

# **THE PRACTICE OF COEXISTENCE IN LANGUAGE, LITERATURE & LANGUAGE TEACHING**

Eka Sustris Harida, Arina Shofiya, Dewi Wahyu Mustikasari, Afif Ikhwanul Muslimin, Fahriany, Ratna Sari Dewi, Santiana, Asri Siti Fatimah, Noor Maulidiyah, Erna Iftanti, Alek, Melisa Sri, Ida Fitri Anggarini, Siti Mariam, Catur Kepirianto, Nurlaila, Nurul Fadhillah, Abd. Ghofur, Siti Azizah, Rizka Safriyani, Hidayah Nor, Nasrullah, Elsa Rosalina, Rahma Pitria Ningsih, Vebrianti Umar, Anisah Setyaningrum.



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# Editorial

**IN** an increasingly interconnected world, the ability to coexist harmoniously amidst diverse cultures, languages, and perspectives has never been more crucial. This chapter, *"The Practice of Coexistence in Language, Literature & Language Teaching,"* delves into the multifaceted ways in which coexistence is not only possible, but essential in the realms of language and literature.

The esteemed contributors of the Elite Forum in PTKIN have brought together their extensive knowledge and experiences to explore how language and literature can serve as powerful tools for fostering understanding and empathy among individuals from different cultural backgrounds. This chapter provides a comprehensive analysis of how coexistence can be nurtured through effective language teaching practices and the study of literature.

One of the central themes of this chapter is the recognition of diversity as a strength rather than a challenge. The contributors emphasize that language teaching should go beyond mere linguistic proficiency to include cultural competence and intercultural communication skills. By integrating these elements into language education, teachers can prepare students to engage meaningfully with the global community.

Moreover, the chapter highlights the role of literature as a mirror and a window – reflecting the complexities of human experience and offering glimpses into the lives of others. Through the study of diverse literary works, students can develop a deeper appreciation for different cultures and viewpoints, fostering a sense of shared humanity.

The practice of coexistence in language teaching and literature is not without its challenges. The contributors candidly discuss the obstacles faced by educators, including resistance to change, limited

resources, and the need for ongoing professional development. However, they also offer practical strategies and insights for overcoming these challenges, drawing on their rich experiences in the field.

Finally, this chapter is a testament to the power of collaboration and the importance of an inclusive approach to language and literature education. It calls on educators, scholars, and students to embrace coexistence as a guiding principle and to actively work towards a more understanding and compassionate world.

We hope that readers find this chapter both enlightening and inspiring, and that it sparks further dialogue and action towards fostering coexistence in all spheres of life.



## **CIRC-b-FCL AS A MODEL FOR TEACHING READING FOR Z-GENERATION**

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### **INTRODUCTION.**

**TEACHING** English as a Foreign Language is dynamic, and teachers must have various techniques, strategies, methods, or models for teaching their students. Many teachers still need help in making the students have good reading abilities. The lecturers' suitable methods will increase students' interests, habits, motivation, and reading abilities. Regarding teaching English, especially in reading, the writer will introduce a method developed for teaching reading; it is CIRC-b-FCL for teaching students in the digital era.

In the contemporary landscape of education, adapting teaching methodologies to cater to the needs and preferences of the Z-Generation (those born roughly between the mid-1990s and the early 2010s) is paramount. This digitally native cohort has unique characteristics, expectations, and learning styles shaped by their immersion in technology and constant connectivity. Among the myriad of educational approaches, the CIRC-b-FCL (Cooperative Integrated Reading and Composition based on Flipped Classroom Learning) model emerges as a promising method for teaching reading, particularly tailored to engage and empower the Z-



Generation. The CIRC-b-FCL model is suitable for teaching reading (Harida, Jufrizal, Syarif, & Ratmanida, 2023); this model was developed for teaching reading paragraphs in 2021.

CIRC-b-FCL is an instructional framework that combines Cooperative Integrated Reading and Composition with the principles of Flipped Classroom Learning. It integrates collaborative activities, technology-mediated resources, and student-centered approaches to enhance reading comprehension, critical thinking, and writing proficiency. CIRC-b-FCL intertwines reading and writing activities, encouraging students to apply comprehension strategies while composing responses, essays, or creative pieces. By connecting reading to writing, students develop a deeper understanding of textual elements and refine their communication skills.

The Z-Generation, characterized by their fluency in digital media, possesses distinct traits such as a preference for multimedia learning, interactivity, and instant feedback. Conventional teaching strategies frequently fail to hold students' attention and encourage active participation. Hence, educators must explore innovative strategies that align with their digital inclinations while promoting critical literacy skills. So far, CIRC-b-FCL is appropriate for students in this generation, and this teaching model will combine online and offline learning modes. This article will explain the models that can be used in teaching reading for Z – Generation.

## **Z – GENERATION.**

Z - Generation (Gen Z), or stated as the Centennial Generation, is the people who were born around 1995 up to 2010 (Iberdrola, 2024; Williams, 2016). It refers to the demographic cohort succeeding Millennials and preceding Generation Alpha; they are the persons between the ages of eight and twenty-three. Due to their birth around the turn of the century, the post-millennial generation, also known as Generation Z, will assume the lead in a few decades. Under their arms, they carried a tablet and a smartphone when they arrived.

There are some characteristics of Gen-Z (Dirga & Wijayati, 2018; Sakdiyakorn, Golubovskaya, & Solnet, 2021; Williams, 2016). They are digital natives; they have grown up in the digital age, surrounded

by smartphones, social media, and instant access. They are using technology and tend to use digital platforms. They are also individualism and entrepreneurial spirit, self-directed learning, unconventional career paths, digital communication and authenticity. They are also socially conscious consumers because they prefer brands and organizations that align their values, prioritize sustainability, and demonstrate corporate social responsibility. The Gen-Z is the generation or the people that dominant to use digital forms. Their digital fluency, social activism, and entrepreneurial spirit have propelled changes in various domains, including education, technology, marketing, and workplace dynamics.

