Tar, 2018). Overemphasizing technology runs the risk of ignoring the acquisition of crucial skills. Rapid technology breakthroughs make maintaining and updating educational systems challenging. Issues like the digital divide, privacy concerns, and the need for practical digital literacy among instructors and students must be addressed to ensure fair access and ethical technology use. Nonetheless, technology's overall impact on education has been revolutionary, providing learners with many materials, encouraging cooperation and critical thinking, and revolutionizing the educational landscape in an increasingly digital world.

Emergence of AI

Artificial intelligence (AI) arose more than 80 years ago, alongside the creation of the digital computer during World War II. The emergence of Artificial Intelligence (AI) has brought about significant advancements and possibilities across various sectors (Batty, 2022). Artificial intelligence (AI) is profoundly transforming the world, and some of its effects are undoubtedly helpful (Borenstein & Howard, 2020). In recent years, AI has gained immense attention and recognition for its potential to transform industries, including education. AI refers to developing intelligent machines that can perform tasks that typically require human intelligence, such as speech recognition, problem-solving, and decision-making (Dong et al., 2020).

In education, AI is revolutionizing traditional teaching and learning approaches. Artificial intelligence (AI) is driving a radical shift of traditional teaching and learning paradigms in education (Renz & Hilbig, 2020). AI technologies are used in education to make learning more personalized, effective, and adaptive. AI-powered technologies analyze enormous volumes of student data, giving teachers deep insights into students' learning styles, areas of strength, and areas needing development (Saxena et al., 2023). Due to the ability to create custom learning experiences that accommodate various learning styles, speeds, and aptitudes, engagement and comprehension are eventually increased. AI has already been used in education, especially in various tools and assessment platforms that aid skill development. The goal is that as AI educational solutions continue to develop, they will help close gaps in learning and teaching and free up schools and teachers to accomplish more than before. It promises personalized and adaptive instruction tailored to individual students' needs and learning styles. For years, schools have prioritized adjusting learning to fulfill the individual needs of each student. However, AI will enable levels of differentiation that would require more work for instructors to achieve with 30 kids in each class. With AI-powered technologies, educators can harness the power of data analytics and machine learning algorithms to gain insights into students' progress, strengths, and weaknesses (Jaiswal & Arun, 2021). This enables teachers to provide targeted interventions and support, maximizing student learning outcomes. Additionally, AI offers opportunities for automating administrative tasks, freeing up time for teachers to focus on instructional activities.

The emergence of AI in education can enhance the efficiency, effectiveness, and inclusivity of educational practices, opening up new avenues for collaborative and interactive learning experiences (Haleem et al., 2022). Because of this, educators see the potential to leverage AI-powered features like speech recognition to improve the assistance offered to kids with impairments, multilingual learners, and other individuals who might be helped by increased adaptivity and personalization in digital tools for learning. The ideal application of artificial intelligence (AI) in education is one in which teachers and machines collaborate to achieve the best results for pupils (Akgun & Greenhow, 2022). They are still investigating how AI may help with lesson planning and improvement and how they search, choose, and modify content for their lessons. The importance of exposing students to and utilizing technology in our educational institutions cannot be overstated because today's students will need to work in the future when AI is a reality.

However, ethical considerations, such as privacy, data security, and the potential impact on the role of educators, need to be carefully addressed as AI continues to evolve and shape the future of education. As AI continues to advance, educators, policymakers, and researchers must collaborate and navigate the opportunities and challenges associated with its integration to ensure that AI is used responsibly and effectively to improve educational outcomes (Chan, 2023).

How AI Transforming the Way of Teaching English

A new age in education has begun with the development of artificial intelligence (AI), particularly in teaching English (Gyawali & Mehandroo, 2022). By providing cutting-edge language training tailored to individual students' particular needs, AI is revolutionizing traditional pedagogical approaches and enabling personalized learning experiences. All students, including those who speak different languages, can participate in global classrooms using artificial intelligence systems. A free PowerPoint program, Presentation Translator, generates real-time subtitles for the teacher's speech. This creates opportunities for students who might be unable to attend class because of illness or need instruction at a different level or in a subject not offered at their current school.

AI can assist in removing barriers between traditional grade levels and between schools. Besides, AI-powered language learning platforms and applications use Advanced Natural Language Processing (NLP) algorithms and machine learning techniques to analyze learners' performance, provide personalized feedback, and modify the instructional material according to their strengths and weaknesses (Pokrivcakova, 2019). With the help of this adaptive and individualized method, students can advance at their rate, receive individualized support, and partake in purposeful language practice, all of which contribute to better language learning results.

Some of AI technology's interactive and immersive language learning tools include speech recognition systems, virtual language assistants, and intelligent chatbots (Haleem et al., 2022). These resources allow language learners to interact in real-world situations, get rapid feedback, and improve their speaking and listening abilities. Additionally, AI gives users access to vast language resources, such as online libraries, accurate texts, and multimedia materials that can be customized to each learner's level of competence and personal interests. This abundance of exciting and varied learning resources improves language acquisition and encourages learner motivation, autonomy, and engagement (Pokrivcakova, 2019).

However, it is critical to identify and consider a few factors when integrating AI into teaching the English language (Mushthoza et al., 2023). These include worries about algorithmic bias, data privacy, and the need to balance AI-driven instruction and the critical role of qualified human instructors. To fully utilize AI and ensure its responsible and successful incorporation into English language instruction, it is essential to follow ethical norms, do thorough research, and work continuously with researchers, educators, and AI developers (Gyawali & Mehandroo, 2022). By embracing AI as a transformative tool, educators can augment their instructional practices, enhance student learning outcomes, and unlock new possibilities for the future of English language education. Some AI tools have been involved in teaching and learning, like TED Talk, British Council, and ELLLO for listening, Quizlet, Pelmanism, Mindomo for Vocabulary, Padlet, Mentimeter, and Kahoot for other English learning activities. Grammarly and Turnitin are widely used to improve students' language accuracy.

Strengths and Benefits of AI in ELT

Artificial intelligence (AI) can completely transform the way that people learn languages thanks to its incorporation into English Language Teaching (ELT) (Kuddus, 2022). First, AI offers personalized education catered to learners' unique needs and preferences. AI-powered systems can alter instructional content, create personalized learning pathways, and deliver focused feedback by analyzing student data (Rukiati et al., 2023). This tailored method boosts learner motivation and engagement, leading to better language acquisition results.

Second, AI can assist educators in dealing with student learning variability. While the traditional curriculum was created to teach to the middle or most typical learning paths, AI allows designers to predict and address the vast tail of variances in how students can successfully learn. AI-enabled educational technology, for instance, may be used to adjust each student's English language proficiency to accommodate better the variety of capabilities and demands among English learners.

Third, AI in ELT encourages immersive and interactive language learning. With AI capabilities, learners can interact realistically with chatbots and virtual language assistants, which opens up the possibility of real-world language creation and understanding (Essel et al., 2022). These interactive tools model actual communication situations and provide students with a secure setting to hone their speaking and listening abilities. Furthermore, learners can improve their spoken language skills thanks to AI-powered speech recognition technologies that provide immediate feedback on their pronunciation. AI's ability to offer extensive access to various authentic language materials is another strength of ELT. Through AI-powered language platforms, learners get access to online libraries, authentic texts, multimedia, and samples of current language usage. This abundance of resources broadens learners' learning and appreciation of the target language by exposing them to various language forms, situations, and cultural nuances.

Moreover, AI makes tracking progress and conducting ongoing evaluations easier. AI systems may gather and analyze learner performance data, pinpointing their strengths and weaknesses using machine learning techniques (Muniasamy & Alasiry, 2020). This allows teachers to give prompt, focused

interventions that offer learners individualized support and scaffolding. Additionally, curriculum design, customized learning materials, and instructional decision-making can all benefit from the data-driven insights provided by AI systems (Lin et al., 2023). Furthermore, Learner autonomy and self-directed learning are supported by AI in ELT. Students can interact with AI-powered platforms at their own pace, accessing resources and individually honing their language abilities. Because AI systems are adaptable, learners can control their learning process and make decisions based on their goals and preferences. However, it is crucial to acknowledge the difficulties and factors that AI in ELT raises. To ensure ethical AI usage, data privacy, security, and algorithmic bias issues must be addressed (Gyawali & Mehandroo, 2022). Furthermore, while AI can significantly help, practical language learning experiences still require human connection and expert teacher guidance.

In conclusion, the advantages and strengths of AI in ELT are substantial. AI's benefits to language learning include personalized education, interactive language practice, access to various materials, ongoing assessment, and learner autonomy. By utilizing AI in ELT, educators may develop dynamic, engaging, and productive learning environments tailored to students' unique requirements and objectives. For AI to reach its full potential and improve language learning outcomes, there must be ongoing research, collaboration, and careful incorporation within ELT.

Conclusion

Technology has revolutionized how knowledge is absorbed, conveyed, and processed, becoming a significant catalyst in education. The traditional classroom setting has changed due to the use of technology in the classroom, and educational practices have undergone a paradigm shift. Thanks to technology, learning experiences may be tailored to each student's needs, interests, and preferences. Technology is also a valuable tool for increasing diversity and bridging regional gaps. One example of this technology is Artificial Intelligence (AI). Artificial intelligence (AI) has the potential to enhance instructional strategies, address some of the most pressing problems in education today, and speed up development. AI is transforming conventional methods of teaching and learning in the field of education. AI's emergence in

education can improve educational practices' efficiency, efficacy, and inclusiveness while creating new collaborative and interactive learning opportunities.

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Beyond the Classroom: Students' Views on the Effectiveness of Write and Improve Websites for Essay Writing Support

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Abstract

This study seeks to comprehend students' perceptions of using the Write and Improve websites as instructional aids in essay writing courses. It focuses on acceptance, attitudes toward technology, and platform satisfaction. The findings provide educators and those responsible for developing curricula with information that will aid them in making educated decisions on incorporating online resources and modifying pedagogical practices to fulfil the needs of students more effectively. This study examines students' perceptions of utilizing the Write and Improve website for essay writing classes at the Borneo University of Tarakan. Qualitative data are collected using semi-structured interviews and a descriptive research strategy. The study examined how students' perceptions of the "Write and Improve" website for essay writing. Most students praised the website's efficacy in enhancing writing skills and accessibility. However, difficulties, including frequent logouts and internet connectivity, were identified. Students looked for lectures, conversations, and media like Google Docs, Grammarly, Elsa, and Duolingo to help them get better. The interactive platform and Spelling Grammar Checker system assist pupils in improving their writing skills. Nevertheless, technological considerations and instructional support are required to improve the user experience. The website's long-term impact on students' talents can only be ensured with further study on its efficacy in other academic subjects and writing styles.

Background

Students require writing abilities for both the academic environment and outside of it. Academic achievement, professional development, and social interaction require effective written communication (Teater, 2017, Navarro, Orlando, Vega-Retter, & Roth, 2022). Technology integration in language learning (Botero et al., 2018, Tseng, Chai, Tan, & Park, 2022) has recently provided creative options to improve writing instruction and give students an interactive platform to practice and improve their writing abilities. The website Write and Improve is one of the technological tools that gained popularity.

Write and improve is a website designed specifically to assist language learners in enhancing their writing abilities. It offers a variety of writing assignments and delivers automated feedback on text coherence, vocabulary, and grammar (Aaron et al., 2023). The application attempts to provide students with personalized feedback so they may recognize and improve their writing flaws. While several studies (Karpova, 2020, Tursina, Susanty, & Efendi, 2021; Thao & Vu, 2023) have examined the efficiency of computer-assisted language learning aids in enhancing language proficiency, further research is still needed on the particular use of Write and Improve websites as learning resources for essay writing classes. To determine this platform's potential benefits and limits in writing skill improvement, it is crucial to comprehend student perspectives and experiences.

Investigating how students see the Write and Improve websites as educational tools can reveal important information about how well they accept the tools, how they feel about using technology in writing lessons, and how well the platform satisfies their requirements (Deveci, 2018; Cook-Chennault & Villanueva, 2020). By examining this view, educators and curriculum developers may make informed judgments about incorporating such online resources in the essay writing class and modify pedagogical practices to fulfil students' requirements better.

Therefore, the study aims to determine how students feel about utilizing the Write and Improve websites as a teaching tool for essay writing classes. It aims to gauge how responsive students are to the website, how useful it is in helping them write better, how kind website visitors are, and how they react to comments. To comprehensively comprehend students' thoughts and experiences,

the study employs a mixed-method approach that effectively combines quantitative and qualitative interviews. This study adds to the growing knowledge of technology integration in education in the context of writing instruction by examining students' perceptions of the Write and Improve website. The findings above shall serve as a valuable asset to educators, curriculum developers, and scholars in language acquisition, aiding them in constructing effective pedagogical methodologies, facilitating optimal learning techniques, and elevating the quality of instruction of essay composition. The research aims to close the technological gap between writing instruction and technology, creating a productive and engaging learning environment that fosters student writing abilities and academic achievement.

Method

This study uses a descriptive research design (Newby, 2014; Edmonds & Kennedy, 2017, Cohen, Manion, & Morrison, 2018) to investigate students' perceptions of using the Write and Improve website for essay writing classes. The study involves 40 English education students in the 3rd semester at Borneo University of Tarakan, with a sample number 40. Qualitative data will be collected through semi-structured interviews, focusing on their experiences, attitudes, and opinions. The interviews were conducted face-to-face or online and audio-recorded and transcribed for analysis. The collected data were analyzed using thematic analysis to identify recurring themes, patterns, and insights regarding students' experiences with the website. The findings comprehensively understand students' perceptions of using the Write and Improve website for essay writing classes. The interview question is described below:

1. What do you think about Distance Learning using the "Write and Improve" website?

2. Using the "Write and Improve" website, can you explain the essay writing process?

3. What are your benefits in essay writing class using the "Write and Improve" website?

4. Is it easy for you to process the material given by your teacher with the "Write and Improve" website?

5. What are the advantages of using the "Write and Improve" website in learning English in distance learning?

6. What are the obstacles/difficulties that you feel in the process of learning English using the "Write and Improve" website?

7. How do you overcome these difficulties in learning English by using the "Write and Improve" website?

8. Are there other media that you use besides the "Write and Improve" website in learning English?

9. Do you think "Write and Improve" is suitable for use in the English learning process during distance learning?

10. What are the disadvantages of "Write and Improve" when used in the English learning process during distance learning?

11. What are your solutions or suggestions for the disadvantages of "Write and Improve"?

Result

The study found mixed responses from students regarding distance learning through the "Write and Improve" website for the Essay Writing class. Thirty-five students expressed positive opinions about the website's effectiveness in improving writing skills and accessibility. They appreciated the flexibility and helpful features, such as customizable levels and practice questions. However, challenges such as frequent logging out and internet connectivity problems were identified. These challenges emphasize the importance of addressing technical issues and ensuring stable internet connections to optimize students' experience. The findings comprehensively understand students' experiences and opinions on using the "Write and Improve" website for distance learning.

The 'Write and Improve' website is a learning process that involves several steps, as outlined by respondents. The lecturer provides a navigation tutorial, and students create an account using their email addresses. They are then invited to join a specific writing class and engage in assignments based on prompts. The learning process begins with logging into their account and accessing the assigned class. The class interface presents images and titles for students to explain, allowing them to identify grammar mistakes. Students must compose paragraphs within a designated word

limit and receive an assessment to identify potential sentence errors. The website also features a level system to track writing development during practice sessions. After completing assigned tasks, the lecturer diligently undertakes the task of meticulously examining the work produced by the students. Subsequently, the lecturer provides constructive feedback, valuable suggestions, and comprehensive explanations to enhance further the student's understanding and proficiency in the subject matter. Students can also explore other features on the website, such as describing existing images with multiple options for explanation.

The study found that using the 'Write and Improve' website as a learning tool for the Essay Writing class led to gradual improvement in students' writing skills. The interactive platform facilitated skill development, particularly in composing longer texts. The Spelling Grammar Checker system provided valuable feedback on errors and deficiencies, aiding improvement. The flexibility in processing time allowed students to access the website and engage in writing practice at any time that suited their schedule. The availability of various topics and regular practice were encouraged, with a recommended practice frequency of two to three times per week. The benefits above are the objectives of the Essay Writing course and allow students to augment their writing aptitude through a personalized and adaptable approach.

The "Write and Improve" website's user experience with teacher-provided material varies, with some finding it easy and others finding it difficult. Some found it easy to process material with a tutorial, while others found it challenging to navigate the platform without proper guidance. Some found external references and direct explanations difficult, making the process more challenging. These divergent viewpoints emphasize the importance of adequate guidance and instructional support. A tutorial or clear explanations can enhance users' understanding and alleviate difficulties during assignment processing. Optimizing user experience through practical instructions and clarifications could enhance the overall usability of the "Write and Improve" website as a learning medium for the Essay Writing class.

The interview results reveal the advantages and disadvantages of using the 'Write and Improve' website as a learning medium during distance learning for the Essay Writing course. The website offers convenience, a feedback system for correcting grammar

errors, and multiple themes and levels for different proficiency levels. However, it requires a stable internet connection, which can be challenging for students in areas like Tarakan. Users also need help logging into their accounts, often forgetting passwords and needing to request email invitations repeatedly. Additionally, the website's grammar correction features need to be more complex repairs and suggest appropriate alternatives or provide comprehensive assistance for improvement. To alleviate these drawbacks, it is imperative to undertake measures encompassing enhancing network connectivity, streamlining the login process, and augmenting the feedback system. These modifications can significantly ease the overall user experience, maximizing the website's advantages to students.

The interview results revealed several obstacles faced by students during their learning experience on the 'Write and Improve' website. These included difficulty realizing ideas in written form, internet network connectivity issues, account registration difficulties, and web invite link issues. Some students needed help understanding how to use the website, highlighting the need for more precise instructions and guidance. To surmount these formidable challenges, the diligent students diligently sought external resources, attentively absorbed the erudite lectures, and actively participated in intellectually stimulating discussions with their peers. They also sought a better location with a reliable internet connection to ensure uninterrupted access.

Additionally, students actively searched for writing ideas and sources of inspiration to overcome content-generation challenges. The identified obstacles and strategies emphasize the importance of support mechanisms and resourcefulness in navigating difficulties encountered on the website. Addressing challenges related to idea generation, providing more precise instructions and tutorials, and ensuring stable internet connectivity can enhance the overall user experience and help students overcome barriers to effective learning.

The interview findings elucidated that the students employed diverse media platforms to enhance their writing proficiency. Noteworthy among these were Google Docs, Grammarly, Elsa, and Duolingo. The 'Write and Improve' website was the most suitable online learning medium for the Essay Writing class during distance learning. Respondents appreciated the website's accessibility,

helpful features like time limits for work processes, and the ability to identify and correct mistakes. However, the website's effectiveness relied on students' intention to write actively, as to engage in writing, the website might serve as a platform for collecting assignments. The website's appropriateness and advantages render it a valuable resource for students aiming to improve their writing abilities within the framework of remote education.

The interview results offer valuable suggestions for enhancing the 'Write and Improve' website as a learning medium for the Essay Writing class. Respondents suggest developing an offline application version to overcome the inconvenience of logging in and exiting the website. Including detailed features, such as checking features and learning explanation videos, would improve accessibility and efficiency. Additionally, exploring complementary applications like Grammarly could provide a more comprehensive and personalized learning experience. Optimizing the website's capacity to minimize memory consumption on mobile devices would also enhance usability and prevent instances of the website automatically closing. These suggestions contribute to a more seamless and enriching learning experience for students using the 'Write and Improve' website in the context of the Essay Writing class.

Discussion

The research findings on students' perceptions of the "Write and Improve" website as an online learning medium for the Essay Writing class provide valuable insights into the platform's benefits, challenges, and recommendations for optimizing its use. Students' diverse comments show the need to understand individual variations and fix technological challenges to provide a great learning experience. In this discussion, we will go deeper into the ramifications of the study's results and look at possible directions for more study and development.

One crucial study finding is how the "Write and Improve" website helped students gradually improve their writing abilities. The interactive platform and the spelling and grammar checker system (Strobl et al., 2019) made it easier to acquire skills and offered insightful feedback on shortcomings (Li et al., 2019; Wang et al., 2022). This result is consistent with earlier studies

emphasizing the advantages of online writing platforms in improving students' writing skills (Lee, 2020; Chen & Yuan, 2022). It is important to remember that the growth of writing abilities needs constant practice and direction. To increase the website's efficacy, the research advises consistent practice, ideally two to three times each week.

Students appreciated the flexibility of the "Write and Improve" website, which allowed them to access the platform at their discretion and indulge in writing practice. In remote learning, where students could have a variety of time obligations and schedule restrictions, this component is beneficial (Pei & Wu, 2019). The ability to customize levels and practice questions further enhances the personalized learning experience (Chen, 2022; Minalla, 2023) tailored to students' requirements and skill levels. Such adaptability is consistent with learner autonomy and student-centred learning theories, which have been demonstrated to increase motivation and engagement in online learning (Deci & Ryan, 2008; Murphy & Herington, 2020).

However, the survey also found difficulties (Rasheed, Kamsin, & Abdullah, 2020) with technical concerns, such as frequent logging out and troubles with internet access. These difficulties may interfere with learning and impede students' growth. Stable internet connections are essential for addressing these problems, especially for students who attend school in places with poor connectivity (Eskelund et al., 2019; Al-Jumaili et al., 2021; Priantoro, Listyarini, Handoyo & Catarina, 2023). Addressing these concerns may necessitate collaboration between educational institutions and internet service providers. The study's recommendation to create an offline application version of the website may also give students another way to access the platform if they do not have a stable internet connection.

The study emphasized the value of clear explanations and instruction (Eppendi & Firdausya, 2022) to help in enhancing the "Write and Improve" website's user experience. The students' experiences differed; some found using the platform with the proper assistance simple, while others needed more detailed training. Clear tutorials, explanations (Eppendi et al., 2021), and external references can improve users' comprehension and ease problems when processing assignments. The study's advice to incorporate instructional videos and investigate complimentary

programs like Grammarly may also help to improve learning by offering thorough direction and assistance.

The study results also provide interesting information on the ingenuity with which students deal with website obstacles. To overcome challenges with idea development and content production, students actively looked for outside resources, attended lectures, and conversed with peers (Ovbiagbonhia et al., 2020). These findings emphasize the significance of fostering learning environments that encourage collaboration (Martins et al., 2017; Shahidan, Ali, & Tilwani, 2022), resourcefulness (Cui et al., 2022), and self-directed learning (Huh & Lee, 2019) methods. Educators can play a crucial role (Popielarz, 2022) in providing guidance and scaffolding within the context of the "Write and Improve" website and other pedagogical interventions (Geng et al., 2019; Pan, Chen & Wiens, 2022).

Conclusion

The findings of this study on students' attitudes towards the "Write and Improve" website as an online learning medium for the Essay Writing class provide light on the advantages, disadvantages, and suggestions for improvement of this platform. The interactive platform of the website and the Spelling Grammar Checker system provide opportunities for pupils' writing skills to improve gradually. The platform's adaptability and accessibility are consistent with learner autonomy and learner-centred design concepts. However, technological concerns and the need for instructional support and clear explanations must be addressed to improve the user experience. Future studies should examine the website's efficacy in other academic fields and writing genres and its long-term effects on students' writing abilities and applicability in other situations. By addressing these issues, the "Write and Improve" website can be expanded into a valuable and practical online learning resource for essay writing classes and beyond.

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Game on! English Language Learning Through Gamification

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Abstract

Motivating people in situations that are not games and keeping their attention throughout highly interactive experiences are two ways games excel. The elements, activities, and positive and negative aspects of teaching and learning are covered in this chapter's gamification discussion in English language learning. Education has seen a rise in the use of gamification in recent years to improve student engagement, motivation, and learning results. Educational games are a method of gamification that is applied in the classroom. These games are intended to teach academic material interactively and interestingly. Gamification is also utilized to add gaming elements to regular educational sessions. A gamification is a tool that can also be used to encourage self-reflection and metacognition among students. Using a game or point system to track their progress, students can see how they are doing with their learning goals and determine where they might need more help. Gamification can be effective for raising student motivation and engagement, but it must be used carefully and purposefully.

Keywords: English Language Learning, Gamification, Motivation, Effective

Introduction

Gamification is the application of game mechanics and components to non-game contexts to engage and inspire people to accomplish their objectives. Gamification in education, including language

acquisition, has grown in popularity recently (Andujar, 2019; Hadi & Athallah, 2021; Harismayanti et al., 2020; Kapp, 2013). Gamification, or the use of game-like activities, challenges, and rewards, is a method of enhancing the learning process and inspiring students to advance their linguistic abilities (Dressman et al., 2023; O Goethe, 2019; Redjeki & Muhajir, 2021; Wulandari et al., 2022; Yaccob et al., 2022). This method can be applied in various contexts, such as face-to-face classroom teaching, online learning, and self-study courses.

Gamification can take many forms, including adding game-like components to conventional language learning exercises, developing educational games, and utilizing augmented and virtual reality technologies to create engaging language learning experiences (Andujar, 2019; Harismayanti et al., 2020; Kapp, 2013). Students can improve their language abilities in a fun and exciting manner by using gamification in language learning, boosting their motivation and enjoyment of the learning process (Dehganzadeh & Dehganzadeh, 2020; Ida Grace & Nageswari, 2021; Rahmani, 2020). Overall, gamifying the learning of the English language has the potential to increase student engagement, motivation, and enjoyment of the learning process, which could increase the efficacy of language learning (Dehghanzadeh et al., 2021; Inayati & Waloyo, 2022; Yanes & Bououd, 2019). Here are some methods that gamification can enhance the effectiveness of language learning:

1. Prior to adopting gamification in language learning, it's critical to establish clear learning objectives and goals. It will guarantee that the game mechanics support improving language skills and that the game elements are compatible with the learning objectives.

2. Instant feedback is essential for language learning, and gamification can immediately give students that feedback. Learners can track their progress, spot errors, and correct them with instant feedback.

3. Create challenging and interesting activities: By adding game-like elements like levels, points, and rewards, gamification can make language learning more enjoyable and interesting. It's crucial to create learning tasks that stretch students and motivate them to use their language skills in various situations if you want to improve the effectiveness of language learning.

4. Include social learning: Language learning is a social process, and gaming can promote social learning by enabling interactions between students in a setting resembling a game. Learners can improve their language abilities more naturally and authentically by incorporating social learning activities like peer feedback, group challenges, and collaborative learning.

5. Give learners a chance to exercise and apply their language skills: Gamification can allow students to practice their language abilities in various settings, which is crucial for language learning. Giving students a chance to use their language abilities in authentic contexts and receiving feedback on their performance will help them acquire languages more effectively.

English Language Learning in Gamification

Although gamification can be a very efficient method for learning English, it is not always necessary for successful language learning. While some students might favor more conventional strategies like practicing reading, writing, and speaking, others could discover that gamification increases motivation and involvement (Buckley & Doyle, 2016; Kiryakova et al., 2014). Ultimately, a learner's motivation and commitment to learning are the most crucial components of successful language acquisition. Gamification can be a fantastic approach to boost engagement and motivation, but it is not a foolproof method that will work for everyone. Gamification features can undoubtedly improve English language acquisition for many learners (Lavoue et al., 2019; Monterrat et al., 2015). Gamification may keep students engaged and invested in their language learning process by making learning enjoyable and interesting. Gamification can also be used to give learners immediate feedback and prizes, which can help them stay on task and track their development (Kiryakova et al., 2014; Riar, 2020).

In conclusion, gamification can be a useful strategy for boosting motivation, engagement, and progress, even though it is not essential for successful English language acquisition. The best strategy will ultimately depend on the preferences and requirements of the learner as an individual. Because of its potential to increase students' interest, engagement, and motivation, gamification has been considered useful in English language learning. Gamification,

which combines elements of games, challenges, incentives, and competition, can assist language learners in staying engaged and motivated throughout their language learning process (Alsawaier, 2018; Chans & Portuguez Castro, 2021; Riar, 2020). Following are some justifications for why gamification in English language instruction can be significant:

1. Gamification can enhance students' enthusiasm to learn English by making the subject exciting and interesting. When students feel motivated, they are more likely to put up the time and effort necessary for learning, which produces more significant results.

2. Increased engagement: By offering prompt feedback, incentives, and challenges, gamification helps keep students interested in their studies. Even when the topic is challenging or tedious, this can help students stay motivated and engaged in studying English.

3. Gamification can be used to deliver personalized learning experiences catered to specific learners' requirements and preferences. Gamification can make learners feel more in charge of their learning by letting them select their learning routes and offering individualized feedback and rewards.

4. Reinforcement of learning: Gamification can help to reinforce learning by giving students a chance to interact with and have fun while practicing their English. Gamification can assist learners in internalizing the language and making it more remembered by introducing games and challenges that compel them to apply the language in context.

Overall, gamification can be a useful strategy for learning English since it can raise motivation, engagement, and learning reinforcement. It's crucial to remember that game-based learning cannot replace effective language practice and instruction. Instead, it serves as a supplement that can improve knowledge and make it more pleasurable for students.

Gamification Elements in English Language Learning

Using gamification elements in learning English is a terrific method to make learning more engaging, interactive, and enjoyable for the student (Limantara et al., 2019; Toda et al., 2019). Learners

can stay motivated and invested in their language learning journey by introducing games, awards, and competitions into the learning experience. Here are some potential elements in gamification, especially in English language learning:
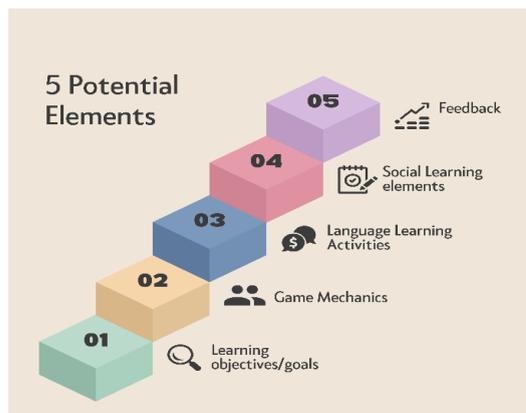
Figure 1. Five Potential Elements in English Language Learning

As the first elements, the learning objectives or goals emphasize the program's overarching goal of providing a gamified environment for language study. It aids students in comprehending the program's goal and the outcomes they might anticipate from participating. The program's learning objectives or goals should be precise, quantifiable, and doable so that students know what they must accomplish to finish it. Learners can get greater results in their language learning by being focused and motivated throughout the program and having the learning objectives or goals in mind. Gamification learning objectives or goals should be created to assist students in achieving particular results connected to their language acquisition (Sanmugam, Zaid, et al., 2016). A gamified language learning program can include the following examples of learning objectives or goals:

1. Improve vocabulary: The objective may be to master a specific collection of words associated with a given topic or circumstance or to improve learners' vocabulary by a predetermined number of words.

2. Improve grammar knowledge and application in speech and writing: One objective may be to help students better understand grammatical rules.

3. Develop speaking and listening abilities: Through

conversation practice, role-playing exercises, or listening comprehension drills, the aim can be to assist students in strengthening their speaking and listening abilities.

4. Enhance writing abilities: The objective may be to assist students in strengthening their writing abilities by having them practice various writing assignments, including emails, essays, and reports.

5. Raising students' cultural awareness can involve assisting them in understanding various cultural viewpoints and language-related customs.

6. The aim of instruction might be to help students reach a certain level of language proficiency, such as passing a certain language proficiency test or receiving a certain score on a language evaluation.

Setting specific learning objectives or goals allows learners to grasp better what they need to do and how to accomplish it. According to Sanmugam, Abdullah, et al. (2016), these objectives can also serve as a framework for creating gamification components and activities that aid students in reaching their language learning goals.

The second element is an essential game, Saleem et al. (2022) mentioned that game-like components that encourage and enthral learners in a gamified language learning program are levels, points, badges, and prizes. Levels: Levels can be used to show how far along a learner is in the curriculum. As students do tasks and prove they are proficient in a skill, they can move up levels, giving them a sense of accomplishment and advancement. Earning points through activities, tests, or assignments enables you to access rewards and advance to higher levels. Students can be motivated to work harder to obtain more points by using points to foster a sense of competitiveness among them. Badges: Learners may receive badges for reaching particular milestones or proving their mastery of particular abilities. A sense of accomplishment can be given to learners using badges to honour their accomplishments. Reward systems: Reward systems can be used to motivate students and encourage them to finish assignments or reach specific objectives. Rewards can be physical objects like access to language learning events or certificates of completion and virtual ones like avatar enhancements or new language learning resources. A language learning application can

provide learners with a more fun and engaging experience that is intended to keep them motivated and engaged by combining these game characteristics (de Moraes Sarmento Rego, 2015; Fatimah & Santiana, 2017). How these game elements combine to produce a game-like experience that promotes language learning objectives and aids learners in achieving their objectives can be seen on the left side of the diagram.

By adding the following language learning activities, gamification can be utilized to promote and encourage language acquisition (Ma'azi & Janfeshan, 2018; Sawyer & Obeid, 2017) such as (1) Grammar drills: Grammar drills can be made to give students experience using and reinforcing their knowledge of grammar principles. Learners can be encouraged to finish these tasks using gamification components like points, levels, and badges. (2) Activities for listening comprehension can be used to assist students in getting a better understanding of spoken English. As students accomplish these tasks, gamification components like badges and progress bars can be used to motivate and evaluate them. (3) Tests of vocabulary: Tests of vocabulary can assist students in increasing their vocabulary and enhancing their proficiency in using English terms in context. Badges and leaderboards are gamification features that can be used to encourage students to keep learning and growing their vocabulary. (4) Speaking practice: Activities for speaking practice can be created to assist students in enhancing their English pronunciation and fluency. For learners to practice speaking English in a fun and interactive fashion, gamification components like avatars and awards can create a more immersive and engaging experience. (5) Learners can have a more interesting and productive learning experience by including these language learning exercises in a gamified language learning program. Gamification components can strengthen language learning and make it more fun for students, motivating them to practice and advance their language abilities. The fact that these activities are located in the centre of the picture highlights how crucial they are to the overall structure of a gamified language learning program.

The fourth element of figure 1, social learning features such as peer feedback, collaborative learning, and language exchange programs, can be put to illustrate how gamification can encourage social engagement and communication in the language learning process. A gamified language learning program might take

advantage of these social learning components: Peer feedback: Peer feedback can be used to give language learners constructive criticism of their language ability, assisting them in identifying areas for improvement. Introducing gamification components like badges and points might encourage students to give their classmates constructive criticism. Collaborative learning: Activities that encourage group collaboration, debate, and problem-solving can be devised to give language learners a chance to practice their communication skills with others. Gamification features like levels and prizes can be implemented to encourage students to collaborate and accomplish common objectives. Language exchange programs: By putting students in touch with native English speakers or other students who are proficient in the language, language exchange programs offer in-person practice and interaction opportunities. Leaderboards and other gamification features can instil a sense of rivalry and incentive in learners and motivate them to participate fully in these language exchange programs. Learners can have opportunities to practice their language abilities with others, get feedback on their progress, and conduct in-person interactions with native speakers by including social learning components in a gamified language learning program (Azzouz Boudadi & Gutiérrez-Colón, 2020; Buchem, 2014; Kim, 2021; Sousa-Vieira et al., 2023). The diagram's right side can be used to demonstrate how gamification can help with social interaction and communication during language learning, making it more enjoyable, interesting, and useful for students.

The last element of gamification in English language learning is feedback loops: By giving students immediate feedback on their language learning progress, feedback loops can assist students in pinpointing their areas of weakness and boost their self-assurance (Anderson & Rainie, 2012; Dichev et al., 2015; Ole Goethe, 2019; O'Connor & Cardona, 2019). Introducing gamification components like badges, points, and levels can encourage students to keep using and honing their language abilities. Progress tracking: By keeping track of students' advancement over time, progress tracking enables students to stay on course and meet their language learning objectives. Learners can be motivated to study harder and reach higher competency levels using gamification components like progress bars and leaderboards to foster a competitive environment. Learners can obtain immediate feedback on their progress and performance by integrating feedback loops and

progress monitoring into a gamified language learning program. It allows them to understand their strengths and weaknesses better and concentrate on areas that require improvement. The significance of these components in gamified language learning can be emphasized towards the bottom of the picture by highlighting the part they play in maintaining learners' motivation, engagement, and progress toward their language learning objectives.

Learning English through Games

Learners can increase their language competency while having fun and engaging with the topic by including games in the language learning process (Armanda & Indriani, 2022). Games may make learning more dynamic and enjoyable, keeping students motivated and invested in their language-learning process. Playing entertaining and engaging games in English is one of the most effective ways to boost one's language skills. Anastasiadis et al. (2018) stated that games offer a more engaging and enjoyable alternative for language learners to practice and consolidate their skills. Games of all kinds, such as vocabulary, grammar, speaking, listening, and reading, can be used to learn a language.
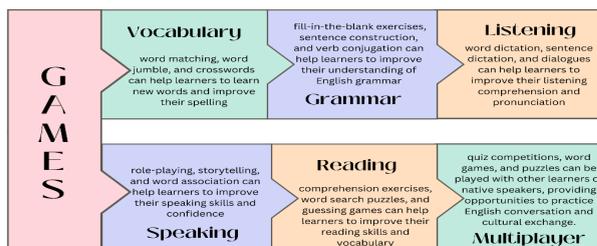
Figure 2. English Language Games

Numerous language learning apps are available that use gamification to help learners master English. For instance, Munday (2017) argues that the Duolingo program teaches new words, phrases, and grammar through games. Additionally, the app offers immediate feedback and incentives for finishing tasks. Role-playing activities are a terrific method to give students a fun and interesting approach to improving their English. Students

can practice various scenarios and roles, such as placing an order at a restaurant or conversing with a stranger. Interactive tests: Testing students' understanding of English can be done well with interactive tests. Various subjects, like grammar, vocabulary, and pronunciation, are covered through quizzes. By including incentives like a scoreboard, these tests can be more engaging for students and encourage them to perform well. Storytelling: Telling stories is a terrific technique to help students get better at speaking and writing. Learners can write their own tales or read others' tales and retell them on their own terms. By making storytelling into a game, this can be gamified. Players receive points for utilizing specific vocabulary words or finishing a story within a set length of time. Learning English through gamification can be beneficial since it gives students a fun and interesting opportunity to improve their language skills. Learning English can be made more enjoyable for students by adding games, language-learning apps, role-playing exercises, interactive quizzes, and narratives.

Gamification in EFL: Pros and Cons

English as a Foreign Language (EFL) gamification is becoming increasingly popular since it provides a more dynamic and interesting language learning method. In language learning, gamification is introducing game mechanics like points, badges, and leaderboards into language learning activities to inspire and engage learners. Gamification is the application of game-like aspects in non-game and game contexts. Gamification can be applied in game and non-game contexts to make the experience more engaging, interactive, and motivating. In-game contexts, gamification is often used to enhance the gaming experience, such as providing rewards for completing tasks or reaching certain levels. In non-game contexts, gamification motivates and engages users to achieve their goals or complete certain tasks, such as learning a new language, exercising regularly, or completing a training program. Therefore, gamification can be applied in game and non-game contexts to create a more engaging and effective experience. Gamification in studying English as a foreign language (EFL) offers pros and cons (Biryukov et al., 2021; Devers & Gurung, 2015; Mirzaie Feiz Abadi et al., 2022; Uaidullakyzy et al., 2022).

- **Pros:**

1. Gamification can motivate students to participate in the language learning process more actively. Points, badges, leaderboards, and other game-like components, can motivate students to keep working on their skills.

2. Increased engagement: Gamification can add fun and excitement to learning a language. Interactive exercises and challenges can create a more engaging and dynamic learning environment.

3. Gamification can aid in improving learners' retention of language topics. Because they are actively involved in the learning process, students participating in game-based learning activities are likelier to recall the topics they learn.

4. Social interaction: Gamification can help learners collaborate and engage in social interaction. Communication and interaction among students can be facilitated via collaborative learning activities and language exchange programs.

5. Gamification offers immediate feedback on learners' performance and advancement. It can assist students in determining their areas of weakness and help them maintain their motivation to practice.

- **Cons:**

1. An excessive reliance on game mechanics: Gamification can lead to an excessive reliance on game mechanics like badges and points. The acquisition of points may precede genuine language learning and skill development for some learners.

2. Low language acquisition: Gamification may not expose students to enough real-world language use. The development of language abilities depends not only on game-based activities, and learners may need to participate in more varied language learning activities.

3. Limited personalization: Gamification activities may not be tailored to the requirements and interests of certain learners. For certain learners, this can reduce the approach's effectiveness.

4. Technical problems: Gamification exercises could involve

technology usage, and students might run across issues that stop the learning process in its tracks.

5. Potential interest decline: Gamification may not engage all students, and some may become disinterested over time.

In conclusion, gamification can be useful for teaching English as a foreign language, but it's necessary to be aware of its potential downsides and restrictions. In order to create a more complete and well-rounded learning experience, gamification should be used with other language learning exercises to produce a comprehensive educational experience. Gamification can help learners feel motivated and engaged, but it shouldn't replace conventional language-learning techniques like grammar drills, reading, writing, and speaking practice. These conventional approaches can be enhanced by gamification to make them more entertaining and engaging. By adopting a language learning software that offers gamification features or developing gamified games, such as a vocabulary race or a grammar quiz with awards, a teacher could, for instance, add gamification components to their classroom activities. By integrating gamification with conventional language learning exercises, learners can gain from a more diversified and dynamic learning experience that accommodates their various learning preferences and styles. Also, it might offer more chances for practice and feedback while reinforcing linguistic principles.

Conclusion

The use of game mechanics and elements in non-game environments to engage and motivate individuals to achieve their goals is known as gamification. It can take many forms, including game-like elements in regular language learning exercises, the creation of instructional video games, and the use of augmented and virtual reality technologies to produce fun language learning scenarios. In order to guarantee that the game mechanics assist the development of language abilities and that the game features are compatible with the learning objectives, it is crucial to set explicit learning objectives and targets. For students to learn languages more successfully, gamification can offer immediate feedback, create engaging and challenging activities, incorporate social learning, allow learners to practice and apply their language

skills, and allow them to use their language abilities in real-world situations.

Although gamification is a useful tool for learning English, it is not necessary for effective language acquisition. Including aspects of games, challenges, incentives, and competition can boost students' attention, engagement, and motivation. Gamification can also give students instant feedback and rewards, which helps keep them on task and allow you to monitor their progress. The ideal approach will ultimately depend on the tastes and needs of the student. By making the subject exciting and engaging, increasing engagement, providing personalized learning experiences, helping learners feel more in control of their learning, and allowing students to interact with and have fun, gamification can be used to increase students' enthusiasm for learning English. By providing games and challenges that force students to use the language in context, gamification can also aid in helping students internalize the language and make it more memorable.

Some potential elements of English language learning in gamification: (a) learning objectives/goals, representing the overall aim of the gamified language learning program; (b) Game mechanics such as levels, points, badges, and rewards; (c) language learning activities such as grammar exercises, listening comprehension, vocabulary quizzes, and speaking practice showing how gamification can be used to enhance and reinforce language learning; (d) social learning elements such as peer feedback, collaborative learning, and language exchange programs, demonstrating how gamification can facilitate social interaction and communication in the language learning process; (e) feedback loops and progress tracking highlighting the importance of instant feedback and progress monitoring in gamified language learning.

Furthermore, gamification in studying English as a foreign language (EFL) offers pros and cons. Pros include increased engagement, improved retention of language topics, social interaction, and immediate feedback. Cons include excessive reliance on game mechanics, low language acquisition, limited personalization, technical problems, and potential interest decline. Gamification activities may not be tailored to the requirements and interests of certain learners, and some may grow disinterested in them over time.

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The Use of Comic Strip Applications in Teaching English as a Foreign Language

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Abstract

A comic strip is a condensed collection of tales that employs panels, illustrations, and speech bubbles. Comic strips are an illustration of a multimodal literature that combines words and images to tell a story. This article presents comic strips as learning media which can be used to improve students' English skills. This article introduces the comic strips from its history and development. This article also explains the six basic elements in comic strips. This article describes the use of comic strips in the Teaching of English as a Foreign Language (TEFL). This article also provides some comic strips applications which can be used in Teaching English as a Foreign Language. Empirical research shows that comic strips can boost students' motivation and help them study more effectively and creatively. Comics are a very effective way to learn grammar, composition, vocabulary, and idioms. Additionally, it could be used to assist the students in developing their visual literacy. Since the comic strips make language use easier for the students, it may also aid in their quest to improve their language skills. English teachers are advised to use comic strips when teaching English because of their potential and advantages as a learning tool.

Keywords: Comic Strips Application, Teaching English as a Foreign Language

Introduction

A comic strip is a group of parallel drawn images that are frequently arranged horizontally with the intention of being read as a narrative or a timeline. In this format, the story is typically original. Words may be incorporated into, placed next to, or omitted entirely from each image. If the image is only an illustration for the text, then the image becomes functionally dominant. A comic strip that is published in a magazine, newspaper, or book is fundamentally a mass medium. Although it aspires to a certain orthodoxy in the United States, the definition of comic strip as mainly consisting of text inscribed within "balloons" inside the image frame is unworkable and would remove the majority of strips made before roughly 1900 and many since (Kunzle, 2023; Barreto, 2021; Marazi, 2014).

The first newspaper comic strips started to appear in North America in the late 19th century, which marks the beginning of comic strip history and evolution. One of the first newspaper comics is typically credited as being The Yellow Kid. Comic strips are a collection of cartoons that are grouped in linked panels to tell a story or display quick humor. They are frequently serialized and have captions and text in balloons. Throughout the 20th and into the 21st centuries, these were typically published in newspapers and magazines. Daily horizontal strips were printed in newspapers in black and white, while Sunday papers offered lengthier sequences in specialized color comics sections (Kunzle, 2023; Barreto, 2021; Marazi, 2014).

Comic strips began to contain adventure stories in the late 1920s, as evidenced by Popeye, Captain Easy, Buck Rogers, Tarzan, and Terry and the Pirates. Over the following two decades, American audiences grew to love comic strips like "Hogan's Alley," "Katzenjammer Kids," "Newlyweds," and "Mutt and Jeff." The majority of the major American comics categories were developed between 1907 and 1920, including the first strips featuring career girls, ethnic characters, and aviation. The most significant comic strip was George McManus's Bringing Up Father, which originally gained international recognition in 1913–16. Frank King's Gasoline Alley, which debuted in 1918 5, stands out among the family story or domestic issue strips that proliferated in the 1920s (Kunzle, 2023; Barreto, 2021; Marazi, 2014).

Web comics and online comic strips started to appear as the

internet grew. A comics creator, also referred to as a cartoonist, writes and creates comic strips. The need for adventure stories gave rise to a brand-new, extremely successful format for the comic strip: the low-cost, staple-bound comic book. In 1933, the first real comic books were distributed as promotional gifts. The page size for these was 7.5 by 10.25 inches (19 by 26 cm), and that format has persisted. By 1935, comic books with original storylines as well as reprints of newspaper strips, such as Famous Funnies, Tip Top Comics, and King Comics, were selling in significant amounts (Kunzle, 2023; Barreto, 2021; Marazi, 2014).

The comic can communicate with the readers through a form of language because of its graphical features, which depend on both the artist and the reader, when the comic is used as a tool to be read as a narrative (Pratiwi & Palupi, 2022; Wijaya et al., 2021). As a result, while reading a comic book, the reader practices their language skills. Additionally, the phrase sequential art, as an imagery of contemporary strip-cartoons and comic books that owes its shape to a wide variety of influences. With the perspective that a comic strip is a combination of images and narration, it has been compared to the cartoon format, a group of cartoons in narrative sequence, and it has been determined that this instrument is made up of both images and texts, most frequently with the images in sequence. The narration and comic strips are closely related. Comics that function as narratives communicate tales through a series of images with speech balloons. This type of text is a cultural medium as well. It has a connection to education because of its pedagogical goals, structural components, and unique communicative method. In light of this, it is possible to assert that the comic book is a distinct literary genre (Nafisah & Pratama, 2020; Novitasari, 2020).

Comics are a kind of communication that can convey ideas to the viewer. With a succession of drawings and a sequence of images, we can make a connection between comics and what is known as the visual language. This phrase refers to "systems guiding individual drawing abilities" that enable the creator of a comic to express their own thoughts. As a result, the creator's language arranges meaningful images into logical sequences. Although the comic itself is not acknowledged as a visual language, it can be incorporated into this idea because the cartoonist for the strip uses both written and visual language to create a tale.

Comics are a style of visual storytelling that uses text and graphics to convey ideas. Comic books are volumes containing stories or collections of stories told through drawings, text, and other visual elements. Comparing comic books to comic strips, they are shorter yet share many of the same elements. A comic strip tells a single tale through a sequence of carefully designed pictures and textboxes, as opposed to comic books, which might include multiple books to tell a single story or a collection of short stories (Pratiwi & Palupi, 2022; Castillo-Cuesta & Quinonez-Beltran, 2022; Lestari et al., 2023).