In conclusion, Generation Z represents a dynamic and diverse cohort shaped by the rapid advancements of the digital age. Characterized by their fluency in technology, embrace of diversity, and entrepreneurial spirit, Gen Z individuals exhibit unique traits and preferences that distinguish them from previous generations. As they continue to enter the workforce and drive social change, Generation Z will play a significant role in shaping the future of society and culture.

### **READING COMPREHENSION.**

Reading is one of the English skills that English learners should master. Reading is receptive skill in which the readers try to get information and ideas from what they read (Harida, Arini, & Alfajri, 2021). In reading, the readers try to catch the ideas given by the writer. It relates to symbols and sounds, and there is the process of decoding and interpreting the written text (Smith, 2004). So, reading is the process of understanding and interpreting the information through the written symbols. Reading is comprehension (Harida et al., 2021, p.13; Kendeou, McMaster, & Christ, 2016, p.1), because when reading, the readers need to comprehend. So, when the readers read, they try to comprehend what they read.

Reading comprehension is the cognitive process through which individuals understand and interpret written language. It involves the ability to extract meaning from text, discern main ideas, infer implied information, and make connections between different parts

of the text (Harida, 2014; Richards & Renandya, 2002; Sitompul, Harida, & Rambe, 2019). Reading comprehension goes beyond simply recognizing words on a page; it requires readers to engage actively with the text, draw upon prior knowledge, and employ various strategies to construct meaning. Adequate reading comprehension is essential for academic success across all disciplines and for navigating everyday tasks such as understanding instructions, interpreting news articles, and analysing complex information.

To comprehend a text successfully, readers must employ a range of skills and strategies (Adelini, Harida, & Siregar, 2018). These include decoding words to understand their meanings, building vocabulary knowledge to grasp nuanced concepts, and recognizing textual cues such as headings, subheadings, and formatting to navigate the structure of the text. Additionally, proficient readers use comprehension strategies such as predicting what will come next in the text, visualizing the events or concepts being described, asking questions to clarify understanding, and summarizing key points to synthesize information (Nurhamidah, Pulungan, & Harida, 2018). Through active engagement with the text and strategic application of comprehension skills, readers can extract meaning, derive deeper insights, and critically evaluate the content presented.

In conclusion, reading comprehension is a vital skill that enables individuals to understand, interpret, and derive meaning from written text. It goes beyond mere word recognition, involving active engagement with the text, application of comprehension strategies, and integration of prior knowledge. Strong reading comprehension skills are essential for academic success, effective communication, and critical thinking.

## **TEACHING READING COMPREHENSION.**

Teaching reading comprehension is a fundamental aspect of literacy instruction that plays an essential role in academic success and lifelong learning. Reading is an essential skill that needs to be mastered by the students, so teaching reading must be done effectively to make the students get better skills in their reading activity. Teaching reading refers to the process of instructing

individuals in the acquisition and development of skills necessary for understanding and interpreting written text (Langenberg et al., 2000). It is also stated as the instructional process of imparting the skills and strategies necessary for individuals to decode, understand, and engage with written language (Shanahan & Shanahan, 2008). It encompasses various techniques, strategies, and approaches aimed at developing students' ability to recognize letters, decode words, develop fluency, build vocabulary, comprehend written text, and derive meaning from what they read. Teaching reading comprehension helps students to comprehend what they read. The teachers and the students must cooperate to make the teaching and learning process reach its goals.

Effective teaching of reading involves creating a supportive learning environment, providing explicit instruction, and offering opportunities for guided practice and application. It involves providing explicit instruction in phonics, fluency, vocabulary, and comprehension strategies, as well as creating a supportive learning environment that fosters a love for reading and literacy skills development. Ultimately, teaching reading aims to equip students with the foundational skills and strategies they need to become proficient readers who can comprehend and critically analyze a wide range of texts across different subjects and contexts.

Effective reading comprehension instruction goes beyond merely decoding words on a page; it involves helping students develop the skills and strategies necessary to understand, analyze, and evaluate written text. Research has shown that explicit instruction in comprehension strategies, such as predicting, questioning, summarizing, and making connections, significantly improves students' ability to comprehend and engage with a wide range of texts (Duke & Pearson, 2002; Melco, Jufri, & Ratmanida, 2016). By providing students with explicit instruction in these strategies and opportunities for guided practice, educators can empower them to become strategic and active readers who can effectively monitor their understanding and derive meaning from text (Langenberg et al., 2000). Teaching with strategies is necessary to make it exciting and enjoyable.

In addition to teaching comprehension strategies, educators must create a supportive and engaging learning environment that fosters a love for reading and promotes meaningful interactions with text. Selecting high-quality, culturally relevant texts that reflect students' interests and experiences can enhance engagement and motivation (Cambria & Guthrie, 2010). By creating a classroom culture that values reading and celebrates students' progress and achievements, educators can inspire a lifelong love of learning and equip students with the skills they need to succeed academically and beyond.

Moreover, differentiated instruction and targeted interventions are essential components of effective reading comprehension instruction, ensuring that all students, regardless of their background or ability level, receive the support and resources they need to succeed. Additionally, small-group instruction, one-on-one conferencing, and targeted interventions can provide struggling readers with personalized support and scaffolded instruction to improve their comprehension skills (Mcgill & Allington, 2013). By implementing differentiated instruction and targeted interventions, educators can ensure that all students can develop the reading comprehension skills they need to thrive academically and beyond.

In conclusion, teaching reading comprehension is essential for fostering critical literacy skills and empowering students to navigate the vast sea of information in today's world. By providing explicit instruction in comprehension strategies, creating engaging learning environments, and incorporating diverse texts, educators can equip students with the tools they need to understand, analyze, and evaluate written material effectively. Briefly, the synergy between instructional strategies, techniques, and methods empowers students to become proficient readers capable of comprehending and analyzing complex texts across various disciplines and contexts.