Formal Elements of Comic Strips

Comics are a narrative format that use a series of panels with texts, images, and indicators that allow the viewer to spatially experience time. The texts are presented as speech bubbles, subtitles, and words with onomatopoeic sound effects. There are six basic formal elements of comic strips. The followings are the description of each basic formal elements of comic strips (Barreto, 2021; Rais et al., 2023; Rakhmawati et al., 2021; Rengur & Sugirin, 2019; Turnip et al., 2020).

The shots

These shots correspond to the four primary types of shots used in the film industry: broad, medium, close-up, and cut-in shots. Each of these is expanded upon in the sentences that follow. Wide shots are mostly utilized to establish the mood of a scene. There are three different subtypes of it. The extreme wide shot illustrates a view that is so removed from the subject that it is impossible to see them. The very wide view aims to situate the subject in a particular setting. When the subject fills the full frame, the photographer will choose a simple wide shot. The middle shot gives an impression of the entire topic while also illuminating a portion of them in greater depth. A close-up occurs when a particular aspect of the subject is seen inside the frame. The extreme close-up draws attention to the minutest elements. The subject is depicted in the cut-in, barring the face.

Figure 3. The Example of the Shot
Source: **https://comicbookglossary.wordpress.com/shot-types/**

The angles

The angles are the component that enables readers to create potential theories about what will happen inside a comic book's tale. The normal angle, high camera angle, low camera angle, canted or slant angle, reverse angle, subjective camera angle (it emphasizes the subject's perspective), and objective camera angle (it focuses on the perception that a third person could see what is happening inside the story). These are the most significant types of angles. The so-called tilt shots also include an angle that looks up or down at the subject being framed (rather than being at eye level). Straight-angle shots lack the drama of the title shots.

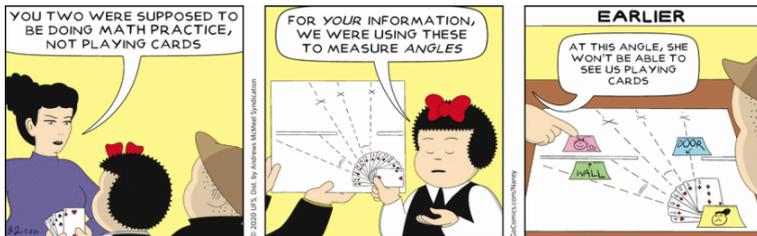*Figure 4. The Example of the Angles*
Source: https://nebusresearch.wordpress.com/2020/05/12/reading-the-comics-may-9-2020-knowing-the-angles-edition/

The boxes

The author introduces the action that the characters will take in that particular frame in the box. This element can be placed on the top side of a frame to indicate the location, the setting, and the time the tale is taking place.

Figure 5. The Example of the Boxes

Source: https://www.dreamstime.com/stock-photos-comic-book-page-high-detail-mockup-typical-various-speech-bubbles-symbols-sound-effects-image36971913

The pictograms

The well-known pictograms are known as basic images that represent concepts. Pictograms fall into two categories: symbols and drawings.

Figure 6. The Example of the Pictograms

Source: https://kidspressmagazine.com/kids-activities/printables/comics/comic-strip-icons.html

The frames

The objects that represent thoughts or concepts are known as symbols. The two categories are balloons and visual metaphors. In order to convey what a character is feeling or saying at a certain moment, both the balloons and the boxes are used. It also features speech balloons or bubbles, which are dialogue exchanges between the many characters who appear in the frame. Each character's distinct voice, attitude, and diction are displayed in their dialogue. On the other hand, a thought bubble is also depicted when a balloon is displayed in the shape of a cloud, indicating that the character is pondering. Another sort of balloon is the narrative

bubble, which is connected to the story's narrator even if they are not always in the frame. Drawings that depict emotions or circumstances are known as visual metaphors. As a result, there are many traditions to portray various elements, such as the lines that are employed to denote important concepts like the wind, fear, and love. Thus, by using parallel lines to represent visual movements, kinetic figures illustrated how time passes in comic strips. The term "onomatopoeia," which refers to words that sound like the things they describe, is another important element that is strongly related to comics. In the comic book panels, the words can be employed as images.

Figure 7. The Example of the Frame

The importance of the colors

In comics, color can heighten reality by giving everything from the characters to the plot a look and feel that highlights the themes. Making events appear more real than genuine and going above and above to set the tone is one of the most stunning things comics can do. Color schemes set the tone for a scenario; it would seem strange if a man were stabbed in pastel. Even black-and-white comics need to consider shadows tonally because inking is similar to coloring but uses just one color. It's extremely uncommon to consider color until it's either done incorrectly or exceptionally well. Usually, it's done to supplement the line work, but recently, it's evolved into a crucial element of the narrative.

Teaching of English as a Foreign Language Through Comic Strip Applications

A language that is not often spoken and used by members of a community, civilization, or country is referred to as a foreign language. The foreign language curriculum has changed significantly to the point where students now need to gain understanding of the nature of languages, language learning processes, communication and culture, as well as the ability to participate in and communicate across cultures, even though their mother tongue and their target language are not taught in the same subjects. The creation of a new curricular model involves various changes for the teachers, who must adapt to the new teaching methods. They begin to address problems like what a language is, what language competency is, and what gains language competence mean as a result of this circumstance. Their responses represented a fundamental comprehension of the topic given and learned (Wijaya et al., 2021; Nafisah & Pratama, 2020; Novitasari, 2020).

The comic is a fantastic teaching tool since it increases student enthusiasm and attention while also being a material that is easily understood by them. The relationship between the image and the words, as well as the use of straightforward language that makes the texts easy to read, make it an effective way to introduce new terms to learners. After that, the cartoon creates a fun and educational setting in the classroom that facilitates the introduction of linguistic input, namely vocabulary (Castillo-Cuesta & Quinonez-Beltran, 2022). The communicative environment aims to improve students' focus while also jogging their memory. The first is that they frequently contain humorous features. The second component is the use of images as a supporting tool that contributes significantly to the meaning of what is read: the reader is typically presented with utterances and brief captions as opposed to descriptions because the settings and characters are visible to us. The third characteristic of comics is that they encourage more involvement. Even while many kids like making up their own stories, they sometimes struggle with language. However, if they are given some images, they can find it easier to construct and use those images as the foundation for their ideas. This is a useful exercise in expressiveness. Linguistically, this teaching tool is primarily focused on the speaking, listening, and writing skills; as a result, the conversations reflect speaking ability while the

comic itself illustrates writing ability (Turnip et al., 2020; Rengur & Sugirin, 2019; Anggraeni et al., 2015).

Regarding the function of the teachers, we should emphasize that they must manage a variety of abilities to use this instrument effectively, such as to understand the ideas of the comic and its elements, to comprehend how the comic fits into the larger culture, to demonstrate how to utilize a drawing to convey a story, and to encourage critical thinking in this environment, focusing on the narrative and its art, character understanding, character profiles, and functions, narrative aspects, hilarious. Additionally, English teachers frequently just teach the grammatical structures of this foreign language. Because it is practical rather than theoretical, incorporating the comic into the classroom as an exercise can benefit students' language learning development (Novitasari, 2020; Wang & Liu, 2021).

Some Comic Strip Applications which can be Used in Teaching English
Comic and Cartoon Maker

Comics and Cartoon Maker makes it easy to create comics and cartoons from pictures. Its operation is straightforward and simple: choose an image from the gallery or take one with a mobile device, apply a filter, and add speech balloons and callouts. Click to save or share the comic after it is complete. https://apkpure. com/comics-and-cartoon-maker

Figure 8. The Example of Comic and Cartoon Maker
Source: https://play.google.com/store/apps/details?id=gr.gamebrain. comica&hl=en_US&pli=1

Tweencraft

A cartoon video editor tool called TweenCraft makes it possible to make quick cartoon movies. It's simple to use; just choose the backgrounds and characters. There are a ton of pre-designed backgrounds and characters available. Adapt the character to the situation. For instance, this application can provide the option of adding apparel, jackets, and hairstyles. To enhance the tale, give the characters animations and capture private conversations. The voice is given a special effect by TweenCraft to give it a cartoonish tone. Additionally, it can include customized visuals, text bubbles, and audio effects. When the animated film is finished, it can be uploaded to YouTube, TikTok, WhatsApp, or shared within the TweenCraft community.

https://play.google.com/store/apps/developer?gl=US&hl=en_US&id=Tweencraft&pli=1

Figure 9. The Example of TweenCraft

Source: https://tweencraft-cartoon-video-maker-animation-app.en.softonic.com/android

Canva Comic Strips

Canva is a web-based program that offers eye-catching designs in the form of its feature sets, templates, and categories. The learning process is made interesting by the variety and beauty of the patterns. Teachers may impart information, creativity, and skills to their students using the Canva program so that they can use this media in a variety of real-world contexts. A visual design platform called Canva was established in Australia in 2012. Users

of Canva can make posters, presentations, social media graphics, and other types of visual content. It incorporates millions of photos, typefaces, templates, and illustrations and is accessible on both the web and mobile devices. The process of graphic altering is made easier using Canva. It offers hundreds of free image templates created by the Canva team and several graphic professionals. We can rapidly add dialogue by dragging and dropping speech bubbles into designs in Canva. We can also modify dialogs, change colors, or move and resize speech bubbles. Students can use their smartphones or desktop or laptop PCs to create comics using Canva (Fitria, 2023).

https://www.canva.com/create/comic-strips/

Figure 10. The Example of Canva Comic Strips
Source: https://www.educatorstechnology.com/2023/04/canva-comic-strip-maker-great-tool.html

Pixton Application

The web-based learning technology (WBLT) Pixton enables comic creation for both students and teachers. In order to help their students understand the material they are learning and to help them improve their writing skills, teachers can choose from a variety of templates/themes (content packs). As they process and generate knowledge in ways that make sense to them, students may take control of their education using Pixton. Pixton is a multi-award-winning platform for creating comics that enables students to hone critical thinking and writing abilities by producing and sharing original, multimodal stories. Pixton is utilized for

storytelling, artistic expression, and presenting proof of learning in classrooms and extracurricular programs all across the world (Cabrera-Solano et al., 2021; Nurhaliza & Khairunnisa, 2022; Ortiz Orellana & Mena Mayorga, 2021).

https://www.pixton.com/student-comic-builder

Figure 11. The Example of Pixton Comic Strips
Source: https://www.nypl.org/blog/2022/01/28/how-create-digital-comics-pixton

Empirical Studies on Comic Strips in Teaching English

Previous studies on the use of comic books to teach English have emphasized both the advantages and difficulties of this strategy (Castillo-Cuesta & Quinonez-Beltran, 2022; Lestari et al., 2023; Rakhmawati et al., 2021; Rengur & Sugirin, 2019). The positive findings showed that by offering a visual context and entertaining storytelling, comic strips could help students increased their vocabulary. By presenting language structures in a comprehensible and memorable way, they could help students became more proficient in grammar. Since they promoted understanding and interpretation of both visual and textual information, comic strips aided in the development of students' reading skills. They offered a framework for storytelling and expression, making them especially beneficial for those who had problems in writing. The negative findings showed that it might be difficult for teachers to locate suitable comic strip materials that fit with students' interests and linguistic skill levels. Teachers might

not have adequate training on how to evaluate students' learning results and successfully included comic strips into lesson plans. Students run the risk of concentrating too much on the comic strip's aesthetic elements and ignoring its language learning goals. For some schools or organizations, the lack of resources, such as subscriptions to publications that published comic strips, could be a problem. Overall, despite certain difficulties, prior research indicated that employing comic strips in language instruction has more advantages than disadvantages. By carefully choosing the right resources, offering instructions on their successful usage, and incorporating comic strips into lesson plans in a way that promotes language learning goals, teachers can overcome these difficulties.

Conclusion

The usage of learning media is crucial nowadays because it can speed up language learning, boost motivation, give access to real language, and present information in a novel way. There are many advantages to using comic books when teaching English as a foreign language. The first advantage is that comic strips can inspire students at all academic levels, from elementary school to college. They can make learning enjoyable and interesting, which might enhance students' motivation to study. The second advantage is that comics give readers a context and logically connected sentences that might aid in language learning. They can aid students in understanding the cultural setting in which the language is spoken. The third advantage is that comic strips can help students become more proficient in four language skills; listening, speaking, reading, and writing as well as vocabulary and grammar. The fourth advantage is that comic books provide visual aids that can aid both language learners and visual learners in better understanding language. The final advantage is that comic strips are authentic materials, which are crucial for language instruction and learning. They can introduce students to actual language that is used in daily life.

There are also some challenges in teaching English using comic strips. The first challenge is finding comic strips that are appropriate for the grade level and interests of the students can be difficult for teachers. The second challenge is lack of instruction on how to use comics successfully in language instruction.

Teachers may not receive enough instruction on how to use comics effectively in language instruction, including how to include them into lesson plans and how to evaluate students' learning results. The third is potential for language learning distraction. Students may become too fixated on the comic strip's aesthetic elements and lose sight of their language learning goals. The last challenge is lack of resources, because some schools or organizations might not have the means to give students access to comic strips, such as through newspaper or magazine subscriptions. In spite of these difficulties, employing comics in language instruction can be an entertaining and engaging technique to aid students in developing their language abilities. By carefully choosing the right materials, offering instructions on how to use them, and incorporating them into lesson plans in a way that promotes language learning goals, teachers can overcome these difficulties.

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Teaching English in Online Mode: Challenges and Alternative Solutions

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Abstract

The use of online mode in (post)pandemic era has played a significant role for teachers in their classroom activities. Nevertheless, a number of challenges are unavoidable because there are cultural, technical, and policy challenges. This article aims to present the challenges that English teachers may experience and the proposed solutions for addressing the challenges and optimizing the classroom activities in the online classroom setting. Therefore, the students are able to achieve the learning goals and be competent skillfully and psychologically, mainly at the time of (post)pandemic crisis.

Introduction

COVID-19 pandemic has drastically shifted human beings' routines globally. We are confronted with the fact that daily activities should be carried out at or from home such as work from home and even study from home. This condition, subsequently, requires a new adaptation. Hence, an adjustment in education system, previously focusing on the face-to-face setting, has been taken. Recently, full online and blended teaching modes (Dhawan, 2020) are chosen as the alternative ones to encounter the teaching-learning issues, especially related to students' learning loss. This online mode of teaching has not only been providing teachers chances to improve their digital competencies but also accommodating students to keep on their track for studying in the midst of current fluctuated condition. Then, innovation in online teaching during this pandemic

has emerged as the proof of educational practitioners' struggle to guarantee achieving the learning objectives.

To mention, using Thinking-Based Instruction Theory in the effort of designing the courses, which was subsequently implemented into three courses called TBIT-based micro-courses, in the pandemic situation, the research study in China showed students' positive response viewed from the aspects of motivation and key competencies' cultivation (Li et al., 2021). Another research study presented the substansial changes due to pandemic. More specifically, based on the findings, the researchers mentioned that the changes reached 70% or classified as the significant one because of the converstion of courses into the online mode and the modification (Lee & Jung, 2021). Briefly, it was to address the students' learning needs and correspond to the current situation of pandemic. Furthermore, in the context of teartiary education context in Australia, three important keys should take into consideration to cope with the multifaceted obstacles in teaching-learning processes, among which: access, participation, and engagement (Scull et al., 2020). Particularly, from the aforementioned research studies, the focus was on the teachers' as well as teacher educators' effort in encountering the educational issues in the midst of pandemic crisis. Precisely, the teaching competences in online mode, teaching design, students' needs, students' motivation and engagement, and the supporting tools play the role in promoting the learning success and student-centeredness.

Nevertheless, Moorhouse et al., (2021, p. 11) revealed that teachers were still struggling to be competent in managing their synchronous online teaching. It is easily recognizable since they have been exposed to many options of online teaching tools and facilities due to simultaneous technological advancement (Peachey, 2017) by which its use gets highly frequent after the outbreak of COVID-19 pandemic. Moreover, the other condition also shows that several potential barriers contributing to lack of meaningful learning experiences for the students in the context of online teaching mode (Kamal & Illiyan, 2021; Kara, 2021; Lange & Costley, 2020; Pradana & Syarifuddin, 2021; Tanjung & Utomo, 2021).

Regarding the preceding explanation about the current issues in education, this article aims to highlight the challenges

that English teachers have in order to accommodate their students achieve the learning goals and be competent skillfully and psychologically, mainly at the time of (post)pandemic crisis.

Challenge #1 Students Get Distracted Easily

When online teaching-learning mode is carried out, students can get distracted easily since the teachers or teacher educators are not able to control the environment surrounding their students. Compared to face-to-face setting, the online one limits the teachers from creating comfortable learning environment for the students. For example, when the students have their schedule to follow the lessons virtually, they have daily routines at home they need to accomplish (Rotas & Cahapay, 2020) and struggle for joining the class comfortably since they share similar spaces at home with other family members (Driessen et al., 2020). Particularly, these condition lead them to get distracted easily and find the teaching-learning activities ineffective for supporting their learning process. This poor learning environment, which is the results of conflict with their home responsibilities and inadequate workspace, need to be taken into consideration by English teachers. Nevertheless, rather than focusing on handling the things outside of the control such as the poor learning environment, alternative way is recommended to do, i.e., focusing more on maintaining classroom discipline (Prasetyarini et al., 2021). For example, if there are one or more interruptions during the class session, teachers may talk about it briefly with their students, then move on to the learning content. Indeed, funny moments during teaching-learning session are unavoidable, but teachers need to keep the conducive online teaching environment. Thus, allowing students to react towards funny moments or unexpected distractions is acceptable. However, afterwards, a quick response needs to be done by teachers in order to ensure the teaching-learning process is in their control.

Challenge #2 Class Size

Class size has a high possibility to cause serious problems for teachers in face-to-face learning mode, even more in the online one (Tsegay et al., 2022). Particularly, during the implementation of virtual class with large class size, teachers are confronted with the facts of hardly managing the class, engaging students with the learning activities, and a number of barriers such as less effective individual feedback, lack of personal responsibility to participate

actively in learning activities, unequal opportunities to practice skills due to large number of students (Aoumeur, 2017; Cooper et al., 2000).

To anticipate the large class size, teachers should underscore the use of variety of teaching strategies and learning activities. First, teachers can implement multimodal strategies to captivate students' attention. In addition, it may be carried out by using one or four multimodal methods (audio, visual, reading writing and kinesthetic) simultaneously, so students can predict, associate, discuss, and compare the things they find in the displayed texts with what they have already experienced in the daily life context. Second, when presenting multimodal texts on screen synchronously is difficult to do due to lack of mobile devices or poor internet connection, teachers can send the link of multimodal texts and further related learning content via school Learning Management System or classroom group's page on social media platform to assure students' full access to learning material asynchronously and improve their learning autonomy gradually. Third, it is imperative that teachers conduct classroom assessment in order to measure the students' learning progress. Certainly, the result of assessment subsequently plays a significant role for teachers, mainly to assist them planning the lessons, structuring their online teaching, selecting appropriate teaching strategies, and giving feedback effectively that motivates students to keep moving forward in their learning process.

Challenge #3 Students' Frequent Use of L1

Teaching English through English in the context where this language is not widely used in social life can result in a challenge for both teachers and students. Hence, L1 use in teaching-learning process is considered as the alternative way to teach English effectively. Regarding to the aforementioned condition, there are two categories in L1 use due to L2 teaching, namely core and social functions. These functions are commonly found in the classroom practices. In addition, some scholars reported that L1 use contributed to the students' learning and learning environment (Hermini, 2019; Kalanzadeh et al., 2013; Miles, 2004; V, 2018).

Nevertheless, in the online learning mode, teachers may be confronted with the students' preference of L1 use in conversation or presentation since they get difficult to deliver their ideas

fully in English or have lack of practices with their peers and so influence their language skills progress. Certainly, teachers are expected to be aware of this situation. Some techniques can be implemented in order to motivate and encourage these students such as sandwiching, bilingual instructions, and providing spaces for more practices. Related to sandwiching, in the teaching-learning process, both teachers and students are allowed to use L1. However, it is worth remembering that in sandwiching English and L1 are used interchangeably in order to familiarize the words, phrases, expression or instruction to the students (Kerr, 2019), for example: "do it yourself, *kerjakan-sendiri*, do it yourself, okay?". From the previous example, the use of English is combined with L1 in Bahasa Indonesia to enable students acquire the target language through L1 use. Next, still in the same vein with sandwiching, bilingual instruction plays an important role of captivating students' attention, mainly at the time they are asked to repeat the instruction in L1. Indirectly, it benefits students' vocabulary enrichment and their ability to find the equivalence of L2 words in L1 gradually. Certainly, over time, students can improve their skills as the process of language acquisition and L2 exposure occurs in teaching-learning activities. The final alternative to enhance students' participation in using L2 than in L1 is easily through giving them spaces to converse each other. Allow them to use L1 and L2 interchangeably, so what is underscored here is their motivation and confidence to speak up as the basic consideration. However, L1 should be used on "a decreasing scale", so the students can benefit from their learning activities, especially viewed from its appropriateness and purpose in learning (Cole, 1998). Overall, teachers' treatment towards students' preference of L1 use in traditional and online learning mode has no difference, but the techniques may apply dissimilarly due to the teaching context and, mainly, students' diverse language competency background.

Challenge #4 Limited Teaching Time

Teaching English efficiently in the online learning mode is challenging since teachers are given limited space to build a rapport with their students and ensure them experiencing learning progress. Particularly, there are three aspects which require careful attention, namely "spatial activity, media application, and atmosphere adjustment" (Zhao & Xu, 2016). The initial aspect focuses on the ways teachers arrange the learning activities purposefully so

that the potential of uncontrollable occurrence during teaching-learning process can be minimized. Then, in relation to media application, it needs support of internet connection and available facilities to optimize the teaching. If possible, teachers may use particular platform or online tools i.e., Zoom, Google Meet, Cisco Webex, or other video-conferencing platform to promote effective online learning mode. As a suggestion, when video conference is available, some features are highly recommended to use for making teaching time efficiently. For example, the breakout room feature can enable students to have more interactions, share their viewpoint, and argumentation related to the topic being taught synchronously (Chandler, 2016). Besides, this interaction and viewpoint sharing also help them affirm their identity and personal thought about the learning topic (Fenton-O'Creevy M., Dimitriadis & Scobie, 2014). Thus, these students can construct and negotiate their identity, and build their confidence through class session. Additionally, concerning atmosphere adjustment, teachers have to build good rapport and understanding towards their students, so the teaching-learning process will be dynamics and encouraging for students. Although there is no significant difference on creating classroom dynamics between in face-to-face (F2F) teaching and in online instruction (Paul & Jefferson, 2019), producing dynamics in online instruction is challenging. Particularly, to deal with the online teaching context in (post)pandemic crisis, student-centeredness should be applied for granting students more opportunities to access multiple learning resources, interacting with their peers, asking questions to both teachers and peers as it leads to the intensive discussion. Subsequently, underscoring the previous activities' implementation results in students' language skills and interpersonal skills i.e., respect for diversity, empathy, communication skills and many other supporting skills for their future.

Challenge #5 Low Digital Competence

As technology advancement is inevitable in this disruptive era, teachers' digital competence is highly required to equip students with diverse learning experiences using multiple resources and multimodal teaching. Regarding to the term digital competence, this competence is not only connected with the skills of using ICT devices, but it also related to the attitude (Janssen et al., 2013, p. 480) towards technology use for pedagogical purposes. In brief,

digital competence plays an important role as "a supporting factor for mastering 21st-century skills" (Rizaldi et al., 2020).

Nevertheless, in the field, there is still a challenge coming from teachers' digital competence. It is reported that teachers have low digital competence (Fernández-Batanero et al., 2021; Garzón-Artacho et al., 2021) even it occurs to student teachers as well, mainly in the area of developing digital content (Ayça Çebi & Reisoglu, 2020). Hence, policy re-formulation regarding teachers' digital competence development in multiple educational system should be carried out in order to prepare them well in all digital competence areas, including leadership, and "realistic goals and concrete activities" (See Carretero et al., 2017; A. Çebi & Reisoğlu, 2019; Ayça Çebi & Reisoglu, 2020; Pettersson, 2018). Besides, the institutional support must be improved in terms of facilities provision and professional training for teachers. As a result, teachers' digital competence can address the current situation needs.

Conclusion

This article has presented five challenges and alternative solutions in English teaching mainly in online teaching mode. It is expected that teachers can solve the emerging issues straightforwardly to the core problem. However, to deal with those issues successfully, they need to improve their pedagogical competence, keep updated with current tech-advancement and tech-use for educational purposes via professional training with high support from institutions. Besides, teachers also should be given opportunity to do a teaching cycle consisting of analyzing students' needs, designing the teaching, orchestrating the class, assessing students' progress, evaluating the process, and reflecting upon the outcome. Certainly, to get the targeted teaching goal, teachers need time to adjust themselves to fit in the teaching context. In addition, when teaching-learning process is conducted in blended, full, or flipped learning in this (post)pandemic crisis, teachers may put careful consideration on employing new strategies or technique to motivate, engage, and support students' learning so they can collaborate to create a better future for all.

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ELT Practices in the Development of the Information and Communication Technology Era

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ABSTRACT

The rapid development of information and communication technology affects various aspects of people's lives, including education. This, of course, will also have an impact on curriculum changes in every educational institution and teaching practices, including English language teaching. This article aims to present information about ELT practices in the era of information and communication technology development related to changes in curriculum and teaching models. The integration of appropriate information technology used in learning activities will enable teachers to create more varied learning activities, enrich various teaching methods, and involve students in a more active role in the learning process. In addition, studies on blended learning and autonomous learning, which are closely related to learning in this current context, will be explained in this article.

Key Words: ELT, Curriculum, ICT, Blended Learning, Autonomous Learning

Introduction

The development of science and information technology today greatly influences all aspects of human life, including education. Every educational institution cannot evade the various changes that occur, and as a result, the curriculum in each institution will also change. Basically, the development of English language teaching (ELT) practices based on the curriculum aims to achieve learning objectives that meet the needs of students and provide

effective learning (Yulia, 2013). An effective curriculum should reflect its philosophical foundations, goals, learning experiences, learning resources, and learning assessments, and these things will be considered by curriculum designers so that they can meet the educational needs of society (Khan and Law, 2015).

The needs of students in this era are certainly different from those of previous generations because of the very rapid development of information and communication technology. Current progress certainly has implications for the content contained in the curriculum, such as educational materials, learning strategies, and media, as well as the assessment system. As a basis for the learning process, the curriculum will always change and adapt to developments in science and technology that will affect the needs of students and society in general (Madya, 2007). These changes can also occur at every level of education, starting at the elementary, secondary, and higher levels, and for every subject, including English language teaching. Changes in the current curriculum are also supported by the development of various language learning models, such as blended learning and autonomous learning, which integrate ICT tools as learning media.

The term digital technology is generally used in the United States, while the term information and communication technology, or ICT, is used in the United Kingdom (Evans, 2009), and the second term is often used in Indonesia. Information technology is a form of facilities and infrastructure that can be used to process, obtain, compile, store, and manipulate data in various ways to obtain quality information (Wardiana, 2002). Along with its rapid development, information technology then leads to the use of computer technology in combining data, images, graphics, and sound that is transferred over a network and produces an output, namely comprehensive information. Information technology and internet developments that can support the educational process then become part of learning activities.

The purpose of this article is to present a discussion about the development of ELT practices in the era of advances in information technology and the various challenges faced in the implementation process. Studies on blended learning and autonomous learning, which are closely related to learning during the current development of science and information technology, are discussed in this article.

ELT in Curriculum Development in Indonesia

English language teaching in Indonesia is always changing due to the need for educational progress in particular, although this also applies to the curriculum's aims. The curriculum is one of the important factors that is at the core of the implementation of the entire process of organizing national education. The curriculum is also a teaching implementation guideline that can control the direction of education implementation carried out in all learning processes at all levels of education (Kemdikbud, 2014). The preparation of a well-planned and sustainable curriculum will affect the development of education in society. In Law Number 20 of 2003 concerning the National Education System, Article 36, Paragraph 3, it is emphasized that curricula at all levels and types of education are developed with the principle of diversification in accordance with educational units, regional potential, and students.

Since the beginning of the independence of the Indonesian state until now, curriculum changes have continued to occur, and history records the curriculum that was in force in Indonesia, namely the 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, and 2013 curricula (Poedjiastutie, Akhyar, Hidayati, and Gasmi, 2016). Curriculum changes that occur in each period of national leadership are a maturation process to produce guiding standards for all levels of education and to support the progress of the nation's education globally. Therefore, the involvement of all parties, such as stakeholders and especially every individual who is directly related to learning activities, is very important in determining the success of curriculum change and development (Johnson in Alsubaie 2016). The latest concept from the Minister of Education, Culture, Research, and Technology, who is currently serving during this period, is freedom to learn. In the speech delivered by the Minister on National Teacher's Day 2019, it was explained that freedom to learn means that educational units, namely schools, teachers, and students, have the freedom to innovate and the freedom to learn independently and creatively. Furthermore, the changes that later occurred again, namely the existence of a Joint Decree from four ministries in Indonesia, namely the Ministry of Education and Culture, Ministry of Religion, Ministry of Health, and Ministry of Home Affairs, which had compiled a guide for organizing learning in the school year and new academic year during the pandemic, Corona virus disease

(COVID-19), were issued on June 15, 2020. This last change did not only occur in Indonesia but also in almost all countries in the world due to the emergence of the Corona virus outbreak in early 2020, which made state leaders design and implement the latest policies in various sectors, including education, which has undergone changes both in the guidelines and learning practices.

The goals of teaching English in Indonesia have also changed along with the development of the applicable curriculum. At the basic level, English is still taught as an additional or optional lesson, while at the intermediate to tertiary levels, English is a compulsory subject that focuses on the four language skills (listening, speaking, reading, and writing). Currently, the general concepts of ELT emphasize communicative ability. In this paradigm, communicative competence implies the capacity to communicate effectively— that is, the ability to use language correctly in social situations (Shumin, 2002), which includes grammatical, psycholinguistic, sociolinguistic, and language components.

To support the success of curriculum implementation, English teachers who are currently in an era of rapidly developing information technology advances certainly have a role that is increasing and different from the role of teachers in previous eras. Their roles are as navigators, adapters, communicators, learners, leaders, role models, collaborators, risk-takers, and independent professionals (Madya, 2013). Littlewood (2011), Thomas and Reinders (2012) also stated that there was a change in the type of interactive teaching and the exchange of roles in learning activities that were teacher-oriented and are now student-oriented. Teachers are expected to change their thinking about teaching, which used to be based only on knowledge but is now based on competence; change the traditional role of someone who only transfers knowledge to someone who has multiple roles in class; develop teaching skills and improve their own abilities; change the way of assessing students and utilizing technology according to teaching needs; develop the ability to adapt textbooks and materials for learning and how to learn them; and change learning that used to be difficult to be fun.

Basically, curriculum changes in Indonesia are a national policy whose authority lies with the central government. Madya (2013) states that changing the curriculum is a necessity because society is also constantly changing, and what is learned and how

to learn it will certainly change to suit the demands of society particularly in ELT. Efforts made by curriculum developers, policymakers, and teachers are to show a positive attitude in responding to curriculum changes that occur, namely by taking a strategic stance. We can analyse the similarities and differences between the old curriculum and the new curriculum. This activity can assist teachers in adjusting teaching procedures and techniques by utilizing relevant things that are already mastered, understanding new points and techniques that need to be applied, and leaving old things that are relevant again. By implementing these things, teachers will always be ready to face any situation and can adapt to curriculum changes and developments in information technology in every learning practice.

Learning practices with ICT

Every country has certain policies that regulate the use of ICT in education, especially for English learning activities. Many studies have been conducted by researchers investigating the impact of the development of ICT in every educational institution on both teachers and students. Evan (2009) notes several studies conducted in various places that use technology in their learning practices. Research conducted in the UK found that there was a relationship between high ICT use and levels of achievement and that there was a positive impact on students' motivation. The internet, which provides various sources such as news, commercials, entertainment, and culture, can be a stimulus because the form of presentation, whether in the form of text, audio, video, etc., really helps teachers to vary learning materials and improve students' reading and listening skills. A number of these online resources can be adapted according to the needs of learning activities. The results of a study conducted by Mitchell on the integration of digital technology and foreign language learning also show effective results. This study also emphasizes the essential fact that starting learning activities requires careful preparation by teachers in selecting appropriate resources to support learning objectives.

Another piece of research has been carried out by Rachel, who reports findings from ethnographic studies and classroom action where the use of digital technology can be used as a pivot for developing new learning environments and into strategies for

teaching, assessment, and classroom management. The research results also show that the use of ICT has increased the motivation and achievement of students. In line with these findings, Evan also obtained the results of a study evaluating communication programs that used computer media, namely Tic-Talk, which can facilitate students from different countries to participate in online learning activities. Other research conducted by Carl has produced learning materials that are more student-centered and easier to use. The conclusion from this study is that the use of digital technology, or ICT, in learning needs to pay attention to all parties involved in the learning process, namely students, teachers, facilitators, material makers, and a number of assistive devices and media to be used.

For domestic studies, since a few years ago, teaching in Indonesia has also integrated digital technology into the teaching and learning process. Research conducted by Fitriah (2015) shows that the use of technology in teaching can provide positive benefits for the development of teachers' creativity. The types of technology used by teachers can be classified into three categories: hardware, the internet, and audio-visual materials. Some teachers do not use the internet directly in the classroom during lessons but use it outside the classroom to prepare their teaching plans. They use various videos from native speakers obtained from YouTube to learn about accent, intonation, and word choice from native speakers of foreign languages. Some other teachers also reported that they used several social media sites, such as Facebook, email, and blogs, as a means of communication or discussion related to certain topics studied by students. Therefore, it can be concluded that most teachers agree that using technology in learning activities can help them convey information that is useful for students and display more interesting learning activities. Recent research conducted by Perdana et al. (2020), which is about the simulation of an online laboratory with concept mapping and problem-based learning, also shows effective results where, through the application of this learning model, students can improve their digital literacy skills, as seen from the results of the pre-test and post-tests during research.

From various studies that have utilized technology in learning activities, positive and useful impacts have been obtained in creating effective learning. The integration of information technology that is suitable for use in learning activities will enable

teachers to create more varied learning activities and enrich the various teaching methods that have been previously mastered by the teacher. Another benefit is that it makes students play an active role in the learning process so that they will get used to it and learn to be more independent when they receive teaching that is different from face-to-face, such as the blended learning model, and to create autonomous learning.

Blended Learning

At present, the use of technology in the teaching and learning process is not a new phenomenon. This rapid technological development has made educational practitioners integrate technology into learning activities, which became known as blended learning. Nicolcon et al. (2011) stated a definition of blended learning and teaching, which both involve a combination of forms of instructional technology, including traditional teaching using web-based or online approaches. They identified that the greater the variety of choices within blended learning, the greater the need for teachers and teacher development to improve their skills because there are many users of the various available technologies. In the previous era, Sharma and Barrett (2007) explained that blended learning is a combination of face-to-face learning methods and learning activities using computers that are integrated into the teaching approach used by teachers. It can be concluded that in the concept of blended learning, the role of technology is very important, especially for learning materials and activities that suit the needs of current students with face-to-face and online teaching collaborations.

There are two things related to implementation-blended learning, particularly in ELT: the role of teachers and learner autonomy. The role of the instructors is described through various modes of internal blended learning because of the many ways to combine online and in-person learning. Learner autonomy is also crucial to the achievement of effective learning. To increase learner autonomy and expand opportunities to use a variety of available online media, several academics have created blogs and websites that contain explanations about the use of online learning media and how to motivate students to take part in it. Therefore, teachers have a major role as facilitators who will provide input to students regarding choices in learning, prepare them to utilize existing

media, provide and give examples of feedback, and guide them in various activities that match their learning interests.

Mirriahi, Alonzo, and Fox (2015) proposed a blended learning framework based on their literature study by providing three standard description levels in this learning model. The criteria and standards in this learning framework are compiled into a learning model. RASE (Resources, Activities, Support, and Evaluation) to support student-centered learning and a technologically compatible environment for blended learning This learning model was chosen to adapt to the current situation in a technology-rich environment. Resources, or the learning resources referred to in this model, are structured teaching materials and content that will enable students to complete all assignments properly through a series of learning activities. The center of the RASE learning model is activities, which identify various activities that will be carried out by students to achieve certain skills such as literacy, knowledge, and other competencies needed in accordance with the learning objectives defined in each blended lesson. Support, as it is defined in the RASE learning model, is providing technical assistance to students and support from peers or teachers so that they understand the best way to carry out learning activities through a series of assignments. In addition, this support is also given to students who experience learning difficulties. Evaluation (assessment) in this model will also enable teachers to monitor the progress of students either individually or in groups during learning activities.

In Indonesia, the practice of language learning in the classroom using blended learning has been going on for several years and continues to develop because several educational institutions require teachers to use blended learning. One of the studies conducted by Purnawarman et al. (2016) showed several advantages to language learning using blended learning. Teachers have implemented Edmodo (one learning management system) to teach writing skills, and the results of the research show that Edmodo can facilitate student interactions through the notes menu (note) on this LMS. The menu notes, which is used during the writing process, turns out to help students interact and do better writing assignments. The benefits of Edmodo in this study can be explained specifically. First, this learning medium provides opportunities for students to work individually and in groups;

second, it makes them more focused on the quality of their writing; furthermore, it enables them to take part in learning activities; and finally, it leads them to understand that Edmodo is part of the learning process. Another study found that blended learning is a very effective and efficient way to develop students' abilities (Shamad and Wekke, 2019). As a result, lecturers are required to actively engage in the implementation. The teachers applied the flipped classroom, the flex model, and optimal supervision.

Autonomous Learning

Autonomous learning has now become a modern learning approach adopted in various settings. It gives students more responsibility in the learning process both inside and outside the classroom to achieve their future learning success (Lander and Kuramoto, 2013). Learner autonomy is often interpreted in various terms by several researchers, which sometimes creates debate due to ideological differences (Oxford in Hendar, 2014). It can be described as being in a condition where they are involved in the process of making learning decisions related to their academic competence. In addition, learner autonomy will also be seen to be more enthusiastic about learning and more focused on learning activities that will benefit them. Autonomy can also be seen as part of an individual process where teachers are only observers or guides in the classroom, and this raises students' awareness of their goals in learning and doing assignments inside and outside the classroom. Other experts add that learner autonomy does not mean freedom without the need for a teacher but rather interdependence between students, learners, and the education system (Little, 2003; Cotteral, 2000).

Furthermore, language learning that is only done in class looks so complicated because of the limited time that students get to acquire all the knowledge they need and the opportunity to practice the language (Harmer, 2007). Teachers also need time to prepare for all types of exposure and create opportunities for students to use the language being learned. In dealing with situations like this, students are expected to take on roles and responsibilities in managing their own learning and developing their language skills. According to Kumaravadivelu (2003), one of the macro strategies in teaching language in the current post-method era is to include efforts to increase learning independence.

They can create a varied learning environment by using a variety of teaching strategies to develop students' independent learning, which will then have an impact on increasing their motivation to learn. Further analysis conducted by Kumaravadivelu describes learner autonomy as an attempt to help students in the following ways: develop the capacity to think critically, make decisions, and act independently, discover their learning potential, take responsibility for their learning and use appropriate strategies to achieve goals, deal with psychological demands in the face of weakness and failure, develop self-control and discipline, reduce complete dependence on teachers and the education system, understand that independence is a complex process of interaction between self, teacher, assignment, and educational environment. Autonomous learning can be seen as part of the process of each individual, and teachers are not only observers or guides but also need to increase the awareness of students so they can be more responsible for themselves and understand their learning goals both inside and outside the classroom.

Along with the advancement of technology, autonomy in language teaching and learning sees technology as the major aspect of its application. It is proven by the research result of autonomous language learning implementation, which indicates that learners are highly dependent on the technology, and they are also aware that technology assists them to achieve their learning goals by providing various types of sources (Inayati, 2016). According to Benson (2006), three major areas of how technology supports autonomous learning include allowing learners to be "the leaders" of their own learning process, providing learners with extensive resources and access, and assisting learners in maximizing resource utilization in accordance with the target language. One of the ways to engage technology with autonomous language learning is by utilizing the ICT tools that will be selected in this research.

Conclusion

The success of implementing the curriculum that is being carried out in ELT practices is supported by various parties, especially teachers who will interact directly with their students. Efforts are needed from the institution, the government, and the teachers to improve their competence so that they are able to deal with various situations in the development of learning activities.

With advances in information and communication technology, all parties involved can apply it because all the information and tools available today are increasingly sophisticated and can be used to support learning activities, both face-to-face, blended, and online. Teaching with the integration of technology designed to increase the learner's autonomy must enable them to set goals, supervise and reflect on learning, and improve their learning attitudes. In this case, English teachers should involve students in preparing learning plans, choosing various activities, and integrating appropriate technology to achieve learning goals and improve the quality of education.

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A Review on Promoting EFL Education: Proficiency, Technology, and Implications

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Abstract

This extensive review illuminates the varied advantages of English as a Foreign Language (EFL) learning, the effect of technology, and the use of language learning applications. It explores the implications of the digital era on educators, students, decision-makers, and institutions. It emphasizes how having a solid command of the English language can significantly improve one's academic performance, cognitive growth, ability to communicate effectively, cultural awareness, and professional opportunities. It highlights how technology may improve EFL learning access, engagement, and adaptability while tackling digital segregation and distractions. Additionally, it thoroughly analyses popular language learning applications like Duolingo, Babbel, Beelinguapp, Busuu, Rosetta Stone, BBC Learning English, FluentU, and Memrise and their beneficial effects on language learning. The recommendations made by this in-depth analysis include a change of paradigm in teaching methods, equal access to technology, utilizing technology, curriculum improvement, teacher preparation, cross-cultural competency, research investment, continuous learning, international cooperation, quality control, engagement with the community, and the advancement of learning about global citizenship. By embracing these implications, the landscape of EFL education can evolve to produce well-rounded individuals with linguistic proficiency, cultural awareness, and a global perspective ready to excel in an interconnected world.

Keywords: EFL Proficiency; Technology-Based Learning, Language Learning Applications; Digital Equity; Cognitive Development

Introduction

EFL, or English as a Foreign Language, is a term widely used to describe the study of English by non-native speakers in countries where English is not the primary language. It plays a pivotal role in the education of international students, offering various program options tailored to different language proficiency levels and academic goals. The following elucidates several standard terms in EFL instructional programs: ESP, General English, Business English, and Academic English. ESP is an acronym denoting "English for Specific Purposes." ESP pedagogy aims to enhance students' English language proficiency within specific academic or professional domains. The instruction of ESP is grounded in the rationale behind learners' motivations to study English, enabling them to concentrate on English language skills that are most pertinent to their exigencies within distinct academic or vocational fields.

Illustrative instances of ESP instruction encompass English courses tailored for business or legal purposes. General English constitutes an EFL curriculum designed to refine overall English language fluency, not for academic ends, but for general English usage. This instructional framework's primary focus centres on speaking and listening proficiency. Business English embodies an EFL program intended for professionals or university graduates aiming to refine their English language competencies before entering commerce. Typically, these programs exhibit shorter duration but are more intensive, concentrating on business-specific terminologies. Academic English comprises an EFL curriculum targeted at students aspiring to pursue higher education. The pedagogical emphasis within this program lies in fostering academic English proficiency, encompassing skills such as academic paper composition, lecture comprehension, and other scholarly competencies. Students commonly receive nationally and internationally recognized certificates upon completing an EFL instructional program. However, before enrolling in specific EFL programs, students are advised to ascertain the type of certification granted upon graduation.

Additionally, it is highly recommended for students to align the chosen EFL program with their intended higher formal education pursuits. Recent studies contrast EFL programs created for specific academic goals (Aizawa et al., 2023; Hori, 2016;

Yamada, 2018). These studies fit how EFL programs like ESP and Academic English are discussed in this review.

The Profound Benefits of EFL Proficiency

Proficiency in EFL brings forth many advantages, particularly for international students, as it serves as a gateway to a world of higher education opportunities both within their home countries and abroad. This section delves into the remarkable benefits of EFL learning, encompassing academic excellence, cognitive development, effective communication, cultural understanding, and enhanced career prospects.

Recent studies unequivocally underscore the positive impact of EFL learning on academic performance (Almaagbh, 2020; Bader et al. et al., 2019; Moqbel, 2013; Wijaya, 2022; Yu, 2023; Zhang, 2021; Zheng & Zhou, 2022; Zohri, 2016). Learning a foreign language enriches cognitive abilities, fostering critical thinking and problem-solving skills. It bolsters memory recall, enhancing the capacity to absorb and retain information (Guo & Yao, 2021). Other research evidence reinforces that bilingualism and multilingualism confer cognitive advantages (Grundy, 2020; Sun et al., 2019).

Furthermore, bilingual or multilingual students consistently outperform their monolingual counterparts in standardized tests, demonstrating heightened proficiency in areas such as mathematics, reading comprehension, and vocabulary (Azkiyah et al., 2023; Geide-Stevenson, 2018; Martirosyan et al., 2015). In addition, individuals with more than one language exhibit exceptional multitasking capabilities and heightened awareness of linguistic nuances, sharpening their overall thinking and decision-making prowess. Beyond academic prowess, EFL proficiency cultivates practical communication skills and an enhanced understanding of different cultures (Aziz Fageeh, 2011; Mohamad, 2021; Nurain Mudawe, 2020). Bilingual or multilingual individuals possess a unique perspective that enables them to engage with diverse cultures in a flexible and empathetic manner (Claramita et al., 2022; Nurain Mudawe, 2020; Yang & Yeh, 2021)

The benefits of EFL proficiency extend to the realm of career opportunities. Proficiency in EFL contributes to expanded earning potential, a broader array of career prospects, and the ability to excel within international organizations. Moreover, EFL proficiency

enriches business communication, equipping professionals with the tools to navigate international markets and foster stronger client relationships (Bocar & Ancheta, 2023). Multilingual individuals are in high demand across diverse industries due to their ability to bridge linguistic gaps and facilitate global collaboration (Alhassan, 2021). Businesses recognize the value multilingual employees bring to their global expansion efforts (Huang & Curle, 2021; Rido, 2020; Ting et al., 2017). These studies delve into the motivational aspect of language learning and its subsequent impact on career advancement, aligning with the assertion that EFL proficiency is a catalyst for enhanced career prospects.

To sum up, the advantages of EFL proficiency are unequivocal and far-reaching. From academic excellence and cognitive enrichment to effective communication, cultural understanding, and amplified career opportunities, the impact of mastering a foreign language transcends numerous facets of an individual's personal and professional life. As the world continues to become more interconnected, the value of EFL proficiency becomes increasingly evident, underscoring its indispensability in a globalized society.

Technology-Based EFL Learning

Technology has significantly transformed various aspects of education, including English as a Foreign Language (EFL) learning. Learning EFL with technology has various goals, benefits, obstacles, and instances. Although technology improves flexibility, accessibility, and participation, issues like the digital divide and distractions must be tackled. The prospect of technology-based EFL learning can be fully realized to produce an enhanced quality of education through approaches that encourage real-time interactions and responsible technology use. Improving accessibility and cost is one of the main goals of integrating technology into EFL learning. Through digital technology, limitations related to distance and cost can be removed from access to educational resources.

Another goal is to increase student engagement through engaging and interactive technologies that promote active participation. In the digital age, promoting learners' information literacy and digital abilities is vital. Technology integration also encourages collaboration and communication, fostering

interactions between peers and educators. Lastly, technology-driven EFL learning seeks to facilitate temporal and spatial flexibility, enabling learners to engage in activities without constraints. Click or tap here to enter text.(Assapari & Hidayati, 2023; Bećirović et al., 2021; Ezza et al., 2019; Haswani, 2014; Irzawati, 2021; Liu & Kleinsasser, 2023; Mohamed et al., 2019Moqbel, 2013; Tuzahra et al., 2021; Wuryantari W. W., 2019 Yermekkyzy, 2022)

The functions of technology-based EFL learning encompass various aspects. Visual and interactive instructional delivery employs multimedia, videos, animations, and simulations to present content engagingly and interactively. Technology enables access to digital resources such as e-books, educational websites, and online databases, enriching the learning experience. Moreover, technology stimulates student participation through online platforms facilitating queries, discussions, and collaborative projects. The incorporation of immediate feedback mechanisms, powered by online assessment systems and adaptive learning tools, ensures real-time guidance tailored to each learner's proficiency level (Anggeraini, 2018a; Bećirović et al., 2021; Haswani, 2014b; Yermekkyzy, 2022a; W. Zhang, 2022).

Technology-based EFL learning offers several advantages. The flexibility empowered by technology allows students to learn without temporal and spatial constraints, accessing materials from anywhere. Interactive media elevates student engagement, adapting to individual needs and preferences. The abundance of learning resources, including videos, simulations, and educational games, caters to diverse learning styles and interests (Anggeraini, 2018b; Fauzi et al., 2022a; Ginusti, 2023; Nurmala et al., 2023; Sinha, 2022)

Despite its benefits, technology-based EFL learning presents challenges. The digital disparity among students, stemming from unequal access to devices and the internet, can marginalize specific learners. Technology-induced distractions may divert students' focus from educational tasks. Moreover, over-reliance on technology might lead to diminished direct social interaction among students and educators, impacting the development of social skills (Efriana, 2021; Fauzi et al., 2022b; Inderawati et al., 2019a; Mohammed et al., 2020; Suherman, 2022).