### **CIRC-b-FCL MODEL.**

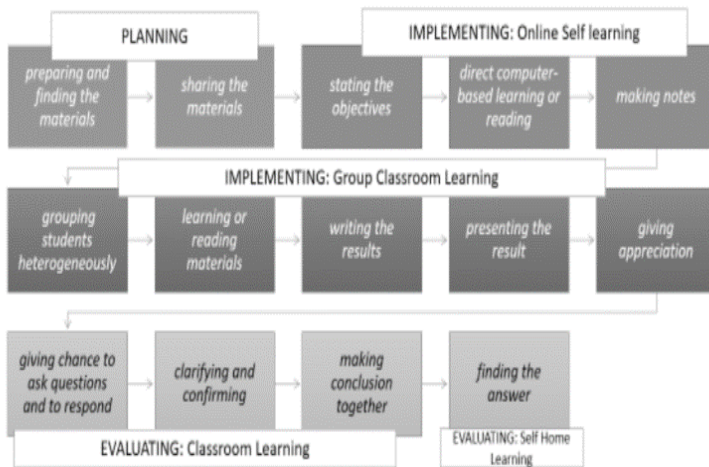
CIRC-b-FCL stands for Cooperative Integrated Reading and Composition based on Flipped Classroom Learning. This instructional model integrates cooperative learning strategies, reading comprehension skills, and composition activities within a

flipped classroom framework to enhance student engagement and learning outcomes in literacy education (Harida et al., 2023; Jufrizal, Harida, Syarif, Ratmanida, & Lubis, 2021). This model is the collaboration of the CIRC model from Robert A Slavin (1995) and FCL from Jonathan Bergmann and Aaron Sams (2012). CIRC is the teaching model where the teachers teach the students in cooperation of reading and writing when the teachers make an integration between reading and writing. After the students are asked to read, they are also asked to compose what they write and then report it to their friends. Further, FCL is Flipped Classroom Learning, when the learning process is done in a flipped way; the task is given in the classroom, and the materials are studied in their self-learning before coming to the classroom. This model (CIRC-b-FCL) is developed in 2021; and developed by constructivism, cognitivism, and behaviorism. This model was transformed to teach reading for students in the digital era because it used digital and online learning to make it comprehensive. Combining two approaches in teaching reading, CIRC, and FCL, makes this model more complete for use in teaching the students.

CIRC-b-FCL was developed by using Research and Development with ADDIE model. ADDIE stands for Analysis, Design, Develop, Implement, and Evaluation (Branch, 2009). The founder of this model implements this model for teaching the students reading in the University, and it has been successful to improve students' reading paragraph comprehension (Harida et al., 2023). The use of this model is still limited; however, the writer believes that this mode will be useful to be used in helping the students for learning reading, especially for Gen-Z. This model helps the learners study using what they like, the digitalization era.

CIRC-b-FCL model has three activities and 14 steps (Harida et al., 2023). In activity 1, there are preparing and finding the materials, sharing the materials, stating learning objectives, direct computer-based learning for reading, and making notes. In activity 2, there are eight steps: grouping the students heterogeneously, learning/reading materials in groups, writing the result of discussion, presenting the result, giving appreciation, giving a chance to ask and respond, clarifying and confirming, and making a

conclusion together. In activity 3, the step is finding the answer. The syntax of this model can be seen in the figure below:



*Fig. 1 The Syntax of CIRC-b-FCL Model*

The CIRC-b-FCL model is the collaboration between Slavin's CIRC and Bergmann & Sams FCL. In this model, the teachers and the students are doing the learning process in collaboration; the students are actively finding information about their materials and discussing it in the classroom. They will be active learners in the classroom because they will present what they got in their groups, and the teachers will give appreciation by giving rewards. This model believes can give good effect to the students' reading comprehension, so it be as an initiative model for teaching your students, whether in reading or in another subject in English Language Teaching, such as grammar, vocabulary, and others. It can be used for other subject matter, like history, sociolinguistics, and so on; however, further research is still needed to make it accurate.

**CONCLUSION.**

Teaching the Z-Generation is different from teaching other generations; they are the generation that prefers to study in digital ways. One of the models of teaching that is suitable for them is CIRC-b-FCL. CIRC-b-FCL is a model for teaching reading that stands

for Cooperative Integrated Reading and Composition based on Flipped Classroom Learning. It is the model of teaching reading that is done with the internet and digital teaching aids. It can be done without using the media, such computer, laptops, or android, because the students and the teachers need to connect to their learning application, such as google classroom or even a simple technique by using WhatsApp group. The teachers need to prepare and share the materials to the students via digital ways, and the students need to do learning by themselves at home and bring the result of their reading in their learning classroom. For students who enjoy using smartphones, computers, or even social media, this model is appropriate. They can locate and read materials from websites or Google Books using the internet and then share what they have read in the classroom. This model is reasoned suitable for the Z-Generation and will be helpful for instructors or lecturers who wish to ask their students to learn both online and offline.



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## **BIOGRAPHY**

Dr. Eka Sustri Harida, M. Pd. is an English lecturer, researcher, and practitioner from Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan since December 2003. She was born in September. 17, 1975, in Alahan Panjang, West Sumatera, married Mr. Aman Muda Siregar. She has three sweet daughters (Addini, Najwa, and Zahirah), and lives in Padangsidempuan, North Sumatera.

Most of her education was from West Sumatra, and her master's degree and doctoral program were from Universitas Negeri Padang. She always supports her campus by being active in academics and as an official. She is functioning in the PDBI or ELITE association, and ever being as a Chief of the English Program, the Gender Study Centre, the Research Centre, and Editor of the Journal; now, she is a Chief of the Language Centre. She is energetic in doing research, and joining conferences and seminars in every moment she obtains.



**THE CHALLENGES OF NOVICE TEACHERS IN  
IMPLEMENTING *KURIKULUM MERDEKA* IN ENGLISH  
CLASSES**

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**INTRODUCTION.**

Curricula change from time to time as the result of the development of knowledge and technology in education. The curriculum changes require the teachers to make quick adjustments to their teaching practices. As it is well understood, teaching is a dynamic profession that is open to any change because of new regulations. In the National Act number 14/2005 about teachers and lecturers it is clearly stated that a professional teacher is a teacher who has personal, pedagogical, social, and professional competencies. It implies that to be professional a teacher should go through such a long and winding road. For experienced teachers, adapting to new policies in education is not a big deal. Their experience helps them to cope with the problem. A different case happens with a new (novice) teacher.