To address these limitations, strategies can be implemented.

Integrating bidirectional communication applications fosters real-time interactions, bridging the social gap technology-centric learning creates. Diverse platforms offer applications that facilitate immediate two-way communication, enhancing social engagement. Several examples exemplify technology-based EFL learning. E-learning platforms provide various courses and resources tailored to EFL instruction, ensuring flexibility and accessibility. Interactive language learning software supports language acquisition through engaging applications and foreign language programs. Virtual simulations enrich learning experiences through virtual experiments and historical site tours. Utilization of digital resources, such as instructional videos and e-books, enhances EFL instruction. Additionally, remote learning through video conferencing or virtual classrooms enables efficient EFL instruction, transcending geographical boundaries (Fauzi et al., 2022c; Inderawati et al., 2019b; Pratama et al., 2020).

Exploring Language Learning Applications for EFL Students

In today's digital age, language learning has been revolutionized by the emergence of various applications that cater to individual needs and preferences. This part examines various language-learning applications that give EFL students the option of autonomous study. Using such applications allows users to learn at their speed and convenience without physically attending conventional schools. Language learning applications offer benefits beyond language fluency, such as improved employment chances, improved cognitive development, and successful communication. The benefits of incorporating language learning applications into EFL sessions have recently come to light, with studies demonstrating improved student enthusiasm and language proficiency as a result (Agustina et al., 2022; AlDakhil & AlFadda, 2021; Esmaeili & Shahrokhi, 2020; Meihami & Shabani, 2023; Nuralisah & Kareviati, 2020; Nushi & Eqbali, 2018; Yermekkyzy, 2022).

Duolingo: Unlocking Language Proficiency Through User-Friendly Design.

Duolingo often takes centre stage when embarking on a journey to learn languages such as English. Duolingo has garnered substantial popularity with its user-friendly interface and a myriad of language options. The application offers language learning

from essential to advanced levels, allowing users to set daily learning targets. This unique feature encourages regular practice and commitment to language acquisition. Duolingo's approach imparts language skills and fosters a sense of achievement. Research evidence highlights the positive impact of incorporating this application into EFL instruction (Irzawati, 2021). The study analyzed the effectiveness of Duolingo in enhancing various language skills, including grammar, vocabulary, listening, speaking, and writing.

Babbel: A Comprehensive Approach to Language Learning

Babbel offers a comprehensive platform for language learning, focusing on vocabulary and conversational skills. While sharing similarities with other language applications, Babbel distinguishes itself through its concise and interactive lessons. The app caters to learners seeking quick but informative lessons, often with a practical context. While not entirely free, Babbel's affordability and targeted approach make it a popular choice among language learners. Nushi and Eqbali's (2018) study revealed that although the app was created to be used in the learners' free time, it can also be used as a severe course for a learner with a serious mindset because it meticulously caters to the demands of both sorts of learners. In addition, It is a decent option for language learning, yet its approach could appear to some students as unimaginative. For other students, it may be an outstanding language-learning tool supporting them at every stage.

Beelinguapp: Embracing Language Learning through Storytelling

Beelinguapp embraces a unique approach by integrating storytelling into language learning. Users can read and listen to audiobooks, news, and songs in their target language. This concept capitalizes on the brain's natural ability to learn languages contextually. Beelinguapp's user-friendly interface encourages active reading and listening, engagingly fostering language skills. Beelinguapp's utilization of storytelling aligns with cognitive science and offers an innovative approach to language learning. Its karaoke-style feature enhances pronunciation and language comprehension. The application is a testament to the effectiveness of combining technology and storytelling to promote

language acquisition. A recent study by Wang, 2023) reveals that Beelinguapp is one of the top five online services among mobile apps for teaching English in China.

Busuu: Interactive Learning with Native Speaker Feedback

Busuu facilitates language learning by offering a range of skills, including vocabulary, grammar, and speaking practice. What sets Busuu apart is its unique feature of receiving feedback from native speakers. This enables learners to refine their language skills and gain a more authentic grasp of the language. Some studies underscore the positive impact of Busuu's approach. These studies reveal that integrating Busuu into language learning positively affects students' perceptions and engagement, enhancing their language skills. The incorporation of feedback from native speakers is a noteworthy aspect of Busuu's effectiveness (AlDakhil & AlFadda, 2021) (Fahmi & Cahyono, 2021)

Rosetta Stone: Speaking Proficiency Amplified

Rosetta Stone, known for its emphasis on speaking proficiency, offers focused language learning experiences. Its modules cater to users with diverse language goals, whether conversational basics or advanced language skills. Rosetta Stone's contextual and interactive learning approach ensures an enjoyable language-learning journey. A study among Indonesian EFL learners demonstrates the positive impact of integrating Rosetta Stone into language instruction. It showcases how incorporating Rosetta Stone significantly improved students' speaking skills through consistent practice and engaging digital content (Yurdean et al., 2016)

BBC Learning English: Embracing Everyday Language Proficiency

For learners seeking to enhance their everyday English language skills, BBC Learning English offers a tailored experience. With "mini daily lessons" lasting just three minutes, this application caters to those with busy schedules. The emphasis on real-life language usage through videos and interactive content enables learners to grasp practical communication skills efficiently. Some studies have examined the impact of BBC Learning English on learners' EFL skills. These studies demonstrate that integrating

this application into language instruction enhances all EFL skills, vocabulary enrichment, and articulation (Abdelhadi & Boukhelif, 2023; Rachmiati et al., 2021; Seitan Khashan & Farhan AbuSeileek, 2023)

FluentU: Immersive Learning Through Real-Life Content

FluentU stands out with its immersive approach to language learning. By utilizing real-life content such as movie trailers, music videos, and speeches, FluentU provides an engaging language acquisition experience. This application caters to a range of languages, offering diverse learning opportunities. FluentU's unique approach to contextual learning and personalized experiences aligns with the findings of the study conducted by Altynbekova and Zhussupova, (2020). The study indicates that integrating digital tools like FluentU into language instruction offers more benefits than drawbacks. It is still possible to expand and advance Fluentu's technology by investigating novel methods to use it for even more effective learning settings.

Memrise: Learning Through Gamification and Interaction

Memrise introduces gamification to language learning, catering to learners who thrive on interactive experiences. With diverse difficulty levels and various topics, Memrise's interactive approach makes language acquisition an engaging endeavor. Memrise's utilization of gamification and its alignment with interactive learning approaches are reinforced by the study conducted by Esmaeili and Shahrokhi (2020) and Nuralisah and Kareviati (2020). Incorporating gamified elements in language instruction enhances learners' perceptions of efficacy and motivation.

To summarize, the array of language learning applications available today offers EFL students' diverse options to enhance their language skills. From user-friendly interfaces to immersive experiences and native-speaker interactions, these applications bring language learning into the digital age. The findings from various research studies underscore the positive impact of integrating these applications into language instruction, revealing improved proficiency, engagement, and motivation among learners. As technology continues to shape how we learn, these applications pave the way for a dynamic and effective language-learning journey. While applications provide valuable resources, it

is important to remember that a holistic approach, including real-life communication and cultural immersion, contributes to a well-rounded language learning experience.

Implication

EFL (English as a Foreign Language) education is profoundly transforming in the digital age. This comprehensive review has unveiled a multitude of implications that should guide educators, learners, policymakers, and institutions towards harnessing the full potential of EFL proficiency. The critical implications stemming from this examination are summarized here.

1. Paradigm Shift in Pedagogy: Educators are called upon to adapt their pedagogical approaches to align with the multifaceted benefits of EFL proficiency. This shift encompasses cognitive development, cross-cultural communication, and career readiness, necessitating a holistic view of education.

2. Digital Equity: Policymakers must ensure equitable access to technology-based EFL instruction to bridge the digital divide. Strategic planning and resource allocation are essential to maximize the benefits of digital tools in EFL education.

3. Leveraging Technology: Language learning application developers should utilize research findings to enhance user experiences. Technology should not replace traditional learning but complement it, motivating learners and optimizing language acquisition.

4. Curriculum Enhancement: Educational institutions should reconsider and enrich their EFL curricula to cater to diverse student goals. Collaboration with industry experts can bridge the gap between education and employability.

5. Educator Training: As technology becomes more integrated into EFL education, institutions must invest in teacher training and professional development. Equipping educators with digital skills is crucial for effective online instruction.

6. Cross-Cultural Competence: Emphasis should be placed on developing cross-cultural competence alongside language proficiency. Learners should be prepared to

appreciate and navigate cultural differences, fostering a globally aware society.

7. Research Investment: Institutions should encourage and support research initiatives that explore effective instructional methods, technology integration, and language learning outcomes. This ongoing research will lead to continuous improvement in teaching strategies.

8. Lifelong Learning: The benefits of EFL proficiency extend beyond traditional education. Adult education and lifelong learning programs can leverage insights to design language courses for personal and professional growth.

9. Global Collaboration: Institutions can collaborate globally to offer exchange programs that immerse students in EFL-rich environments. Such programs provide experiential learning and facilitate the exchange of best practices in EFL education.

10. Quality Assurance: Quality assurance mechanisms for EFL programs should be developed to ensure consistency in instruction and uphold standards across different institutions. Accreditation bodies play a vital role in evaluating program effectiveness.

11. Community Involvement: Parents and communities should actively support language learning endeavours. Schools can organize workshops and partnerships to reinforce language skills and engage learners with native speakers.

12. Global Citizenship Education: EFL education aligns with the principles of global citizenship education, fostering informed, empathetic, and engaged learners. Incorporating these principles into curricula enhances the global perspective of students.

By embracing these implications and integrating them into educational practices, policies, and initiatives, the landscape of EFL education can be enriched. This approach aims to produce well-rounded individuals with linguistic proficiency, cultural awareness, and a global outlook poised to thrive in an interconnected world.

Conclusion

In the digital innovation age, the EFL education field is at a crossroads. The possibilities for learners worldwide have been reimagined owing to the profound advantages of EFL proficiency, the impact of technology, and the integration of language learning applications. Educators, learners, policymakers, and institutions must seize these opportunities to foster holistic education, bridge digital divides, and enhance language learning experiences. The implications drawn from this comprehensive review serve as guiding principles for a future where EFL proficiency equips individuals with the skills, knowledge, and perspectives needed to thrive in our interconnected global society. As we navigate this transformative journey, the value of EFL proficiency becomes increasingly evident, underscoring its indispensability in shaping the global citizens of tomorrow.

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The Up-to-Date of Teaching English Strategies for Young Learners in the Digitalization Era

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Abstract

In the last decade, education has undergone a significant transformation owing to advancements in technology. Education plays a crucial role in facilitating learning, especially for young learners, and the era of digitalization plays a prominent role in this evolution. Young learners are unique and interesting individuals with abundant enthusiasm and high imaginations. In the process of teaching English to young learners, there are some extraordinary aspects of emotional, intellectual, and linguistic development that must be considered. These developments progress rapidly during their toddler years, as their brains have already reached 80% of the size of an adult brain at this stage. Consequently, they require specialized attention, particularly in this era of digitalization.

Introduction

Over the past decade, the landscape of education has undergone rapid transformations, characterized by dynamic changes in infrastructure, communication, and the dissemination of information and knowledge. This evolution is driven in part by the relentless advancement of technology, which has not only revolutionized conventional teaching methods but has also underscored the need for innovative strategies that foster efficient teaching and learning processes (Sari et al., 2023). This significant transformation is notably conspicuous within the sphere of instructing English to young learners, given that contemporary

children epitomize the inaugural cohort to mature alongside emerging technologies. Consequently, it is apt to categorize them as digital-native students (Sari, 2015). While the integration of technology into education is not a novel concept, the velocity and extent of technological progress, particularly within the realms of the Internet, Information and Communication Technologies (ICT), and digital tools, have generated an unprecedented pedagogical landscape.

Within this context, young learners emerge as a distinct group of educational beneficiaries, characterized by their boundless enthusiasm and vivid imagination. The pedagogical strategies employed for this demographic necessitate continuous innovation, as monotony can quickly diminish their engagement (Hijriati, 2023). Additionally, as asserted by Akmal et al. (2021), it is noteworthy that very young learners exhibit distinct attributes characterized by their joyful disposition, exuberance, dynamism, expressive nature, vivid imagination, sensory engagement, rapidity in both acquiring and forgetting knowledge. Consequently, educators entrusted with the responsibility of instructing young learners are impelled to harness an unrestrained creative ethos. This entails the formulation of educational experiences that transcend didacticism, ensuring that they are not only instructive but also captivating and enjoyable.

A key proponent of effective teaching is also the teacher's competence in tailoring materials to suit young learners' needs. As Cahyati et al. (2019) emphasized, successful English language instruction for young learners' hinges upon the ability of educators to harness a spectrum of approaches, methods, and techniques. Crucially, these methods should be geared towards fostering interactive classroom environments, a cornerstone for optimized learning outcomes.

In light of this, the importance of educators with exceptional teaching prowess cannot be overstated, particularly in the domain of English language instruction. Such educators are not only well-versed in effective teaching methodologies, but they also possess a deep understanding of child development, an attribute that is indispensable when navigating the unique nuances of young learners (Graddol, 2006). The confluence of linguistic expertise and pedagogical acumen is crucial in inspiring and nurturing the future generations of proficient English speakers.

Previous studies have explored how educators utilize digital tools in teaching. A study conducted by Laloan (2022) conveyed the strategies that can be implemented by teachers to integrate technology into EYL instruction. In the research, Laloan (2022) also stated that relying on technology to improve learners' vocabularies needs support from parents, teachers, and the school environment. As a response to technological developments, stakeholders in the education sector conduct teacher training, teacher education, and teacher professional development. Another study by Cahyati, Parmawati, & Atmawidjaja (2019) examined a case study in a primary school and kindergarten on how teachers used EYL teaching strategies with students. Lastly, a study by Kusumaningrum et al. (2022) investigated the readiness of primary teachers to integrate technology into teaching instruction. Although the conditions have left educators with limited solutions, the application of virtual learning showed negative effects on students.

Against this backdrop of evolving educational dynamics and the pivotal role of technology therein, this research paper embarks on an exploration of contemporary teaching strategies for English for Young Learners (EYL) in the digital era. By delving into the multifaceted intersections of technology, pedagogy, and young learners' cognitive development, this study seeks to unearth novel insights that can inform instructional practices tailored to the current educational landscape.

Discussion

The landscape of education has undergone a remarkable transformation over the last decade, driven by the rapid advancement of technology. In this digital era, teaching English to young learners (EYL) has encountered new challenges and opportunities. This section presents the key findings from the literature review and discusses their implications for EYL teaching strategies.

1. Learning Characteristics of Young Learners

According to Hijriati (2023), in Indonesia, young learners commence their educational journey from preschool at the age of three and continue through elementary school until the age of twelve. Instructing English to young learners entails the role of guiding and facilitating their educational journey, empowering

them to comprehend concepts, principles, perspectives, abilities, and knowledge in the English language through the utilization of diverse pedagogical approaches. These strategies aim to reshape their thinking and understanding of the language in the context of their daily lives as foreign language learners. Henceforth, numerous prior research endeavours provide valuable perspectives regarding the factors to contemplate when instructing English as a second language to youngsters.

As highlighted by Syafei (2016), the learning experience for young learners should be enjoyable and natural, with language initially introduced through sounds rather than written symbols. Additionally, children exhibit a heightened sensitivity to sensory stimuli, readily responding to physical objects. Making language meaningful through tangible elements and experiential presentations enhances their comprehension. The approach of commencing teaching from students' existing knowledge, promoting associative thinking, particularly aligns with children's learning tendencies.

Moreover, Musthafa (2010) in Cahyati et al., (2019)) further elaborates on the requirements for optimal English language exposure, emphasizing the necessity of consistent usage among children. Creating a print-rich environment within the classroom enriches linguistic engagement. Utilizing activity-based teaching methods such as Total Physical Response (TPR), games, and projects significantly contributes to effective English instruction for young learners (EYL). Employing a diverse range of techniques in short, engaging intervals sustains children's interest in English lessons. Prioritizing functional English fosters vocabulary development and immediate communicative competence. Regular reinforcement plays a pivotal role in acquiring English expressions, while educators should introduce valuable routines that promote language acquisition. Proficiency in English and serving as role models are essential qualities for EYL teachers to ensure effective language learning.

An essential consideration for educators when teaching young learners English pertains to the accessibility of high-quality educational materials. Furnishing young learners with age-appropriate resources is of utmost importance, as it ensures an effective and pertinent teaching and learning experience. In the early stages of childhood development, children predominantly

rely on their sensory faculties to navigate their surroundings. They encounter a multitude of symbols, encompassing words, images, video clips, films, and songs, each carrying distinct meanings (Indriani & Suteja, 2023). Emphasizing the significance of these symbols, Tajeri et al. (2017) (in Indriani & Suteja, 2023) underscore their prevalence in the medias and platforms that young learner frequently engage with, namely television, theaters, YouTube, electronic gadgets, and any other communication devices. In this context of child development, the pivotal role of advanced technology becomes apparent in facilitating a comprehensive linguistic progression among young learners acquiring a new language.

2. *EYL Teaching Practice in Indonesia*

Starting from 2013, English education in Indonesian primary schools has experienced a notable transformation. While private schools maintain its mandatory status, public schools have adopted a more flexible approach, offering English education as an optional or supplementary subject. This shift has empowered elementary school teachers across Indonesia with substantial autonomy in creating their teaching materials and assessments (Sulistiyo, Haryanto, Widodo, & Elyas, 2019). In practice, the delivery of English education takes various forms, including compulsory subjects, extracurricular activities, or integration into pupils' self-development programs (Diyanti, et al., 2020). Educators view primary-level English as a vital link in students' language learning journey from elementary to secondary education, underscoring its importance (Sulistiyo, et al., 2019).

The English teaching and learning process in primary schools and kindergarten settings hold immense significance as they serve as the foundation for language development and communicative competence. Within the Kurikulum Merdeka framework, English education in primary schools aims to equip students with essential communication skills. Artini (2017) identified several objectives of English learning, including developing communicative competence across various modalities—oral, written, visual, and audio-visual—fostering intercultural competence, nurturing confidence, and cultivating critical and creative thinking skills. These objectives are typically implemented at the first and fourth grade levels.

In the realm of teaching young learners, educators should prioritize language exposure, play-based learning, and multimodal strategies, all tailored to the unique characteristics of these learners. However, it's worth noting that previous studies have highlighted a shortage of English educators with specialized training and qualifications in English language teaching (ELT). This deficiency raises concerns regarding the quality and effectiveness of English education in primary schools (Dewi et al., 2023; Islam, 2023; Nengsi et al., 2023).

The significance of specialized training in ELT has been emphasized by Suharno (2017), who underscores the importance of teachers' comprehension of language learning theories, pedagogical approaches, and assessment techniques in delivering effective language instruction. Cahyati (2018) further argues that, given the increasing number of elementary schools offering English, it's imperative to consider teachers' competence in teaching English at this educational level. Teacher competence encompasses proficiency in the language, knowledge of age-appropriate teaching methods, classroom management skills, and an understanding of basic principles of child psychology. These proficiencies are imperative because instructing and acquiring English at the primary level necessitate distinct strategies and skills. Neglecting to consider students' readiness, teachers' qualifications, and school resources could undermine the purpose of English teaching in elementary education. In essence, a comprehensive approach that considers these factors is indispensable for successful English education in the first grade and beyond.

3. Shifting EYL Teaching Strategy during Digital Era

The field of EYL teaching has undergone a profound transformation as traditional teaching methods evolve into digital approaches. This shift is motivated by several compelling factors, substantiated by research and educational practice.

First and foremost, the allure and familiarity of digital tools and devices among young learners serve as a driving force behind this transition. As highlighted by Sari (2015), contemporary young individuals are frequently characterized as "digital natives" due to their early exposure to digital technology. Consequently, the incorporation of digital components into English instruction for

young learners (EYL) leverages these students' natural familiarity with technology. This transformation is so significant that it fundamentally alters the manner in which young individuals communicate, interact socially, engage in creative activities, and acquire knowledge.

The technological revolution has given rise to a generational gap between educators, often considered digital immigrants, and the majority of young learners who belong to the digital-native generation. The era of digitalization has underscored the importance of flexibility and adaptability in EYL teaching strategies. Considering this circumstance, early childhood educators frequently engage in the challenge of seeking novel experiences to share with young learners, guiding rather than directing them, and moving in a direction that aligns with the child's interests (Sari, 2015). Furthermore, the adoption of digital EYL teaching strategies aligns with contemporary pedagogical approaches that prioritize student-centered learning and interactivity (Junarti et al., 2023). Digital platforms provide avenues for active engagement, cooperation, and tailored learning encounters, allowing educators to better address the distinct requirements and learning preferences of their students.

In improving learning activities, teachers must have some knowledge so that teachers can integrate technology in learning optimally. This knowledge is called *TPACK (Technological Pedagogical Content Knowledge)*. The concept of TPACK serves as a theoretical framework that comprehensively encompasses teachers' expertise in merging learning resources, pedagogical expertise, and technological aptitude to construct suitable and efficient educational processes (Ajizah & Huda, 2020). In the TPACK application in Indonesia, teachers generally applied strategies of conducting synchronous learning using video conference applications such as *Google Meet and Zoom Meeting,* while the asynchronous meeting using W*hatsApp, Edmodo, Telegram, Google Classroom, Ruang Guru,* and other applications. These online platforms provide opportunities for collaborative learning beyond the classroom (Hariati, Ilyas & Siddik, 2022). Virtual discussions, collaborative writing projects, and joint problem-solving tasks can foster interaction and cooperation among young learners. Such collaborative experiences mirror real-world language use and contribute to language development and socio-cultural skills.

Along with the wide implementation of TPACK, abundant of studies invented to highlight the potential for digital tools and strategies to enhance language acquisition. Indriani & Suteja's research (2023) highlights the advantages of employing digital storytelling to enhance reading interest among young learners. Their study indicates increased engagement and improved knowledge retention in young learners, emphasizing the pressing need for enhanced support from parents or caregivers in this regard. Mudra's study (2021) presents findings indicating that the incorporation of digital literacy tools like Facebook and WhatsApp has an impact on enhancing students' proficiency in all four language skills. Nevertheless, the study encountered substantial challenges related to internet connectivity during its implementation. The researcher also underscored the importance of utilizing authentic materials in instructional practices, as they naturally incorporate and exemplify English grammar usage.

Not only implementing crossover media, the development for invention in EYL teaching shown in numerous of literature, one of them was conducted by Setiawan et al. (2023), where the researchers developed a learning named "Expose" can be accessed in android. The Expose application aimed to optimize the students' vocabulary mastery by applying play-based learning into teaching instruction. While the digital era presents numerous opportunities, challenges must also be navigated. Issues such as the digital divide, privacy concerns, and the need for teacher training in digital pedagogies are crucial considerations. Afterall, educators must ensure that technology complements, rather than replaces, the interactive and experiential aspects of EYL instruction.

The literature highlights the effectiveness of blended learning models in EYL contexts. Integrating both online and offline activities allow for flexibility while maintaining the benefits of face-to-face interactions. If we could skip some steps ahead, we could come to technology utilization can be brought into the next level; an adaptive technology powered by artificial intelligence. The integration of Artificial Intelligence (AI) into English teaching for young learners (EYL) represents a promising frontier in education, offering numerous benefits that enhance the quality of language instruction (Fitria, 2021). Fitria (2021) also stated that these smart machines that have power of human's automatic learning (e.g., Text to speech (TTS), Elsa, Chatbot, Duolingo, etc.) help the

students to learn even without having to face the teachers directly.

An AI can facilitate formative assessment, providing real-time feedback to both students and teachers. Intelligent tutoring systems, for example, can identify areas where students are struggling and offer targeted support Xu et al. (2023). Such immediate feedback is instrumental in helping young learners identify and rectify errors in their language use. AI's capacity for natural language processing and understanding enables interactive language learning experiences that mimic real-world conversations (Jeon, 2022). Chatbots and language processing tools can engage students in dialogues, providing opportunities for language practice and reinforcement. These AI-driven conversations can be particularly valuable for young learners, who benefit from authentic language interactions. Another point is AI can assist in automating routine tasks, such as grading assignments, assessments, allowing teachers to allocate more time to meaningful interactions with students (Ahmad et al. (2022); Celik et al. (2022)). This automation not only streamlines administrative processes but also ensures greater consistency in assessment practices.

In conclusion, the shift from traditional to digital of EYL teaching strategies is driven by the compelling advantages offered by digital technology. These include enhanced engagement, personalized learning experiences, and the capacity to address individual learning needs. Incorporating AI into EYL teaching strategies also aligns with the demand for 21st-century skills. As young learners engage with AI-driven technologies, they develop digital literacy and problem-solving skills, which are increasingly vital in today's interconnected world. Thus, AI-enhanced language learning prepares students for the demands of the modern workforce.

Conclusion

Teaching English to young learners (EYL) has faced unique challenges and opportunities in this digital era. Notably, young learners possess distinct characteristics that demand innovative pedagogical approaches, emphasizing sensory engagement, play-based learning, and language exposure. The clash in needing to achieve the learning outcomes and the technology revolution leads to innovation in delivering EYL instruction. The shift in English education in Indonesian primary schools, allowing flexibility in

teaching methods, reflects an acknowledgment of diverse learner needs. Technology integration into EYL education, accelerated by the COVID-19 pandemic, underscores the importance of adaptability among teachers. Advanced technologies, including digital tools and artificial intelligence, offer exciting possibilities in EYL teaching, enhancing feedback, interactivity, and automation. Ultimately, embracing these changes equips young learners with digital literacy and problem-solving skills, preparing them for the demands of the modern world.

As technology continues to evolve and shape the educational landscape, further research is warranted to delve deeper into the potential benefits and challenges associated with integrating technology into EYL instruction. Investigating the specific digital tools and platforms that resonate with young learners, as well as the impact of technology on their language acquisition and cognitive development, will be instrumental in refining instructional practices.

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Duolingo Translation Guide

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ABSTRACT

This study explores the use of Duolingo, a popular language-learning app, in teaching translation skills to university students. Leveraging the benefits of gamified learning, Duolingo's utility is assessed in supplementing traditional translation instruction. The paper evaluates Duolingo's features including decontextualized drills, real-time algorithmic feedback, and crowdsourced translation tasks and their contribution to developing the learners' language proficiency. Despite the app's limitations, it demonstrates potential in enhancing learner motivation, vocabulary enrichment, and understanding of grammatical structures. The findings suggest that when supplemented with effective classroom teaching, the use of Duolingo increase student engagement and improved their translation accuracy, advocating for a blended learning approach in language education. However, the study emphasizes the need for teacher guidance and other educational resources to complement Duolingo for a comprehensive language learning experience.

Introduction

In today's interconnected world, the capacity to communicate successfully across multiple languages is becoming increasingly vital. The use of technology, such as language learning programs like Duolingo, can help in the development of certain language abilities. Duolingo is a popular language learning program that provides classes in a variety of languages such as Spanish, French,

German, and others. teacher can help students develop language competency and improve their capacity to communicate with people from different cultural backgrounds by using Duolingo for teaching translation. Duolingo is a mobile phone application that may be used to learn foreign languages. According to past literature and research on Duolingo, it has been discovered that this program can be effective in assisting students in learning a new language in a fun and easy method (Budiani, 2020). Duolingo also employs a number of tasks and drills that emphasize decontextualized grammar and translation, as well as audiolingual learning. However, lecturer must choose and use Duolingo or comparable language programs carefully in order to foster meaningful contextualized language use.

Duolingo can be a useful tool in language education when used to teach translation. It allows students to practice translation abilities, which are necessary for comprehending and communicating meaning across languages. Students can improve their comprehension of vocabulary, grammar, syntax, and cultural nuances by participating in translation assignments on Duolingo. Furthermore, Duolingo provides algorithmic feedback that provides learners with quick correction and advice, assisting them in identifying and correcting their faults. Furthermore, Duolingo allows learners to participate in volunteer translation work, which benefits not just the individuals using the app but also a larger community of language learners and translators (Crespo, 2016). Furthermore, Duolingo uses a crowdsourcing technique that lets students to contribute to the translation of text segments (Crespo, 2016). Learners not only achieve linguistic proficiency but also actively participate in the translation community as a result of this process. As learners witness the practical application of their language skills, this involvement can build a sense of accomplishment and motivation. It is crucial to note, however, that while Duolingo can be an effective tool for teaching translation. It should not be used as a replacement for a competent language teacher. Using Duolingo to teach translation can provide learners with easy and enjoyable opportunities to practice and develop their skills.

Language teachers can create a blended learning environment that blends traditional classroom instruction with the benefits of technology-based language learning by introducing Duolingo into

their teaching practice. This allows students to independently practice and reinforce their translation abilities outside of the classroom, which can assist optimize class time. Furthermore, using Duolingo for translation activities allows teachers to devote more class time to other areas of language learning, such as culture, communication skills, and fluency development. Students can benefit from the app's interactive and gamified approach to language learning by using Duolingo.

The Role of Applications in Language Learning

English language learning apps offer an innovative and convenient method for teaching and practicing English. These apps provide learners with the opportunity to engage in various language systems and skills, including vocabulary, grammar, listening, speaking, reading, and writing. Additionally, these apps can provide lessons and tips on different language skills, making them a comprehensive resource for learners. The combination of knowledge and fun that these apps provide can enhance motivation and engagement among learners. Furthermore, using English language learning apps allows learners to be technologically advanced while benefiting linguistically. Moreover, research has shown that incorporating mobile learning and language learning apps into English education can yield positive results (Younes et al., 2021). According to research conducted by Coffey, a significant number of language learners (31% of 290 respondents) reported using mobile devices to aid in their language-learning process. In addition, the study found that 35% of respondents agreed that one advantage of language learning apps was the ability to learn outside of traditional formal environments.

Duolingo: App Description

Duolingo is a free program launched in November 2011 by Luis Von Ahn and Severin Hacker. Its tagline is "Free language education for the entire world." It has almost 30 million registered users, according to its website. It provides numerous languages for both English speakers and non-English people. It is currently one of the most popular language-learning apps available. The app has a solid reputation for a reason. Students can use Duolingo's most popular features for free, making it a popular alternative for language learners wishing to test the waters or improve their skills for free. There is also the option to pay for a membership and

upgrade to Super Duolingo in order to gain access to additional features. The primary objective of Duolingo is gamified learning, which attempts to strengthen several abilities such as reading, writing, speaking, and listening.

Figure 12. SHOPIEMCDONALD and MICHAEL CRISTIANO *(update August 19 2023)*

The Key Features of Duolingo

(1). The "tree," which contains skills, each represented by a node that changes colour from grey (indicating that a skill has not been started), to red, blue, or green (you have started the lessons within the skill), to gold (you have mastered all of the lessons and vocabulary for   that specific skill). It is important to note that the gold colour can "turn" back to another hue if Duolingo's algorithm determines that you need to go back and review those nodes because you have forgotten the vocabulary or because enough time has passed. (2). There are 66 Abilities. They are; Food, Animals, Plurals (for beginning nodes) to Modal   Verbs, Subjunctive Past, or Past Imperfect (for advanced nodes) are some examples.
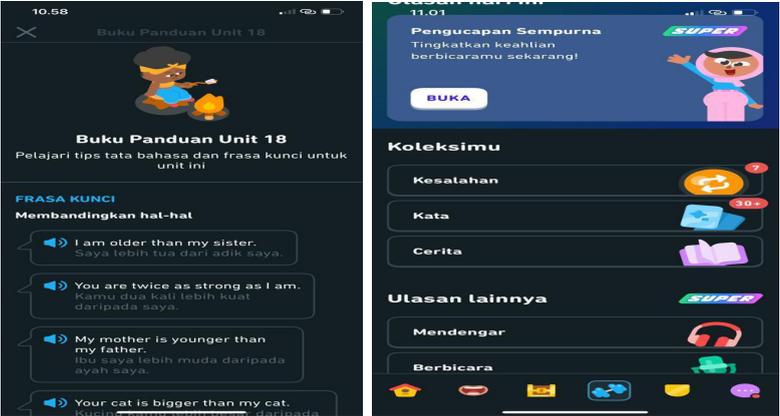
(3). It consists of 329 lessons. Each talent has a set of lessons ranging from one to eleven. Each lesson covers approximately seven to eight words. Each lesson finished earns 10 XP (points). There are 1571 characters. (4). Words: A list of words studied or already known by the user. According to Duolingo's algorithm, each word is accompanied with a strength indicator that indicates if the word is still strong in your memory or if it is time to practice again. You may also use flashcards to review these words. 5) Activity: Duolingo functions similarly to a social networking website. Other students can follow you, and you can follow other people. The activity stream displays not only what you and the people you follow achieve in Duolingo (levels opened), but also if you or they have posted a comment in the discussion board.

Duolingo Performance

Duolingo is a free online language learning platform that has won numerous awards. More than 300 million students from all around the world have enrolled in one of Duolingo's 90+ game-like language courses since its inception in 2012. Duolingo execution alludes to how well a client is advancing and accomplishing their dialect learning objectives on the Duolingo dialect learning stage. Duolingo offers a assortment of highlights and measurements to assist clients track their execution and degree their dialect capability. Here are a few key perspectives of Duolingo execution:

1. Aptitudes and Lesson Completion; Duolingo offers structured educational modules partitioned into abilities and lessons. Clients progress by completing these aptitudes and lessons, which cover distinctive perspectives of the dialect, such as lexicon, linguistic use, and social information. A user's execution is regularly measured by how many aptitudes and lessons they have completed.

2. XP (Experience Points); Clients gain XP for completing lessons, practicing frequently, and accomplishing day by day objectives. Amassing XP can be a degree of a user's devotion and consistency in their dialect learning endeavours.

3. Streaks; Duolingo empowers you every day to hone your skills through streaks. Clients can keep up a streak by practicing each day. Longer streaks are frequently seen as a sign of commitment to dialect learning.

4. Precision and Speed; Amid lessons, clients gain focus based on the exactness and speed of their reactions. This measures their capacity to review lexicon and apply linguistic use rules successfully.

5. Testing Out; Duolingo allows clients to "test out" of abilities or lessons in case they as of now have a great to get a handle on the fabric. Effectively testing out could be a sign of capability in that specific aptitude.

6. Crowns; Duolingo presented a Crown framework, where clients can gain up to five Crowns in each ability. Winning more Crowns in a skill shows a more profound understanding of the substance.

7. Advance Tests; Duolingo intermittently offers progress tests to evaluate a user in general dialect capability. These tests can give insight into how well a client has retained the fabric.

8. Dialect Trees; Completing a dialect tree (the complete set of aptitudes and lessons for a dialect) may be a critical accomplishment on Duolingo and illustrate a comprehensive understanding of the dialect.

9. Familiarity Score; Duolingo gives a fluency score, which is a gauge of a user's capability within the dialect. It's vital to note that this score is based on Duolingo works out and may not precisely reflect real-world familiarity.

10. Social Highlights; Clients can interface with companions on Duolingo and see how their execution compares to others. This social perspective can persuade clients to move forward with their execution.

11. Reward Abilities; Duolingo offers rewards and lessons that cover specialized subjects or social bits of knowledge. Completing these can upgrade a user's dialect aptitudes and social information.

It's imperative to keep in mind that Duolingo execution measurements are basically outlined to spur and track progress inside the stage. Whereas they can be supportive for gaging your commitment and consistency, genuine dialect capability amplifies past the stage and requires real-world hone, submersion, and social understanding. Duolingo's gamified approach and execution-following devices are outlined to create dialect learning that locks in and is fulfilling. Clients can set their claim objectives and utilize these measurements to screen their progress toward becoming more capable in the dialect they are learning. Translation-based exercises are used to supplement learning on Duolingo. This task focuses on difficulties in which users are given a prompt within the dialect they are learning (English) and must enter a reaction in their local dialect. A few occurrences are shown in the photo's underneath, which are from English lessons for Indonesian speakers.

Prediction Task

Participants were given a sentence in English and asked to produce a set of high-coverage translations in the target language. To level the playing field, we also offer high-quality reference machine translation (via Amazon), which can serve as a solid foundation for machine translation tasks. The quick sentences come from Duolingo courses and are usually relatively simple (and a bit quirky). For example, below is a sentence from a course on teaching English to Indonesian speakers:

The writer simply used the tree section with skills and lessons for this study. The following description is for this region only: Students can participate in a variety of activities on Duolingo. When you click on a skill, the number of lessons for that talent is displayed. Each lesson specifies the words (up to eight) that will be covered. In addition to the lessons, if you have studied all the lessons or tested this ability, you can only review it in general. To differentiate from regular courses, we refer to "practice" or "skill building" in the program. Each lesson has an icon that represents the "strength" of that skill, with a maximum "rating" of 5. When you reach five, the skill icon will turn yellow.

The most common tasks in each lesson (it is not exhaustive because the app is constantly updated): a. After seeing a picture of a vocabulary word, write it down. b. Write a sentence in your native language. When words are displayed for the first time, users can hover over them to see their meaning vs translate a sentence into the language you are learning. c. Write a statement that you hear You can hear this phrase better by choosing one of two speeds, normal or slow. d. Say a precise sentence. Activities are presented in sequential order, and the lesson "continues" if you answer incorrectly, as shown by the power bar at the beginning of the lesson. One lesson requires seventeen brief exercises such

as those listed above if no errors are made. This usually takes five to ten minutes. However, this time may vary as there will be extra work if you make a mistake.

How to Translate Sentences with Duolingo

Duolingo is popular not only as a language learning program, but also as a translation app. It enables you to learn and assist others by uploading any approved translation you've created on the internet. These are the processes for translating sentences with Duolingo. Begin by opening the app by tapping the Duolingo icon on your phone. Then, decide the language you wish to learn. Before you start translating sentences, the app will introduce you to some basic vocabulary in the language you're studying. A multiple-choice question is typically utilized as the method.
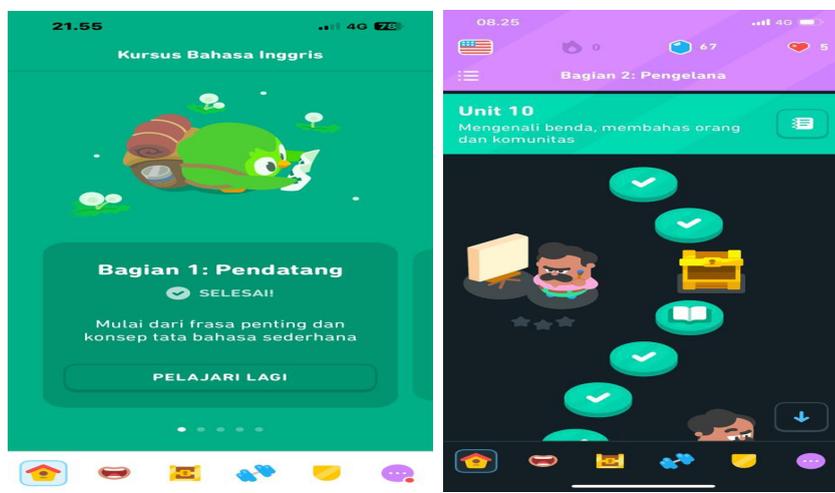

Following that, you will be presented with phrases containing the word that you have learnt, as well as a term for which you must estimate the meaning based on the given word. When you tap the word, you will be presented with a list of possible answers from which you must select the most relevant one. As your level advances, you will be given complete sentences and asked to type the appropriate translation. Some terms have proposed solutions,

while others have not. The idea is to construct a sentence that is both coherent and grammatically correct. Your sentence will then be evaluated and graded. Another way of translation is to be provided a modifier and then translate the word in the screen image.

Student's experience using Duolingo on Translation

Duolingo offers a language translation platform called Duolingo for schools that allows university level students and educators to collaborate on translation projects. Here is a guide on how to use Duolingo for translation projects at the university levels 1. Sign up for Duolingo for Schools, Visit the Duolingo for Schools, and sign up as an educator or student. Educator can create and manage classes, while students can join classes. 2. Create or join a class. If you are an educator, create new class for your students. If you are a student, join your university professor's class by entering the class code provided by the instructor. 3. Choose a language pair; Decide on the language pair you want to work on. For example, if you are studying Spanish, you might translate from English to Spanish or vice versa. 4. Select a document or sentence to translate. As an educator, you can provide documents or sentences to your students for translation, and as a student, your professor will assign translation tasks. These could be sentences, paragraphs, or entire documents.
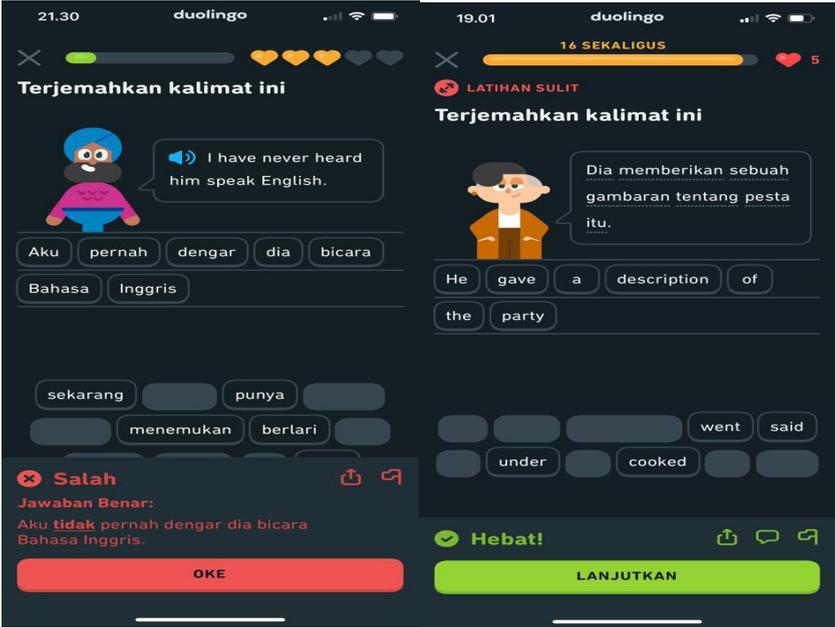
5. Translate carefully, Ensure accuracy and clarity in your translations. Pay attention to grammar, vocabulary, and context. Use Duolingo's built-in tools like the translation hints and dictionary to assist you. 6. Collaborate and discuss, encourage collaboration among students. They can discuss translations, share insights, and help each other improve their work. Professors can facilitate discussions and provide feedback to students. 7. Proofread and revise, review and proofread your translations for errors and improvements. Duolingo allows you to make revisions and edits as needed. 8. Communicate with your teacher, maintain open communication with your lecturer regarding progress, question, and concerns. The lecturer can track student progress on Duolingo for Schools. 9. Track progress, Duolingo for School provides progress tracking, which allows both students and educators to monitor their translation activities and proficiency. 10. Complete Assigned Task to ensure you complete the assigned translation tasks within the specified deadlines.

11. Respect Copyright and Privacy, when translating documents, be mindful of copyright and privacy issues. Avoid sharing sensitive or copyrighted material without proper authorization. 12. Seek Help and Resources. Duolingo provides additional resources and learning materials to assist with language learning and translation tasks. Explore these resources as needed. 13. Feedback and evaluation, lecturer should provide feedback and evaluate student's translations, providing constructive comments for improvement. 14. Use Duolingo Forums, Duolingo has discussion forums where you can ask questions, seek clarifications and interact with other language learners.15. Maintain Consistency, consistency in translating and practicing regularly is key to improving language skill.

Duolingo for University can be valuable tool for language students at the university level to enhance their translation skill, vocabulary, and language proficiency. It also offers a collaborative and interactive learning experience that can be beneficial for both educators and students

The strength and limitation of Duolingo

There are a lot of strength and limitation of Duolingo 1) Immediate Sentence Construction. The learners are taught to sentence structure with an associated translation from the start.

This may not appear to be the most exciting or exciting thing, but it is incredibly crucial in terms of language acquisition. Being able to see how sentences are produced and how grammatical units relate to one another teaches learners how to articulate meaning from an early age.2) A Wide Range of Languages; Duolingo's language possibilities are extensive. In fact, it supports over 30 different languages, including Arabic, Chinese, English, Japanese, French, German, Italian, Korean, Portuguese, Russian, and Spanish. It also includes some less-studied languages, such as Indonesian, Navajo, and Welsh. Because it has such a vast language selection, most language learners will find that the language they're studying is available on Duolingo.

3) Setting Objectives; Duolingo tracks how many days you return to the program to finish a lesson, resulting in a "streak." You're unlikely to want to break your streak, so you'll return every day. You may even bet "Lingots" (in-game currency) that you'll keep your streak going for a certain number of days to win a greater prize if you do. Duolingo's method also allows you to establish objectives and receive rewards for your efforts. If you're slacking, the app will hold you accountable, since its frequent notifications will increase your drive to study. 4) Gamification; Learning a language might be difficult, but Duolingo treats its courses like a game, keeping you entertained and eager to learn. Duolingo contains a number of gamification aspects, including as a winning streak, leaderboards, and virtual cash. All of these are sure to pique your competitiveness and motivate you to stick with your Duolingo habit.

4) Targeted Multiple Skills; Language learning includes a wide range of skills, including vocabulary, grammar, reading, writing, speaking, and listening. Because it can be difficult to incorporate all of these skills into a single software, many language learning aids concentrate on only a few. Duolingo, on the other hand, seeks to improve well-rounded skills in all areas by providing a foundation in grammar and vocabulary before focusing on reading, writing, speaking, and listening skills with engaging games. Duolingo has a number of language-specific add-ons that help to build these skills, such as Duolingo Stories for reading and listening comprehension and Duolingo Podcasts for listening practice. It's important to note that these two elements aren't available in every language, but Duolingo is constantly adding new content.

5) The Limitation of Duolingo; While Duolingo includes a large number of courses, its resources may be insufficient to accelerate intermediate and advanced pupils to complete proficiency. After completing a Duolingo program, a learner may return to repeat classes and/or develop their skills. While they can reinforce what they've already taught, advancement is far more limited. Furthermore, due to the way the Duolingo program is constructed, there is no possibility for spontaneous language use. Preparation for a Small Conversation; Duolingo provides speaking and listening practice, which are good first steps toward conversation skills, but the software can't completely imitate a real conversation.

Conclusion

As the conclusion, Duolingo is a useful tool for language learners to improve translation abilities, its focus on decontextualized activities and literal translations has drawbacks. As a result, language teachers should utilize Duolingo as a supplement to other instructional methods that provide a more in-depth understanding of translation ideas and practices. Furthermore, teachers must consider their pupils' demands and levels of skill. Duolingo might be useful for delivering foundational language skills and basic translation practice for beginning and intermediate learners. Additional resources and exercises should be included in the curriculum for advanced learners who require a deeper awareness of translation intricacies and cultural context.

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Moderate Teachers at Digital Trends In ELT

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Abstract

Learners have a positive attitude toward English language study so far since the English subject teacher has adopted moderation and integrated technology into the learning and teaching process. A moderate teacher is one who does not have extreme views on many issues. However, he sees the distinctions favorably. So, if we approach moderate teachers from a religious standpoint, that is, teachers who see their religion as an unfrozen monument, they must treat it more as an active and dynamic faith framework. Such thoughts and souls should exist in teachers. Teachers' use of technology in the English language learning process. Required Intellectual pursuits, new ideas, and life-altering experiences can all be re-formatted into a virtual learning zone. Fortunately learning should encourage social interaction and address the psychological component of learners' intelligence. The analysis demonstrates the need to revisit EFL e-learning in Indonesia by investigating recent trends and the demand for EFL e-learning techniques for EFL teachers in Indonesia with the goal of achieving optimal results.
Keywords; Moderate Teachers, Digital Trends, ELT

Concept of Moderate

Moderate constantly resists extreme action or revelation; instead, gravitate toward the center element or path. The term moderate derives directly from the Latin word moderation and the meaning implies the term "moderation (no excess or scarcity). The literal interpretation of the word includes self-mastery from both a very strong attitude and a lack of attitude. The term moderation has

two meanings in the Big Indonesian Dictionary, namely: 1) The decrease in aggression, and 2. Rejection of opposites, with the word moderate always implies avoidance of extreme behavior and a preference for the middle-way dimension. A moderate person, according to Lukman Hakim Saifuddin, is someone who acts ordinarily, is normal or is not excessive. He went on to say that in English, the word moderation is frequently used to mean average, core, standard, or non-aligned. broad terms, moderation stresses balance in terms of views, values, and temperament while interacting with both individuals and state organizations, (Saifuddin Lukman Hakim, 2019).