Novice teachers are those who have experience teaching less than five years. Their limited experience in teaching put them in a dilemma in classroom practices. They are expected to teach like experienced teachers. Meanwhile, their step from graduation to teaching is not gentle. They undergo challenges in their first years of teaching job such as classroom management, relational issues

with colleagues and students, preparation of lesson plans, hiring practices, amount of classroom resources, in-service professional development, access to mentors/mentorship, and salary

(Fantilli & Mc Dougall, 2009; Koca, 2016; Hady, 2018; Whalen & Van Nuland, 2019). Besides the previously mentioned challenges, another fundamental issue faced by novice teachers is the change of curriculum. The discrepancy between the learned curriculum and the practiced curriculum is demanding for novice teachers because they are pushed to comply with the change. In the Indonesian context, novice teachers experience such kind of differences because during the study time, they learn about Curriculum 2013 but in their teaching practice they, must implement the *Kurikulum Merdeka*.

### **SHORT STORY OF ENGLISH CURRICULUM IN INDONESIA.**

The teaching of English in Indonesia draws attention due to its position as the first official foreign language to be taught formally in secondary schools all over the country. As widely known that Indonesia was not the ex-colony of Britain which is linguistically and culturally affected by English. However, the founding fathers of Indonesia chose English as the official international language for global communication rather than Dutch. This is due to the good position of English internationally (Mistar, 2005). In addition, the sentiment toward the colonization of the Dutch pushed the country not to use the Dutch both on formal and informal occasions.

The formal of teaching of English in Indonesia in secondary schools was started long before Indonesia declared its independence in 1945. It was taught in junior high school and senior high school. English was taught twice a week, the teachers were native speakers, and the number of students was limited to those from noble families or children of the Dutch government workers. The result of the teaching was good as proven by the ability of the graduates to use English both spoken and written (Mistar, 2005). After the independence, the situation in Indonesia was chaotic which caused the education was not carried out normally and the teaching of English experienced the same case. When the situation became gradually normal, the teaching of English little by little was

cultivated with the help of the US government and Ford Foundation supported by providing millions of books and teaching assistance. The Indonesian government paid attention to English teaching by including it in the national curriculum.

In the Indonesian context, the English curriculum can be traced for the first time in the 1968 Curriculum. Such a kind of curriculum replaced the previous curriculum which was established in the Old Order. So, the curriculum was politically based. The dynamic of politics in the country affected the change of the curriculum. The new minister of education released a new curriculum.

Along with the changing trend of learning theory, the curriculum of English was changed. The curriculum used was the 1975 curriculum which was aimed at carrying out effective and efficient learning processes. The 1975 curriculum focused on grammar mastery with little practice of communicative skills (Cahyono & Widiati, 2011). Such a curriculum was very famous among teachers since it was easy to implement and had very clear sequences of materials. Even when the curriculum changes, teachers in some parts of Indonesia still practice it.

After almost a decade to be implemented, another curriculum was introduced, the 1984 curriculum. This curriculum appeared due to a mismatch in the 1975 curriculum between the claim of the curriculum and the organization of language skills. The order of the priority for the four language skills should be listening, speaking, reading, and writing but the 1975 curriculum emphasized teaching structure. As a result, the 1984 curriculum gave attention to teaching communicative skills. It arranged the teaching of language skills in the correct order of four language skills.

During the journey of implementing the 1984 curriculum, the developers realized that English was not used widely in society. In classroom practices, there was no significant difference between the implementation of the grammar-translation/audio-lingual method and communicative skill (Lie, 2007). The teacher still taught language skills discretely and the teaching was directed at achieving high scores on tests, not enhancing communication skills. The 1984 curriculum, therefore, was changed to the 1994 curriculum. The 1994 curriculum manifested the Meaning-based approach and was

oriented to enhance communicative competence (Lie: 2007, Sulistyaningrum & Sumarni: 2022). The teaching and learning process was designed in such a way that was meaningful for the students. Meaningful here means it is relevant to the student's daily life. In short, the tasks given to the students must be relevant to their everyday practices.

In 2004, with the spirit of increasing students' competencies in communicative activities, a new concept of curriculum was issued. There was a discourse to develop a competency-based curriculum. According to Canale & Swain (1980), to communicate effectively requires four sub-competencies, namely grammatical (ability to create grammatically correct utterances), sociolinguistic (ability to create sociolinguistically appropriate utterances), discourse (ability to produce coherent and cohesive utterances), and strategic (ability to solve communication problem as they arise). This theory underlies the concept of competency-based curriculum. The teaching of language was directed at developing competencies in listening, speaking, reading, and writing. In addition, it was also aimed at raising awareness regarding the nature and importance of English as a foreign language as a means of learning (Lie, 2007). Unfortunately, this curriculum was never officially launched (Cahyono & Widiati, 2011).

The next curriculum to be nationally launched was the 2006 curriculum. It was also called the school-based curriculum. This curriculum was developed regarding local potential and culture to empower students' learning. The school received the freedom to develop its curriculum based on the students' needs and local knowledge. This curriculum was very ideal in concept but in practice, it went down in flames. Many of the teachers could not elaborate the standard of graduate competence well. In addition, the administration of the National Examination was contra productive to the spirit of the school's independence in developing learning design.

To respond to the criticism of Curriculum 2006, the Ministry of National Education updated the national curriculum by issuing a new curriculum in 2013. Such a curriculum was developed as a response to the result of the TIMSS and PISA that show the literacy



and numeracy level of Indonesian school children was low. The revision of the curriculum, however, was done after a less thorough review of the curriculum, such as the strengths and shortcomings of certain stages and components (Sundayana, 2015). The Curriculum 2013 focused on fostering critical thinking through a scientific approach and specifically in English it employed a Genre-based approach (Sulistyaningrum & Sumarni, 2022).