In Arabic, moderation is referred to as wasath or wasathiyah, which is similar to the phrases tawassuth (middle), i'tidal (fair), and tawazun (balanced). Wasith are those who practice wasathiyah principles. Wasathiyah is sometimes translated as "the best choice" in Arabic. Whatever words are chosen, they all suggest the same meaning: fair, which in this context means selecting a position in the middle ground between several extreme possibilities. Wasith has even been integrated into Indonesian to form the word referee,' which has three meanings, they are: 1) a middleman, or facilitator (for example, in trade or commerce); 2) an arbitrator (separator, peacemaker) between disputants; and 3) a match manager, (Fauziah Nurdin, 2021). In Indonesia, moderation (*wasathiyyah*) has recently been highlighted as the mainstream of Islam. Apart from being a solution to several religious and worldwide civilizational issues, the concept of mainstreaming also marks the appropriate time for the moderate generation to take more active moves.

Moderate education consistently encourages us to operate quite rationally. Logical is derived from the term sensible, which means logical acceptable, and appropriate, (John M. Echols dan Hassan Shadily, 1984: 466). Therefore, it can be defined in the context of behaviors and actions performed in line with or consistent with logic, a mind in good condition, followed out with full attention, what are the benefits and drawbacks, positive and bad consequences, not impulsive or careless. A rationalist always starts with or is founded on logic, and he is very careful in everything he does so that the results bring him and others good fortune, (La Uba & Hanafi Pelu, 2020).

A person who believes in reason will never fail to behave carefully, thinking deliberately and exactly, acting with complete calculation, being extremely interested, communicating successfully and empathetically, socializing respectfully, upholding truth and virtue, and loving God and the surroundings, (Muchlas Samani dan Haryanto, 2013). Young people have schemata, a cognitive structure that exists in the mind due to interpreting things in their surroundings. Knowing the object occurs through an assimilation process (the process of associating the thing with beliefs already present in the mind) and an accommodation process (the process of interpreting the object using concepts already present in the mind). Old and new knowledge will become harmonious if these two processes continue indefinitely. (Husamah, 2016), illustrates that through interacting with their environment, youngsters can gradually develop knowledge. This illustrates that features of children's personalities and environments have a significant impact on their learning behavior. These two aspects cannot be separated since the learning process takes place in the context of how the child interacts with their environment.

In an educational context, the term ' moderate' can relate to several distinct things. Several definitions of moderation in education are provided below;

1. Approach to Moderation in Education: Moderation in education can refer to a balanced and careful approach to teaching. Educators who use moderation will select instructional tactics based on the ability of their learners to awareness and needs. They will not be either strict or overly slack in conducting classes or assigning homework;

2. Moderation in Evaluation: Moderation in evaluation can relate to a fair and objective assessment method. This includes employing clear and balanced assessment standards, as well as offering learners constructive feedback to help them progress;

3. Moderation in Technology Use: As technological developments continue, moderation in education can also relate to the application of technology in the classroom. This entails utilizing technology as an effective tool to promote learning while balancing it with traditional teaching methods and direct interaction between educators and learners;

4. Curriculum Moderation: Choosing and incorporating appropriate and balanced subject matter is an example of curriculum moderation. This includes choosing textbooks, learning resources, and teaching approaches that promote overall growth in learners;

5. Moderation in Learners' Perception of Studying Load: Educators and educational institutions must recognize that the abilities of learners vary. Moderation in education entails ensuring that the learning load assigned to learners is appropriate for their talents and growth so that learners do not feel overburdened or overwhelmed;

6. Moderation in Moral and Ethics Education: In moral and ethical education, moderation can refer to the learning of balanced moral and ethical ideals that increase comprehension of ideas such as tolerance, empathy, and social responsibility, (Hanafi Pelu, Nurwafia Nur, 2022).

Concept of Teachers

Teachers in the context of Islamic education are all parties who want to better others in an Islamic manner. Parents (fathers and mothers), uncles, elder siblings, neighbors, religious leaders, community leaders, and the larger community can all be examples. Islam emphasizes the importance of parents being the first and primary educators for their children, as well as setting a firm basis for the future success of their kid's education.

An educator is a person who plays a significant role in the field of education. A teacher's definition encompasses different components such as teaching, guiding, and guiding pupils in the teaching and learning process. In the educational context, a teacher is defined as follows:

1. Educators; are someone who is in charge of imparting instruction to learners. They instruct learners in a variety of disciplines, skills, and information in a classroom or other educational setting;

2. Guide: In addition to teaching subject content, educators serve as mentors for learners. They assist learners with understanding concepts, overcoming learning obstacles, and providing direction and advice for academic as well as individual development;

3. Educators frequently serve as excellent role models for

their learners. They play a crucial role in shaping learners' ethical, moral, and social norms by demonstrating proper and decent behavior;

4. Educators participate as well in the process of assessing the performance of learners. They provide learners with tasks, examinations, and other assessments to gauge their understanding and progress in learning;

5. Teachers not only supply information to learners, but they also serve as learning facilitators. They design and manage learning settings that enable learners to think critically, collaborate, and develop self-confidence;

6. Mentor: In some situations, teachers can act as mentors for learners, particularly in higher education or career counseling. They give learners professional and personal development assistance, counseling, and support;

7. Teachers can be agents of societal change by bringing new ideas, values, and world views to the younger generation. They can shape learners' perspectives on social, political, and cultural issues, (Abdul Aziz Hamka, 2012).

Teachers hold a unique status in Islam. Numerous naqli arguments demonstrate this. For example, Abi Umamah related a Hadith that says, "Indeed, Allah and the angels, and all creatures in the heavens and on earth, down to the ants in their burrows and also the big fish, all pray to the Muallim who taught goodness to humans", (Al-Albani, M.S., 2006). Furthermore, according to Surah al-Baqarah verse 32 of the Al-Qur'an, people replied, "Blessed be to You, there is no knowledge for us apart from what You have taught us." You are, indeed, All-Knowing (again) All-Wisdom. According to Ahmad Tafsir, the great status of teachers in Islam cannot be divorced from the belief that all knowledge comes from Allah. Teachers are people, and humans are unique. Every person has his or her unique set of requirements. A unique learning circumstance is formed as a result of this peculiarity, (Kementerian Agama, 2008).

The level of learning will vary depending on how long an educator is in the classroom. The learning environment of an educator evolves with time, depending on the psychological variables that surround the educator. As a result, the time factor has a significant impact on the learning scenario. The quality

of learning will differ depending on the group of learners being studied. This implies that a group's efforts to achieve their goals may have specific characteristics, determining their level of speed and intensity in confronting the learning process. The curriculum given influences the quality of learning. In this view, curriculum encompasses not just subject matter that has been organized and determined, but also methodologies, strategies, management of learners, and other parts of the curriculum, (Suprihatiningrum, Jamil, 2013).

Moderate Teachers

Moderat Teachers are how educators communicate professional judgments regarding achievement among learners. Educators engage in professional conversations and calibrate their judgments when moderating by selecting and examining a sample of work produced by learners or different students' data. The moderation process allows educators to create a shared knowledge of curriculum and progress for learners while also improving the fairness and consistency in educator evaluations.

The moderate teacher was forced to use a method that required the educator to teach young learners moral principles in addition to the major topic. Internalization of Islamic ideals entails establishing Islamic values in learners. Every moderate educator is supposed to teach learners about the value of Islam, so English educators are required to teach learners about the value of Islam in addition to English, (M. Asy'ari, 2018). When the teacher or learners discuss a text with a moral value, the educator who teaches English will explicitly offer the Islamic value. The teacher also uses the tale of Prophet Muhammad SAW as an example. The teacher's value was supposed to be practiced by learners throughout their daily lives. Some educators, however, continue to struggle with internalization because they must deliver Islamic principles while teaching English. Islamic value is aimed at establishing strong personalities in learners as well as mastering Islamic information, (Léon Buskens, and Annemarie van Sandwijk, 2016).

Furthermore, (Rahmat Kamal, 2017), study concentrates on gaining control of moderate Islamic values in education, especially focusing on the values of moderation between the left-wing extremist group (liberal group) and the right-wing extremist group (fundamental group), as well as embracing the values

of tolerance, diversity, inclusiveness, logic, and openness. The extremists, on the contrary, frequently justify their ideas, groups, and beliefs and are exclusionary. They are not accepting of other groups. This circumstance requires balanced resistance, such as instilling Islamic moderation principles in the generations to come. (Madkur & Muharom Albantani, 2018), stated that successfully incorporating religious ideas into instructional materials is not an easy task. This statement is additionally supported by (Liyanage, Bartlett, and Grimbeek, 2010), They suggested that their ethno-religious experience is one of the characteristics required for participation in learning design. Some industries can be used to spread Islamic ideas of moderation. Education is one of the strategic sectors because it is where knowledge is passed on to the forthcoming, (Hanafi Pelu, Murni Mahmud, 2021).

Teachers are always fair, do not take sides with one or a group of learners, make changes to circumstances that are suited for learners and the school environment and facilities, are not unacceptable, and avoid objectives that can lead to violence while developing learning indicators and objectives. Educators must construct a teaching plan for moderate teachers because the plan contains the content of the teaching materials that the educators will give during the teaching and learning process. The teaching plan also includes a description of the process or strategy for delivering the material, (Ridwan Yulianto, 2020).

Concept of Technology

The use of digital technology and innovation in the educational context to improve learning, teaching, and educational institution management is referred to as the digital transformation of education. Technology in Education is a systematic approach to planning, implementing, and evaluating teaching and learning activities that take into account technology and human resources as well as their relationships to produce an effective form of education.

The Industrial Revolution 4.0, which is identified as the digital and virtual era, has caused the birth of innovation in learning as well as the creation of numerous trends and issues in the subject matter of educational technology. The trend that is coming initially is a sharp improvement in savings in the area of learning technology. Additionally, there have been extremely

important modifications in contest design, which until now was just a contest, is now prepared to supply an extraordinary learning experience to learners. The readily accessible nature of numerous sorts of information on a digital basis has made it simpler for both educators and learners to expand their learning experiences, (Almaiah, M. A., & M. M. Abdul Jalil, 2014).

The Industrial Revolution created opportunity in the manner of new digital-based capabilities, but it also created difficult difficulties. The virtual world, cloud-based human-machine interconnection, and big data confront us with new and increasing problems in the educational technology the surroundings. The educational technology community must be prepared to maximize these opportunities, overcome problems, and have the necessary knowledge to adapt to technological advances in learning, (BinduRanaut, 2016). Trends and challenges with the widespread implementation of multiple powerful devices for communication throughout life in many levels of the population have also given rise to worldwide occurrences. The most recent research findings on gadget use and internet access, (E. Vazquez Cano, 2014), argued that 89% of high school learners in the United States have an Internet connection via smartphones; 50% of kids in grades 3 to 5 have access to the same type of technology in elementary school. Tablets are available to 50% of middle school learners, and laptops are available to 60%. In aside from personal access, the poll discovered that almost one-third of children have access to a device (often a laptop or tablet) at school. the findings of the study, 64 percent of the learners polled named a 3G or 4G-enabled gadget as their primary method of connecting to the Internet, among other things. 23% indicated they used the Internet to connect; In the classroom, 46% of educators use video; One-third of pupils use web videos to aid with their assignments on their initiative. 23% of learners watch teacher-created videos, (Darmansyah, 2018).

Educational technology (edtech) advancements have influenced how entrepreneurs wish to study. The rise of diverse ideas such as virtual classrooms, mobile devices, digital readers, video-on-demand, online games, and cloud-based LMS provide additional potential for Learning Technology to participate in the development of more innovative learning, (J Amin, 2016).

There are several very interesting things related to trends occurring in world educational technology, namely;

1. Education expenditure on technology is booming. Content creation and distribution, digital readers, virtual delivery, library content amplification, games, and cloud-based administration tools that are innovative. This encouraged a huge number of entrepreneurs to move their focus away from enterprises involved in public and post-secondary education and onto the larger commercial marketplace;

2. The widespread existence of learning libraries is beneficial to students, but educational professionals must devise strategies to ensure that students consume content designed specifically for their job needs. Professional training can better meet the needs of students through digital libraries and quality learning with more adequate skills and abilities;

3. Implementing Advertising Plans to Increase Student Participation. Combining a demand and supply strategy and analysis, take a marketing-based approach to understanding the requirements of learners. Use data analysis and "knowledge" about student needs to directly target better, more precise, and more applicable content;

4. Learning that changes. modifying the learning experience minimizes the time it takes learners to become adept, improving the potency of programs that focus on the essentials. The success of flexible education in the future will be determined not only by the design of technology but also by the design of information that is transformed into learning objects that may be consumed based on what the student requires;

5. Multifunctional Instruction. Increasing the learning experience before and after learning necessitates several touches throughout the learning process, and technology is changing the way knowledge is available and digested. According to a 2016 survey, 79 percent of training designers believe that providing alternative learning modalities is crucial to success and fostering behavior change and that these touchpoints transform events into experiences that promote learning;

6. Efforts for Short-Term Training Increasing Sourcing Responsibilities A new product provider is hired to oversee all processes relating to the training project. Burst engagement gives training planners new

alternatives and significantly lowers the danger of an unsuccessful transfer of abilities procedure;

7. Creating a Tutoring Culture. Mentorship/training is an especially effective way to impart exclusive knowledge, and the best way to learn something new is to teach it. Mentoring not only improves those who will follow in our footsteps, but it is also an excellent approach to developing competencies in leadership and working as hard as we might;

8. The sizes of classes are shorter. There has long been an argument that smaller class sizes are better for learners while larger class sizes are more economically efficient. Now, corporate and learner demands are convergent on the notion that training is becoming more economical to give in smaller groups, aided by technology, of necessity;

9. The Development of Gaming Theory and Mechanics. Game-based learning improves motivation, engagement, and knowledge retention by replacing experiences with games and then implementing games in learning programs. The advancement of game theory has discovered that appealing to emotions while enhancing learner retention and participation requires the use of storytelling principles and instructional participation;

10. Learning in the Community. The rise of new communities encourages greater usage of social media networks in educational institutions and society as a whole. Online social media networks will facilitate the interchange of eBooks, media, films, test scores, and other learning materials between learners and teachers; and,

11. Learning on mobile devices. The rise of advances in the use of smartphone devices enables learners to receive rich learning experiences in the form of diverse message designs to fulfill the needs of different how students are learning styles, (Drouin, M., Hile, R. E., Vartanian, L. R., & J. Webb, 2013).

Concept of Moderate Teachers at Digital Trends in ELT

ELT is the development of English language abilities in a contextual and appropriate way based on the learner's context, daily conditions, and situations. This aims to establish a type of English learning that better addresses students' language

demands. English is a worldwide language since it is the primary language of the majority of nations around the world. Aside from that, English is an international language that must be mastered or learned. Several countries, particularly former British colonies, consider English to be a second language that must be learned after their original tongue.

In Indonesia, English is primarily taught in schools and seldom used in daily life. As a result, English is often taught as a foreign language in Indonesia. In the realm of language teaching, the terms 'foreign language' and second language' are not interchangeable. A foreign language is one that is not used as a medium of communication in the country in which it is taught. At the same time, a second language is one that is not the primary language but is widely spoken in a country. Returning to the concept of language as a method of communication in speech and writing utilized by people in a specific country. As a result, a language's situation, particularly as a mother tongue, second language, or foreign language, will influence the reason for the study of the language that is being learned, (A. M. Dakhalan, 2016).

Even though English is a foreign language in Indonesia, it plays a significant role in our society's daily lives. This is evident in the field of education in Indonesia. English is one of the disciplines that student's study from elementary school until university. Through the 1994 Basic Education Curriculum, the Indonesian government began introducing English to children in elementary schools or Madrasah Ibtidaiyah as early as permitted. Since the establishment of this curriculum, English courses have been taught as local content beginning in grade IV (fourth) in elementary school or Madrasah Ibtidaiyyah, (S. Abbas, 2006).

The interest of learners in learning might be piqued by a diversified learning of English approach. This is a challenge for English teachers in Indonesian schools. Educators must be innovative in order to engage learners in the process of learning. In Indonesia, proper and appropriate English usage is still quite low, at less than 8%. Indeed, English raises Indonesia's international profile since its potential may be effectively represented through this universal language, (Rahmatiah, 2014).

When examined through the lens of educational equity, the depiction of English language education in Indonesia today cannot

be dismissed as a first step. schools in major cities, schools with many lavish educational facilities, or schools that are carefully developed, such as international standard schools. generally, there appears to be a schism in the allocation of English language education between the city and the suburbs, as well as both most government and private schools. Learners in the city have far better opportunities than those in the suburbs. Learners in cities, for example, can easily take English classes with local teachers or native speakers, have easy access to study resources, and enjoy a variety of additional benefits of English language programs. Students in the suburbs, on the other hand, frequently study in cramped quarters, (I. Kholid, 2007).

English First announced the first comprehensive report on the English language proficiency index, or EF English Proficiency Index (EF EPI), in 44 nations, based on research undertaken by the World Education Institution. Indonesia ranks 34th in terms of English proficiency, meanwhile, Malaysia is only 9th. The EF EPI is the first measure to compare adults' English language skills across countries. The index is based on unique test data (special methodology) collected from over two million people in 44 countries who participated in free online testing over a three-year (2007-2009) period, (A Fisher, 2011).

English cultural and literary resources are extensive. English was a powerful integrating element in Indonesia's liberation movement. English is a connecting language. It has made significant contributions to the advancement of learning. It is reflected in our attitudes and behaviors. After the Declaration of Independence, English spread like wildfire in Indonesia, and having a national language became critical. English instruction should be more practical and language-focused. English will be studied as a consumption language rather than a language of literature. Geographic, cultural, and political considerations all influence the role of English in a nation's daily life, (Muh. Zainal & Hanafi Pelu, 2022). The role of English at any given period must influence both how it is taught and the impact it has on the individual's daily life as well as their development, (M.F. Patel Praveen & M. Jain, 2008).

English as a foreign language indicates that English is merely spoken and has a role in learning in an educational institution, both formal and non-formal institutions of learning and that it is not used as a language in social life and daily life interactions.

a country's foundation, (Tomlinson, 2005). This illustrates that English is exclusively learned at the theoretical and scientific levels. This, of course, contradicts the premise of language learning, which entails mastering four language competencies: listening, speaking, reading, and writing. Each student must receive a method for learning a foreign language that stresses familiarity and competence (speaking, reading, writing, and listening) to use the language they have learned, (Byslina Maduwu, 2016).

The Indonesian government, particularly the Ministry of Education, has enacted numerous features and characteristics of foreign language learning that can be used in schools, such:

1. A foreign language learning method's goals are practice, education, and culture. The most crucial aspect of foreign language learning is that pupils practice the language being studied. This indicates that the teacher not only imparts knowledge about pronunciation, sentence structure, or sentence structure but also generates language interactions, particularly with learners' mastered foreign languages. This is done to provide mental encouragement as well as to improve the development of skills;

2. Several principles are used in the method: a) The main principle employed by educators in the learning process is oral language; b) Learners are given an understanding of the subject that will be taught verbally before reading or writing it; and c). Make active learning a priority; and d). Emphasizes the student's abilities in communication and knowledge of discipline, (Diane Larsen. Freeman, 2000).

The implementation of methodologies in foreign language learning is closely related to the understanding of education, psychology, and linguistics. The establishment and development of students' habits and abilities are emphasized in pedagogical knowledge. Meanwhile, from a psychological standpoint, motivation to learn foreign languages is desperately needed. Educators must be aware that children do not use English in their surroundings and that they learn English not only as a required subject but as an essential skill to be used in society and on a daily basis. basically, instilling a love of English in pupils will be the primary key to increasing interest in studying English, so that the problems that are frequently experienced are feelings of anxiety, uneasiness, and

fear of making mistakes. Foreign language learning includes not only the development of concept but also the application of that theory by students during the language-learning of the language, (Hymes, Dell, 2000).

Knowing the objective of language learning is critical as an educator. The primary purpose of language acquisition, as we all know, is to prepare pupils for communication and use of the language they have acquired. Every meeting in the learning process results in the acquisition of sentences performed by students. However, after leaving the classroom, their use of the language they have learned is sometimes confined to linguistic learning without any communication practice, (H.G. Widdowson, 2000). As a consequence of your position as an English teacher, you are required to be able to integrate English language learning with technological developments, so that teachers are constantly making changes and innovations, both in terms of methods and media and in terms of learning models so that students are very interested in and enjoy following the teaching material presented by the English language learning of their instructors.

The ability of an educator to communicate with learners allows for the transmission of values and the paradigm of moderation to occur as early as possible. Educators must be very innovative in developing learning, establishing curriculum, and creating a communicative and inspirational learning environment. Even if they do not provide all nine moderation principles at the same time, educators can include one or more moderation values into each subject matter taught in class using their imaginative skills. Surely, the obligation and duty of spreading and presenting these nine noble principles must be shared by all parties, not only the teacher. As a result, moderation will no longer be confined to the classroom but will be adopted in everyday life.

To successfully increase moderation among learners, all parties, particularly families, the environment, and the government, are anticipated to make a contribution, (Darmayanti dan Maudin, 2021).

The goal of incorporating moderation values into English classes at school;

1. As a framework for implementing the ideal system of moderation in schools, acculturation in the school

environment (school culture), integration in the classroom (classroom culture), and student activities;

2. As a roadmap for adopting moderation ideals in English subject matter;

3. Provide a resource for school principals in assessing the implementation of moderation ideals in the classroom and at school; and,

4. As a resource for English language controllers who are monitoring the implementation of moderation values in schools, (Chadidjah, Siti, et al, 2021).

Additionally, the Ministry of Religion has established four values for moderation: national dedication, tolerance, nonviolence (al-la'unf), and cultural friendliness (i'tiraf al-'urf). The first two indicator values (national commitment and tolerance) were incorporated into the seven values developed by the International Ulema Summit. As a result, two indicator values were added to the moderation values: anti-violence (al-la'unf) and cultural friendliness (i'tiraf al-'urf). As a result, the total number of moderation settings becomes 9 (nine), (Akhmadi, Agus, 2019).

In today's modern world, the importance of digital literacy is apparent in all sectors of life, business, and education, (R. Alexandar & G. Poyyamoli, 2014). The Consortium for New Media. Because digital literacy refers to users' knowledge and skills in utilizing digital media such as communication tools and internet networks, there is little doubt that education and teaching technology professionals agree that digital technology should be employed in the classroom, (Anthonysamy et al., 2020); (Suroso et al., 2021). Furthermore, advances in science and technology, such as English becoming one of the official languages of the United Nations, are directly tied to changes in education. We, researchers, want to prove the truth and the reasons why English teaching and evaluation rely on digital tools to be able to innovate the achievement of English language education outcomes as a foreign language in Indonesia, based on the recommendations of media, education, and teaching experts, (G. Motteram, 2013).

Learning through digital media the most crucial aspect of the educational process is comprehensive access to information in English. Digital media is like a spell that is ready to attract learners with technological proficiency that has been created to

be very highly increased so that all those involved in teaching and evaluation can find and share all kinds of information, data, methods, and learning methods that are constantly updated through tools that are constantly updated, both teaching tools and evaluation tools never seen before. They also stated that digital media has numerous advantages for learning applications in higher education as well as the workplace later on when learners re-enter employment, (Guan et al., 2018).

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The Students' View on the Use of Technology in ESP Instruction

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Abstract

This study investigates the students' views on the implementation of ICT-based instruction in English pharmacy class. The data from the interview were analyzed with Thematic Analysis using Nvivo R14 software. The data analysis resulted in some primary themes supported with several subthemes. The students' view consisted of two primary themes, and each theme is supported with three subthemes. Students perceived that ICT could promote independent learning with unlimited resources and various learning applications, making their learning more accessible. Students perceived that ICT motivates them with fun class activities, English movies/ videos, and live quizzes.

Key words: ICT-based instruction, English Pharmacy, ESP Instruction.

Introduction

There has been growing interest among researchers worldwide in the areas of information and communication technology (ICT). Bilyalova (2017) defined ICT as a set of methods and techniques designed to collect, organize, store, process, transmit, and present the information that enlarges students' socio-cultural knowledge and provides them with a socio-cultural competence. Asabere and Enguah (2012) described ICT as tools and facilities that provide the infrastructure for processing, storing, and distributing all kinds of information, including voice, text, data, graphics, and video. Some examples of ICTs are Internet Web-Based, Computers, Computer-Assisted Language Learning (CALL) software, office applications,

commercial online course book, smartphone, electronic dictionaries, etc. In a more general definition, ICT refers to different technologies responsible for handling telecommunications, such as broadcast media and audio-visual processing and transmission systems.

The investigation of the use of technology in language instruction provided positive results, including in ESP instruction. This investigation aligns with what Bloch (2013) pointed out that technology played an essential role in ESP teaching as supporting tools to provide the context of communicating the language. However, despite the positive attitudes towards using technologies in teaching among language teachers globally, some teachers still struggle to integrate technology. This condition is happening with ESP teachers due to lack of awareness, comfort text environments, lack of computer literacy (Lili, 2019).