The pandemic outbreak which was noted by the emergence of global online learning, required a curriculum that fit to emergency. Therefore, the Ministry of Education released a *Kurikulum Darurat* which provided flexibility for schools in carrying out the teaching and learning. This curriculum was the reiteration of Curriculum 2013 with some emphasis on the essential competencies and prerequisite competencies for further level of education. As it was launched in an urgent situation, the implementation of such a curriculum left some problems such as geographical difficulties, unreadiness of the students and teachers to have online learning, and teachers' less control over online learning (Sumarbini & Hasanah, 2021), teachers' less understanding of *Kurikulum Darurat* (Kamar, Mahmudah, & Pratama, 2022) and regulation, infrastructure including internet connectivity and the availability of gadgets, social and culture problem (Yosepty, Aisyah, Rostiani, Azizah, & Restiana, 2023).

Along with the decreasing trend of COVID-19 infections, the educational system needed to be recovered. *Kurikulum Darurat* was not used anymore because the country had come to a new era. However, it became a catalyst for the launch of another curriculum named *Kurikulum Merdeka*. Such a curriculum offered resilience in carrying out the educational process based on the local potential and learning situation. The teachers should enjoy the freedom in selecting the material, method, and assessment. According to Mulyasa (2023, p. 7), the nation needs to have a curriculum that can accommodate students' differences and foster their competence. In such a curriculum, students are seen as independent entities who can identify their learning needs.

The *Kurikulum Merdeka* is differentiated from the previous curriculum in that it does not only prioritize the attainment of knowledge but also the cultivation of morality and nationalism.

Since the launch of the curriculum in 2022, studies have found some challenges encountered by the teachers like difficulties in understanding the curriculum (Aulia, 2022), designing a lesson plan, implementing the lesson plan, using media, classroom management, and assessment (Fitra & Y, 2023), insufficient teacher training, limited access to support facilities, reduced self-efficacy levels, students' backgrounds, limited resources, and issues related to time allocation and management (Reza, Rohmah, & Abdulah, 2023).

Till the latest curriculum, *Kurikulum Merdeka*, Indonesia has undergone eleven (11) changes (Kristina, 2022). The teaching of language skills and components is tailored based on the current learning theory and technology. For instance, the latest curriculum mandates project-based learning activities which is in line with the nowadays' learning paradigm that emphasizes students' cooperation and collaboration.

### **EXPERIENCED vs NOVICE TEACHERS.**

There is no clear distinction between experienced teachers and novice teachers in terms of the length of teaching experience. Graham, White, Cologon, & Pianta (2020) divide teachers based on years of teaching experience into three groups, namely, beginning (0-3 years), transitioning (3-5 years), and experienced (>5 years). Henry (1994) classifies teachers into five groups namely, novice (preservice teachers), advanced beginner (1 year of experience), competent (2-3 years of experience), proficient (4-5 years of experience), and expert (have more than 15 years of experience). Meanwhile, Tsui (2003) classified the teacher into two groups: novice (< 5 years) and experienced (> 5 years). Such a kind of classification is simple and easy to follow.

Studies on the difference between experienced and novice teachers result in comparisons, not only in terms of teaching experiences. According to Tsui (2003), the comparisons, in general, are seen in the "*preactive and interactive phase*". Preactive refers to periods before teaching including the preparation of lesson plans and interactive refers to the process of interaction in the classes.

In preparing the lesson experienced teachers did not follow Tyler's (2013) model which consists of a linear process covering deciding aim and objective, selecting material, organization of activities, presentation of materials, and doing evaluation. Experienced teachers tend to start with selecting materials and finding the resources. Aims and objectives are considered last (Tsui, 2003). The decisions they made usually deal with material, strategy, and evaluation. In making lesson plan, experienced teachers are more concerned with the flow of the activities over some time or how to make the classroom work rather than following step-by-step lesson planning according to the book in university. Meanwhile, novice teachers usually follow the theory in developing lesson plan because this is the knowledge that they learn in university. Their limited experience makes them stick to the rule of making teaching preparations. Another difference between experienced and novice teachers is that experienced teachers usually have a mental lesson plan which means that the plan is already on the teacher's mind, whereas novice teachers usually write all things in the document of the lesson plan.

During the interactive phase, the differences occur in the three aspects. They are efficiency, selectivity, and improvisation skills (Tsui, 2003). In the context of efficiency, experienced teachers can make sense of large information briefly. They are also more analytical and interpretive. Meanwhile, novice teachers tend to be detailed in the classes but flat. It means that novice teachers still do not pay great attention to the information coming to them in the class. The instruction feels so flat. Dealing with selectivity, experienced teachers are more selective in processing any information as well as delivering it to the students. Novice teachers with limited knowledge usually accept any information as much as possible without selecting which information is important. Experienced teachers have higher improvisation skills to respond to any changes that happen in the classroom. Their long-time teaching experience makes them flexible toward imperfection in their classes. Novice teachers, however, are not brave enough to improvise their teaching because they refer to the procedure of teaching they learn in their university. The same is also true with practicing a new curriculum.

## **CHALLENGES ENCOUNTERED BY NOVICE TEACHERS IN IMPLEMENTING THE *KURIKULUM MERDEKA*.**

The change from the Curriculum 2013 to the Kurikulum Merdeka is challenging, especially for novice teachers. When the decision is made, they are still in universities learning about curriculum development focusing on the Curriculum 2013. For the students who graduate in 2022 onwards and start their teaching career at the same time, they encounter harsh changes between the learned curriculum in university and the practiced curriculum at school. A study by Kurnianingsih & Adnan (2023) reveals that new teachers undergo some challenges in implementing the Kurikulum Merdeka in some areas: 1) designing teaching modules based on the Kurikulum Merdeka, it is difficult to elaborate learning outcomes (*capaian pembelajaran/CP*) into learning objective (*tujuan pembelajaran/TP*), the flow of learning objective (*alur tujuan pembelajaran/ATP*), and module of instruction, 2) doing classroom management, it is difficult to implement differentiated learning in a very heterogenous class, 3) practicing project in the Kurikulum Merdeka, the concept of the project is not yet well understood even by the senior teachers.

Another study is conducted by Lestari (2023) who interviews two freshly graduated teachers. The result shows that the biggest challenge in implementing the *Kurikulum Merdeka* is understanding and accommodating learners' differences. Without using valid instruments, the variety of students' learning styles and preferences cannot be determined well, and this will impact the selection of the most effective teaching models.

In the context of teaching English at the primary level, different challenges are shown by novice teachers. The problems do not only deal with classroom practices but also the qualifications of English teachers. In the *Kurikulum Merdeka*, English is taught compulsorily whereas in the previous curricula, this subject never received special attention from the government. As a result, not every primary school has an English teacher. If the schools offer English teaching, usually the teachers are the classroom teachers who are not graduates of the English department. According to Falah, Apsari, & Kusumah (2023), the challenges by English teachers at the primary level can

be classified into internal and external challenges. Internal challenges include English teacher qualification, students' lack of vocabulary, and students' lack of motivation. Whereas the external challenges include the time allotment for English being too short, lack of opportunity to join *Kurikulum Merdeka* socialization, lack of professional development, and limited school facilities. For new teachers, these situations put them in a dilemma between continuing their teaching career or finding another professional job outside teaching.

## **CONCLUSION.**

Despite the independence or freedom given to the teachers as implied in its name, *Kurikulum Merdeka*, the curriculum is problematic for some teachers, especially for novice teachers. Their lack of knowledge and experience in teaching often put them in multiple clouds on the horizon. In addition, limited chances to enrich their knowledge about the curriculum have made the situation worse. Thus, the government needs to carry out more pre-service training as a bridge to support novice teachers' professional development.

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## ARTIFICIAL INTELLIGENCE IN CALL CLASSROOMS: IN A NUTSHELL

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### INTRODUCTION.

Philosophical debates about Artificial Intelligence (AI) that are published in academics literature view two sides of AI resembled its unity as an angel and a demon. Literature has identified AI as an angel who sends benefits and as a demon who spreads unconstructiveness. Recent evidence suggests that AI tools demonstrate positive effects for language learners such as they have influenced learning behavior (Nazari et al., 2021) and improved understanding on cognitive skills (Marghany, 2023; Mohammad et al., 2023; Sumakul et al., 2022; Wang, 2022). Existing research recognizes the critical role played by AI tools. Several attempts have emphasized AI drawbacks for language education such as decreasing critical thinking skills and research talents (Mohamed, 2023), increasing anxiety toward the use of technology for non-tech savvy teachers and students (Reyes et al. (2023), and concerning about faculty members AI literacy (Celik, 2023; Dincer and Bal, 2024). However, so far, very little attention has been paid to the role of teacher design practices on integrating AI in Computer-Assisted Language Learning (CALL) classrooms particularly for English language teachers in higher education settings. Rising questions are triggered another venue of these AI debates such as how teachers construct learning designs to integrate AI in CALL task design, how

teachers activate their AI literacy to design learnings, and what support they receive in designing learnings by integrating AI.

This is a conceptual CALL paper aimed to explore the complementary nature of AI and CALL for teacher design practices. This paper generates fresh insight to fill a gap in the literature by providing theoretical overview and literature synthesis and offering discussion and future research directions. This paper sheds new light on AI enabled teacher design practices in CALL classrooms.

### **Theoretical Overview and Literature Synthesis**

This section presents the theoretical arguments that are built from the literature synthesis. It provides several rationales to address the critical argument that literature on AI in education lacks clarity regarding its complementary nature to connect it with CALL. The rationales are developed by tying previous published literature related to future research recommendations existed in the systematic literature review papers and empirical studies to track the current trends of the empirical research that have been synthesised and undertaken regarding AI in education in higher education institutions. Then, it shows the rationales that are developed from the current empirical research trends on AI in English as Foreign Language (EFL)/English as Second Language (ESL) classrooms and CALL classrooms to find the potential complementary nature between AI and CALL. It also illustrates the potential gaps of empirical studies that need to be investigated.

### ***Multidiscipline Systematic Literature Review on AI in Education.***

Literature has documented various international systematic literature review papers. Different perspectives exist in the literature regarding future research directions of AI in higher education institutions. The following papers are examples of several perspectives that existed in the literature. Ouyang et al. (2022) have indicated that the integration of educational and learning theories to enable AI into online learning as an area of exploration should be investigated more frequently. Zawacki-Richter et al. (2019) have

claimed that most empirical research that has been published in a quantitative streamline approach reports scarcity of ethical procedures and critical evaluation of challenges and their risks to integrate AI tools in higher education. There are huge concerns on ethics and privacy of AI; thus, future research should observe protocols during educational data collection to anticipate ethical clearance of personal data protection (Salas-Pilco & Yang, 2022). Other authors have synthesised the needs of investigating AI literacy of students, teaching and non-teaching staff (Chiu et al., 2023; Chu et al., 2022; Rudolph et al., 2023) and teacher training (González-Calatayud et al., 2021), exploring AI usages to support regulation development in higher education contexts (AIDhaen, 2022), developing AI for other languages than English such as French, Portuguese, Chinese, Korean and Russian to expand metadata analysis (Rangel-de Lazaro & Duart, 2023), and emphasizing studies on evidence-based approaches rather than theoretical and conceptual AI interventions (Marengo et al., 2024).

Previous literature review papers have reported several potential trends to be investigated in higher education settings. They open the possible big empirical research themes:

1. Investigate theory or framework to link AI and its implementation at the classroom level. It includes the needs of investigating ethical AI procedures, maintaining privacy issues by implementing AI tools into online learning, and examining AI literacy and teacher training to boost users AI literacy.
2. Explore university leader supports. It includes development of institutional policy-based AI enabled teaching and learning, university leaders' directives toward ethics and privacy issues in online learning, and institutional professional development programs.
3. Develop AI tools to expand metadata analysis.