The challenge faced by ESP teachers is to refocus on the teaching strategies and adopt new approaches, and effectively and efficiently incorporate technologies into the language learning process. The teachers need to maximize digital learning potential efficiently and provide models and opportunities for practical work. The use of technology has been widespread in ESP instruction. However, more research is needed, as Constantinou & Papadima-sophocleous (2020) revealed that ESP practitioners utilize technologies in their teaching; more research is required to identify how widely technology is used tools used in ESP. Despite the increasing popularity and use of ICT in ESP teaching, very limited studies investigated the integration of ICT in English for pharmacy. For that reason, this research aims to contribute to language teaching in ESP, especially in the field of pharmacy

The difficulty of teaching pharmacy students came from their particular needs and purposes of studying English. The pedagogical and instructional method should resolve these specific requirements with an accurate and efficient approach. Studies on technology in teaching languages have proposed that technology could promote English teaching and learning. This study also refers, for particular reasons, to teaching English. In this situation, incorporating technology in English teaching would also make it possible for English teachers to resolve the need for relevant English in their field of study for pharmacy students. In addition, integrating technology in English instruction will also facilitate the

English teachers in addressing the pharmacy students' need for specific English in their field of study. Technologies offer authentic resources or real-life scenarios for students that can not be taken on by instructors who also do not have the basic knowledge of the pharmacy field to teach. Due to the use of technology in ESP class conducted by teachers, in this study is conducted to investigate the adoption of technology in ESP instruction to enhance the English teaching and learning process through the students' perspectives.

Method
The Design of the Study

This case study used open-ended surveys and semi-structured interviews as data collection methods in the Faculty of Pharmacy, Universitas Megarezky, South Sulawesi, Indonesia. The English Pharmacy course is one of the compulsory courses that is included in the curriculum of a Pharmacy study program. The researchers distributed an open-ended questionnaire containing case questions to fifty students and invited five to participate in an interview and two lecturers. The semi-structured interview was performed to obtain data that cannot be collected through an open-ended questionnaire alone. In conducting the interview, the researchers adopted the interview protocol by Wilson (2013) to help the interviewer stay on track. In this semi-structured interview, the researchers followed the procedure conducted by Braun and Clarke (2013). There were two main stages completed. First, all participants were contacted and asked for their availability. Participants could freely choose to be interviewed at a location that was convenient for them. Second, participants were interviewed by the first and second authors. The results of the open-ended questionnaire and the interviews with five students and two lecturers enabled the researchers to understand the teaching and learning process during the English Pharmacy course. Semi-structured interviews were conducted with lecturers and students to determine how technology is used in the classroom to teach English Pharmacy. In addition, open-ended questionnaires were distributed as supporting data from interview results. The results of the open-ended questionnaire and the interviews with five students and two lecturers enabled the researchers to understand the teaching and learning process during the English Pharmacy course.

Data Analysis

The data of this research were analyzed using thematic analysis as proposed by Braun and Clarke (2013) to identify themes and patterns of meaning across a dataset concerning a research question. The researchers carefully listened to and transcribed the interview recording in the first stage. Secondly, the researchers imported the interview transcription and the questionnaire results into Nvivo R14.1 software to generate initial coding. Thirdly, the researchers reviewed the coding results, which resulted in tentative themes. Fourthly, the researchers examined the tentative themes to look for motifs or themes that are relevant to the research objectives. After analyzing the tentative themes, the next stage was defining and naming the primary themes. Moreover, the last stage was producing the report.

Findings

After generating initial coding from the transcription of the interview and the result of the open-ended questionnaire, the thematic analysis resulted in seven tentative themes related to the students' view on the implementation of ICT-based instruction in English pharmacy course covers (a) The use of technologies, (b) Learning with technologies, (c) Students' perception on the use of technologies, (d) Students' motivation in learning, (e) Students' participation in the class, (f) Students view on the class activities and (g) Challenge of learning with technologies.

These tentative themes are constructed based on the researcher's observations of codes and groupings with similar or different meanings. A tentative theme is formed by bringing together groups that share the same meaning. The researcher always goes over the interview transcripts at this point to make sure the information is written it is consistent with the tentative topic we have come up with. Each of these tentative themes was then compared to other tentative themes to see if there are any similarities or differences, as well as to determine whether there is a relationship between them. When the tentative themes are finished, each one is recalculated based on its importance, relevance to the research topic, and the unique characteristics of each theme as it is integrated into one.

Each of these findings is presented concerning the students' view on the ICT-based instruction in learning English Pharmacy.

The following initial themes have been sorted based on the coding references from the highest to the lowest number of coding references.

Table 1. Tentative themes of the students' view on the implementation of ICT-Based Instruction in English Pharmacy.

No.	Purpose	Number of coding references	The aggregate number of coding references
1	The use of technologies	55	110
2	Positive things of learning with technologies	55	110
3	Students' perception on the use of technologies	55	110
4	Students' motivation in learning	6	12
5	Students' participation in the class	6	12
6	Students view on the class activities	5	10
7	Challenge of learning with technologies	4	8

The first tentative theme that was identified after conducting data analysis was the use of technologies. The data for this theme were obtained from interviews with five students and the results from an open-ended questionnaire to which 50 students responded. All interview and questionnaire respondents are pharmacy faculty students who have studied English pharmacy with ICT-based instruction. Based on data analysis conducted by researchers, this tentative theme is the theme with the largest number of coding references, namely 55 with a total of 110 aggregate numbers of coding references. Based on the participants' responses during the interview, technology is very useful for them in learning English as can be seen in the reference coding excerpt in the table below. Each reference is supported by the percentage of coverage which indicates the volume of narration covered by each excerpt.

Table 2. Excerpt of coding references: The use of technologies.

Reference	Coverage	Excerpt
Reference 1	0.43%	My opinion about the use of technology in learning is very good because it can help and make it easier for me to learn English.
Reference 2	0.86%	My opinion on using technology in learning has had a very positive effect on me. When the info or material I'm looking for is not in my textbook, I have to use Google to get references. When I do my assignments at home, I can keep in touch with friends.
Reference 3	0.74%	The use of technology in learning English is very important to help me expand my searching for English lessons. So not only for evaluation but also for learning. I learn much material from the Facebook group and Google.
Reference 4	0.64%	I think technology is very useful in learning English. tools like laptops and smartphones make me easier to learn. I used my smartphone to access English videos and materials on the internet.

The excerpt from the table above shows a positive response from the respondents. According to the respondents, technology makes learning easier for them. Students can study independently by utilizing technology. When they need explanations that are not available in textbooks, they can use chat rooms to communicate with friends and teachers or use search engines to access the information they need, be it in the form of videos, literature in the form of articles, blogs, and so on. In addition, the results of the open-ended questionnaire distributed to 50 respondents showed a positive response. According to respondents, learning becomes easier with the use of technology. Students can use translator apps to help them understand new words or translate text.

The second tentative theme is the positive things about learning with technologies. This tentative theme consists of 55 numbers of coding references and a total of 110 aggregate numbers of coding references. Responses from participants during

the interview and the results of the open-ended questionnaire are positive as can be seen in the following excerpt of coding. Each reference is supported by the percentage of coverage which indicates the volume of narration covered by each excerpt.

Table 3. Excerpt of coding references: Positive things of learning with technologies.

Reference	Coverage	Excerpt
Reference 1	0.99%	In my opinion, the positive thing about using technology in learning is that I get unlimited learning resources through an application called Google, I can watch English conversations on YouTube to practice my listening skills, and there are many other things that I get by using technology
Reference 2	1.41%	There are many positive things that I feel learning by using technology. Among them, I find it easier to understand the material or explanations I get from the internet than my textbooks. I bought some grammar books for me to study at home but in my opinion, it didn't work. I can't read books for too long because I get bored easily. By watching an interesting explanation of the video or slide I understand better.
Reference 3	0.81%	I think learning by utilizing technology is easier because it is not restricted by time and place. I can study anytime and anywhere. So, I can improve my English knowledge without having to pay a lot of money to take English courses outside.
Reference 4	0.56%	I can learn anytime and anywhere by utilizing technology. Moreover, the technology used is easy to use. It will be even easier when the internet connection is good.

Reference 5	0.89%	Technology makes it easier for me to learn. Technology allows me to do tasks more easily and allows me to communicate with native speakers without having to go abroad. I just need to make friends with native speakers on social media.

The table above shows the positive response of the respondents. Students respond that with the technology they can access unlimited learning resources through Google. Other students stated that there were many positive things they felt when learning to use technology, such as the ease of learning. By utilizing technology students can study independently without having to spend extra time and extra costs to take English courses out there. Materials accessed from the internet during self-study are easier to understand than reading textbooks. Materials in the form of videos, documents, or presentation slides can be accessed for free on the internet and can be done anytime and anywhere without space and time restrictions. In addition, technology makes it easier for them to do college assignments and allows users to communicate with native speakers.

The next tentative theme is students' perception of the use of technologies which also consists of 55 numbers of coding references and a total of 110 aggregate numbers of coding references. The students during the interview perceived that technology had a positive effect on them, in addition to making it easier for them to learn, technology also allowed them to keep in touch with friends and allowed them to study in groups even from different places. Students' perceptions can be seen in the following excerpts of coding references. Each reference is supported by the percentage of coverage which indicates the volume of narration covered by each excerpt.

Table 4. Excerpt of coding references: students' perception of the use of technologies

Reference	Coverage	Excerpt
Reference 1	0.43%	My opinion about the use of technology in learning is very good because it can help and make it easier for me to learn English.

Reference 2	0.86%	My opinion on using technology in learning has had a very positive effect on me. When the info or material I'm looking for is not in my textbook, I have to use Google to get references. When I do my assignments at home, I can keep in touch with friends.
Reference 3	0.74%	The use of technology in learning English is very important to help me expand my search for English lessons. So not only for evaluation but also for learning. I learn much material from the Facebook group and Google.
Reference 4	0.64%	I think technology is very useful in learning English. Tools like laptops and smartphones make me easier to learn. I used my smartphone to access English videos and materials on the internet.
Reference 5	0.37%	Very good because it makes it easier for me to listen how to read English text and interpret the text quickly

Technology and internet networks allow students to learn from various sources, including social media such as Facebook. Technology in the form of smartphones allows students to access the internet at any time. On social networks like Facebook, WhatsApp, Instagram, etc. several communities of English learners actively share content about English grammar, English information, talks, and so on. One respondent stated that he could be more active in practicing listening as well as pronunciation by using a smartphone. When students find English content, they can use a translator application without having to carry a manual dictionary everywhere. Apart from interview data, data from open-ended questionnaires reveal that most respondents stated that with the technology they can complete their coursework quickly, and their knowledge of technology increases.

The next tentative theme is students' motivation in learning which consists of six numbers of coding references and a total of 12 aggregate coding references. The data for this theme were taken from interview data with five respondents who stated that they were motivated to learn by utilizing technology as we can see in the table below. Each reference is supported by the percentage

of coverage which indicates the volume of narration covered by each excerpt.

Table 5. Excerpt of coding references: students' motivation in learning

Reference	Coverage	Excerpt
Reference 1	0.16%	Yes, I am motivated to learn using technology.
Reference 2	0.82%	Yes, because there are many ways to be able to learn English, for example watching movies from a laptop or cellphone that uses English and has Indonesian language subtitles. And there are also some educational videos made to help learn English
Reference 3	0.53%	Yes, I feel excited when I am completing the online quiz especially when the quiz is live. It is good to compete with my classmate to get the highest score.
Reference 4	0.19%	Yes, because technology makes it easier for me to learn

One of the interview participants stated that he can learn English in various ways through his laptop and smartphone. Students can learn by watching various films and learning videos on you tube. Another participant stated that he was very enthusiastic about learning while doing the online live quiz. Students compete to get the highest score when working on a live quiz. Without technology, taking quizzes would not be this interesting. Besides making it easier for students to learn English, technology also makes learning more fun.

The next tentative theme is students' participation in the class which consists of six coding references with a total of 12 aggregate numbers of coding references as we can see in the following excerpt. Each reference is supported by the percentage of coverage which indicates the volume of narration covered by each excerpt.

Table 6. Excerpt of coding references: students' participation in the class.

Reference	Coverage	Excerpt
Reference 1	0.59%	In class, I didn't participate actively, especially in speaking activities. I mostly listen to lecturers' explanations. I always do the assignments and quizzes that are given.
Reference 2	0.59%	I can participate in class, as usual, it's just that learning during a pandemic is a bit different because our interactions take place in cyberspace or virtual classrooms.
Reference 3	0.28%	Yes, I participate actively by doing assignments and quizzes given by the lecturer.
Reference 4	0.27%	Yes, I do, I participated actively in doing an online quiz assigned by the lecturer.

The table above shows that not all participants participate actively in every learning activity. One participant stated that he did not actively participate in speaking learning; he preferred to listen to the teacher's explanation to prepare himself to answer the quiz given by the teacher online. Another participant stated that usually he actively participates in learning; it's just that during this pandemic virtual learning makes interaction in class limited. However, we can conclude that all students actively participate in doing the quiz given by the teacher.

The next tentative theme is students' view on the class activities which consists of 5 coding references and 10 aggregate numbers of coding references. Each reference is supported by the percentage of coverage which indicates the volume of narration covered by each excerpt.

Table 7. Excerpt of coding references: students' view on the class activities.

Reference	Coverage	Excerpt
Reference 1	0.91%	The class activities we do are fun and some are challenging, for example when we are asked to make a video speech about certain materials. In addition, when doing online quizzes, I feel very excited and challenged to be the best because we have live quizzes
Reference 3	0.92%	I think the class activities are quite interesting and variative. We usually have conversations and online quizzes to complete. However, I can't get close enough with my friend because the interaction is limited. We only have a chance to meet each other through the virtual class.
Reference 4	0.70%	The class activities are quite interesting. It's good to have group work activities, conversation practice, accomplishing online quizzes, etc. I think the class will be much more exciting when conducted offline.
Reference 5	0.73%	I think it's good because activities such as: speaking (making short speeches, speaking projects, reading texts on pharmaceutical topics, online quizzes, etc.) can make it easy for me to know English terms in the pharmaceutical field.

In general, the participants gave a positive response when the researchers asked their views about the class activities they carried out while learning English pharmacy. One of the participants stated that the class activities they had while studying English Pharmacy were very challenging and fun. Students feel challenged and excited to be the top scorer at the time of joining the live quiz. Other participants stated that the class activities they did were quite interesting. One of the interesting class activities for students besides online quizzes is the speaking project. In the speaking project activity, students were enthusiastic about working together to prepare their best project. In addition, reading

activities are also one of the favorite activities of students because they get new vocabulary related to their field. Reading activities indirectly make them familiar with pharmacy texts where they will read a lot of English references during the preparation of the final project.

The next tentative theme related to students' view on the class activities is the challenge of learning with technologies which consist of 4 coding references and 8 aggregate numbers of coding references. There are several challenges faced by students when learning English Pharmacy, one of the challenges is the limited credit to access the internet. The other challenges can be seen in the following excerpt of coding reference. Each reference is supported by the percentage of coverage which indicates the volume of narration covered by each excerpt.

Table 8. Excerpt of coding references: Challenge of learning with technologies.

Reference	Coverage	Excerpt
Reference 1	0.80%	So far, the most common difficulty I've had while learning to use technology is when my internet connection suddenly down. Without an internet connection, I couldn't attend virtual classes and do online quizzes assigned by the lecturer.
Reference 2	0.52%	The only problem I have comes from the internet connection. Once in a while the internet connection is down, it takes a long time to access the internet,
Reference 3	1.05%	Well, I experienced challenges and difficulties because I am the type of person who understands the lesson if it is explained directly or face to face. it's just that the current pandemic condition requires me to learn to use technology virtually. I can only listen to the lecturer's explanation from the video.

Reference 4	0.75%	It's just that I haven't found technology or application that I can use to practice my speaking. So far, I have been learning grammar or writing on a smartphone but I rarely practice using English and I don't know-how.

The main problem of learning with technology is the unstable internet connection. According to most students, the internet connection is a key factor that helps students learn during the pandemic time. When the internet connection is down, it is difficult for the students to join the virtual classes. Besides that, the students need an internet connection to access learning applications and learning materials. Another student stated that one of the problems he faced when learning using technology was when he had to listen to the lecturer's explanation virtually or via video. He said that he was the type of student who had to interact directly with the lecturer to make it easier to understand. And the last student stated that he needed a learning application that would allow him to practice speaking because the time to practice speaking during the lesson was very limited. It's just that until now he hasn't gotten an application that can practice his speaking skills.

The next stage of thematic analysis, according to (Braun & Clarke, 2006) is to look for motifs or themes that are relevant to the research objectives. This theme highlights a key finding in the data about the students' view on the implementation of ICT-based instruction in the English Pharmacy course. The result of data analysis in this study indicated three primary themes: ICT promotes independent learning, ICT helps students learn, and ICT motivates students in learning. The map of primary themes is presented in the following figure.
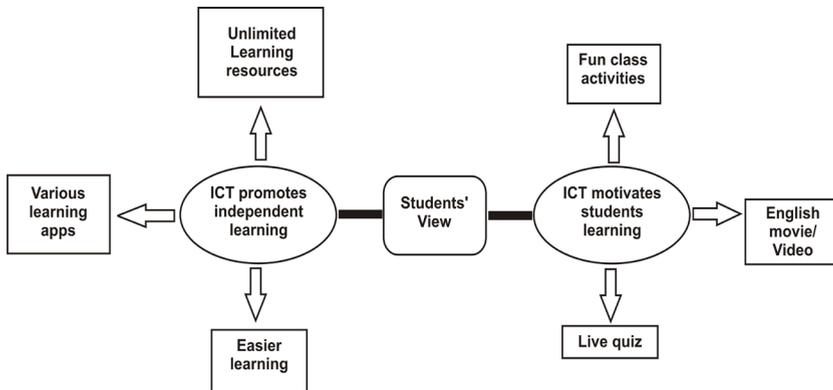
Figure 13 **Thematic Map of the students' view.**

After reviewing the tentative themes discussed previously, the researcher highlighted three primary themes related to the students' view on the implementation of ICT-based instruction such as ICT promotes independent learning, ICT helps students learn, and ICT motivates students in learning. The theme of ICT promotes independent learning consists of three sub-themes such as learning videos, English learning apps, and various English materials. The theme of ICT helping students learn consists of three subthemes such as unlimited learning resources, learning becomes easier, and supporting apps and webs are available. The theme of ICT motivates students in learning consists of three subthemes such as fun class activities, English movies/ videos, and live quizzes. The discussion of each theme is discussed in the following session.

Discussion

After reviewing the tentative themes discussed in the previous chapter, the researcher highlighted two primary themes related to the students' view on the implementation of ICT-based instruction such as 1) The use of technology in learning English Pharmacy and 2) The challenge of learning with technology. The discussion of each theme is discussed in the following session.

a. The students' positive perception of the use of technology in learning English Pharmacy.

This research reveals some positive perceptions from the students' side. From eleven benefits of learning using technology highlighted by Richards (2015) in chapter two, most of them are

experienced by students in learning English pharmacy. One of the positive things of ICT-based instruction is that it is easier for students to learn. Technology allows students to learn through the internet, it allows students to watch teachers' explanations over and over when they need to. Technology is also very helpful for students to complete assignments from teachers by looking for explanations or references they need. In addition, with technology students are not too constrained by English references because they can use online translators that can help them understand English texts. The problem then arises when the use of technology is not controlled and accompanied by student awareness is the level of activity of "copy-paste" or plagiarism. Some students can copy their friends' assignments when they don't study seriously and don't believe in their abilities. Therefore, teachers should encourage students that the function of technology is to help them learn, not to find shortcuts to get high scores.

One of the other perceptions from students about using technology in learning English Pharmacy is that they feel motivated in learning. This perception is in line with what Lili (2019) stated about the advantages of technology in language learning that technology enables self-directed learning, it encourages and motivates learners. The students feel that the class activities are interesting since they usually have an online live quiz at the end of the class. This is in accordance with Richard's (2015) perception stated that technology can increase students' motivation by providing fun applications like digital games and YouTube videos. The online quiz is one of the reasons why the students are motivated in learning. Students' motivation leads to a positive attitude in learning by using technology as the study conducted by Živković (2016) stated that students have a very positive attitude towards computers and the internet technologies and their integration in the ESP learning environment. When the students are motivated in playing with the English quiz, they will keep playing; trying over and over again at home and it will indirectly improve their English.

Another positive perception from students about learning with technology is that they can learn independently through the internet. Technology can promote students' learning autonomy as Azmi (2017) suggested that web technology can help students develop a set of learning strategies and styles that promote autonomous learning and offer platforms for more individualized

learning. The level of students' competence is no problem when they learn with technology. Since technology is suitable for students with various competence levels, students can learn based on their phase and learning style as Richards (2015) outlined that one of the benefits of using technology for students is that technology support variety of learning styles including visual and audio learning. Students with visual learning styles can learn from various pictures, posters, visual quizzes, etc. which are available on the internet. Students with audio learning styles can learn from various listening materials like quizzes and podcasts, while students with audio visual learning styles can learn from various videos from YouTube, Ted, etc.

b. The challenge of learning with technology.

The main challenge faced by students in learning English Pharmacy is limited internet access. The problem of internet access was caused by two factors such as limited credit and poor internet connection. The issue of the challenge of using technology faced by students is in line with the result of the study conducted by Rahiem (2020) about technology barriers in education. Rehiem highlighted four barriers to use technology in education devices issue, internet connectivity, cost, and skills. It is found from this research that the students experienced two of four barriers highlighted by Rahiem (2020) such as the problem related to internet connectivity and cost. The government has provided credit for students to access the internet during the pandemic. The problem is that the credit provided by the government is not enough to cover the needs of students in accessing the internet. A lot of student credit is spent on virtual classes. Almost all courses conduct virtual learning during the pandemic and limited credit is an obstacle for students. Thus, students have to pay extra to cover their internet access needs. Another problem is poor internet connection, especially for students who live in remote areas and attend lectures from home. The problem of poor internet connection has been one of the most common problems faced by both teachers and students due to the use of technology in education (Johnson *et al.*, 2016; Rahiem, 2020; Barrot *et al.*, 2021).

The other challenge faced by the students during their learning is the limited feature of a certain application. Based on students' views, there are a lot of resources and applications to learn grammar, practice reading, and listening, but unfortunately,

they have not found any applications that can help them practice their speaking. At first, the researcher thinks that this problem deals with inadequate learning platforms as Rahiem (2020) proposed. There are a lot of learning platforms that can help students to practice their speaking. The students can download them for free or they can subscribe or buy the application for better performance. The real challenge here is dealing with students' skills in navigating new learning applications. This is in line with Rahiem (2020) findings of technology barriers. He stated that one of the technology barriers is related to skills that cover new programs/applications, inexperience, ICT Illiterate, and Inadequate learning platforms.

The last challenge is related to students' learning preferences. Certain students prefer to learn while interacting directly with the teacher. This problem was faced by a few students during the pandemic era when they have to experience virtual learning. For that reason, the teachers need to cope with this problem by providing more time to interact with students and design more meaningful learning.

Conclusion

This study aims to explore the students' views related to ICT-based instruction in English pharmacy courses. The data obtained from this study were analyzed qualitatively using thematic analysis with Nvivo software. According to students' view, ICT can help them in their learning, ICT can motivate them to learn, and ICT allowed them to learn independently.

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Index

Checker
Impact
Challenges
Optimizing
Skillfully
Psychologically
Revolutionizing
Ted Talk
British Council
ELLLO
Quizlet
Pelmanism
Mindomo
Padlet
Mentimeter
Kahoot
Distinctions
Multimodal

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Technology in ELT:
Voicing Teachers' Experiences

The book presents teachers' experiences with technology use in English language teaching and learning. It consists of twelve chapters authored by writers from the English Language Department at Universitas Borneo Tarakan and authors from other affiliations. The chapters discuss various aspects of using technology in English language learning, such as the utilization of artificial intelligence (AI), websites for improving essay writing skills, gamification in English language learning, the use of comic strips in teaching foreign languages, and popular language learning applications like Duolingo. The book provides a deep understanding of how technology can be an effective tool in supporting English language learning and overcoming challenges that may arise in the teaching process. The authors discuss various solutions and recommendations to maximize the benefits of technology in the context of English language learning. Overall, the book offers valuable insights for educators and researchers in the field of English language education, providing concrete examples of technology implementation in teaching that can be adapted to the specific needs of different learning environments.