### ***Multidiscipline Empirical Research on AI in Education.***

Recent studies on AI in education in an empirical multidiscipline study particularly in higher education contexts undertaken by

researchers (e.g., Celik, 2023; Kuleto et al., 2021; Wang et al., 2023; Zouhaier, 2023) have documented various themes of future research recommendations. The four themes are ethical AI and its implementations, AI and its user-based experiences, AI projects in developing countries, and AI literacy and its framework. The following are the examples of studies which are displayed based on each theme retrospectively. Integrations of ethical AI into higher education curricula should be closely examined to determine graduates' employability (Zouhaier, 2023). Research on AI in education should explore students' participation experience with student-oriented approaches in intelligent teaching to engage their participation intention (Wang et al., 2023). More investigations of concrete AI platforms in low- and middle-income countries should be fostered (Kuleto et al., 2021). Studies should observe teachers' professional knowledge that is drawn from TPACK framework to integrate AI-based tools in natural settings (Celik, 2023). These studies were investigated using quantitative approaches. Few studies in qualitative approaches have demonstrated academic misconduct and ethical considerations during integration of AI in higher education (Fuchs & Aguilos, 2023). For those reasons stated, future research should investigate the four theme trends using qualitative streamline manners. It brings the possibility to focus on a specific discipline of study e.g. language education, computer science, etc. to uncover the four themes to be exploratively investigated.

### ***Empirical Research on AI in EFL/ ESL Classrooms and CALL Classrooms.***

Much of the empirical research on AI for EFL/ESL learners have revealed several themes. Researchers (e.g., Margany, 2023; Mohammad et al., 2023; Nazari et al., 2021; Sumakul et al., 2022) have reported that AI tools support student learning experiences and outcomes. Nazari et al. (2021) have demonstrated that AI writing tools effectively sustained students' learning behaviour and attitudinal technology acceptance through assessment and formative feedback. Sumakul et al. (2022) have stated that AI tools have supported to help them in understanding the content-area

focus, crafting their creativity, and increasing their motivation. Marghany (2023) has reported that Grammarly has effectively influenced students' writing skills. Mohammad et al. (2023) have indicated that QuillBot has supported students to improve their understanding of synonyms, sentence structure and word choice during the paraphrasing processes. Several lines of evidence (e.g., Dincer and Bal, 2024; Mohamed, 2023; Reyes et al., 2023) have indicated AI-associated issues e.g. academic integrity, misinformation/bias, ethics and security concerns, and mental health problems. Reyes et al. (2023) have claimed that virtual classrooms have influenced mental and behavioral affections of teachers and students because of a sudden convert to online learning from face-to-face settings without previously engaged to this type of learning. Mohamed (2023) has acknowledged that faculty members are concerned with the potential misinformation that might contribute to impede students' critical thinking and research skills. Dincer and Bal (2024) have argued about ethical and security concerns regarding AI tools. Literature has highlighted the critical aspects of teachers AI literacy (e.g., Dincer and Bal, 2024; Sumakul et al., 2022). Sumakul et al. (2022) have considered university English teachers' technological and pedagogical knowledge to integrate AI tools into their classes. Dincer and Bal (2024) have pointed out the necessity of teachers' technical proficiency to integrate AI into their EFL classrooms.

Limited empirical studies have begun to investigate the AI and CALL integration into EFL/ESL Classrooms. Wang (2022) has examined the effectiveness of Automated Essay Evaluation (AEE) to significantly improve students' writing skills. AEE was drawn from the Expectancy Disconfirmation Theory (EDT) and Intelligent CALL.

### ***Potential Gaps in Empirical Studies.***

In general, there is a paucity of empirical research to investigate complementary nature of AI and CALL integration in teacher design practices for ESF/ESL learners. Research in natural settings at the classroom level is worth investigating. Exploring teacher design practices to integrate AI into CALL design patterns is less documented in the literature.

## **DISCUSSION AND FUTURE RESEARCH DIRECTIONS.**

This section informs the elaborations of potential gaps of empirical studies. The potential gaps are discussed to address future research directions. It provides critical thinking on how to visualise the complementary nature between AI and CALL for teacher design practices.

Teacher design practices need to be frequently investigated to understand the complementary nature of AI and CALL specifically for EFL/ESL students. Literature has documented that AI in EFL classrooms have influenced students' content-area focus (Marghany, 2023; Mohammad et al., 2023; Sumakul et al., 2022). AI in learning management system has been frequently used for assessment (Manhiça et al., 2022). AI functions in assessment have been investigated to give positive impact on student learning experiences to accommodate the acquisition processes in acquiring new knowledge and skills (Zouhaier, 2023) and support for autonomous learning (Fuchs & Aguilos, 2023). Satisfaction, university support, perceived enjoyment, and interactive awards toward the implementation of AI tools have influenced intelligent teaching participation that focused on improving effective teaching and enriching learning experiences (Wang et al., 2023). Rudolph et al. (2023) have reported the detrimental effects of Chat GPT in assessments such as academic integrity is being questioned and teachers' pedagogy may be replaced by a machine. ChatGPT text is being biased if it only relies on frequent uses of western sources in English (Fuchs & Aguilos, 2023). On the other end, teachers' capacities to design AI into CALL are scarcely explored because teachers AI literacy remains to be examined (Celik, 2023; Dincer and Bağ, 2024; Sumakul et al., 2022). Thus, teacher training, including AI assessment literacy (González-Calatayud et al., 2021), is frequently demanded.

Potential future research directions should explore teacher design practices to integrate AI into CALL classrooms. Teacher design practices include teacher agency and design thinking toward some aspects:

### *1. Ethics, privacy, security, and academic integrity issues and solutions.*

Literature has revealed that researchers should consider ethical AI and its procedures (Salas-Pilco & Yang, 2022; Zouhaier, 2023), privacy and security (Dincer & Bal, 2024), academic integrity Mohamed (2023). Investigating teacher design thinking regarding issues and solutions toward ethics, privacy, security, and academic integrity during design processes to integrate AI technologies into CALL classrooms should be fostered. Design processes are the pinpoint of this future research scheme. Limited studies have investigated design processes to visualize learning designs constructed by university English teachers (Mustikasari & Heggart, 2022). Thus, it is essential to undertake research with the purpose of uncovering how teachers engage to manage ethics, privacy, security, and academic integrity issues and solutions during processes to integrate AI into CALL.

### *2. Teachers, students, and non-teaching staff AI literacy.*

This research scheme is valuable to be investigated to understand teachers and students AI literacy that can be drawn from teachers' TPACK (Sumakul et al., 2022). It also includes: 1) teachers design thinking and decision making toward their technology choices, technological affordances, and costs that may affect their learning designs (Mustikasari & Heggart, 2022; Mustikasari & Heggart, 2023), and 2) teachers as designers in designing learnings to influence student learning experiences (Mustikasari & Heggart, 2022).

### *3. Theory and framework to integrate AI and CALL.*

More studies should draw how to visualize AI and CALL integration. Technological Pedagogical and Content Knowledge (TPACK) (Koehler & Mishra, 2009) demonstrate the possibilities to capture individual skills in integrating technology knowledge, content knowledge and pedagogical knowledge. TPACK supports capture individual skills. This framework is suitable to understand and visualize teachers, students, and non-teaching



staff AI literacy. Substitution, Augmentation, Modification, and Redefinition (SAMR) (Puentedura, 2013) illustrates the potential CALL task design patterns to visualize technology to impact teaching and learning. Social Cognitive Theory (SCT) (Bandura, 1986) would be valuable to support investigation regarding learners' cognitive skills when they experience theoretical and empirical AI interventions in CALL classes. Some studies have explored SCT framework in educational technology (e.g., Al-Dokhny et al., 2021; Almogren & Aljammaz, 2022). Activity Theory, a framework of an activity system of a community (Engeström, 2001), is useful if researchers want to explore the role of system perspectives of communities to support design practices (Mustikasari & Heggart, 2023).

#### *4. Institutional supports e.g., policy, teacher training, and technology tools.*

Some studies have highlighted institutional support to influence design processes and student learning experiences (e.g., Mustikasari & Heggart, 2022; Mustikasari & Heggart, 2023). However, limited studies have been undertaken to explore institutional support integration of AI and CALL. Research should investigate how teachers receive support to integrate AI into their CALL classes and how student obtain supports to manage their learning if teachers integrate AI and CALL. One of the major issues on how curricula and ethics work together (Zouhaier, 2023) is essential to be investigated.

## **CONCLUSION.**

This paper provides a description of the potential future empirical research aimed to capture the complementary nature of AI in CALL Classrooms in a nutshell. Undertaking empirical research would be much more valuable to be proceeded rather than showcasing conceptual papers. Nevertheless, a conceptual paper offers constructive critical thinking to fill gaps in literature.

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## **BIOGRAPHY**

Dewi Wahyu Mustikasari, Ph.D. is a senior lecturer at UIN Salatiga. She completed her doctoral study at the University of Technology Sydney, Australia. Her research interests are learning design, CALL, technology enhanced language learning and teacher design practices. She is available for collaborative projects and joint teaching programs as a speaker.



## **EXPLORING AI-POWERED EFL TEACHING**

**WRITING:**

### **A SYSTEMATIC LITERATURE REVIEW**

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#### **INTRODUCTION.**

The development of AI has been contributing to education in many ways. AI technology and apps have made it easier to implement in the education context, improving teaching, learning, and decisions-making (Rahiman & Kodikal, 2024) AI have potentials to revolutionize education by personalizing teachings methods, providing feedback promptly, and automates administrative tasks (Slimi, 2022). It can help in grading and assessments, freeing educators to focus on curriculum development and quality instruction (Owan et al., 2023). AI also has potential to enhance collaboration and competency development in education! By integrating AI more extensively into higher education curricula, institutions can better prepare graduates for the future workforce. AI can facilitate the acquisition of new knowledge and skills, improving the learning experience. Overall, AI has the potential to bring profound changes to education and contribute to the development of new skills for graduates.

In the English as a Foreign Language (EFL) context, AI has a positive impact on teaching! It has been found to improve students' written proficiency by providing timely and individualized feedback, promoting student engagement, and increasing efficiency in

grading (Marzuki et al., 2023). AI-powered collaborative and interactive language learning will also be effective in EFL instruction, offering new methods, and assessing approaches (Wei, 2023). Additionally, AI-powered tools can be used as assistive catalysts for teaching, provide linear remedial drills, grade exercises, analyze text, and generate coherent text (Stasser, 2023). Furthermore, AI-powered Intelligent Virtual Agents (IVAs) have the potential to enhance the learning process and personalize automation in teaching, though there is a need for more empirical studies in this area (Katsarou et al., 2023). Overall, AI has the potential to transform traditional EFL teaching by improving writing skills, enhancing the teaching process, and offering new pedagogical opportunities.

In the EFL skill context, incorporating AL into EFL teaching has the potential to provide some benefits. AL-powered tools can detect superficial-level errors in writing, like grammar, syntax, and spelling mistakes, basically (Marzuki et al., 2023)! These tools can also provide timely and individualized feedback, promoting student engagement and increasing efficiency in grading (Rahiman & Kodikal, 2023). Additionally, AL-generated text can be used to improve the quality of students' writing, as it contributes significantly to scores and can benefit both high-score and low-score students (Dergaa, 2023; Storey, 2023). The integration of AL in EFL teaching can enhance the teaching process, create student-centered learning experiences, and cultivate independent learners (Jiang, 2022). It offers practical implications for teachers, students, and educational technology developers, transforming traditional English writing teaching (Dong, 2023). However, it is important to note that while AL can identify superficial-level errors, it may not be as effective in detecting errors related to deep structures and prisms, highlighting the continual need for human instructors' expertise.

Reviewing the great impact of AI use in the EFL teaching writing environment, it's best to look at the AI-assist writing research of this moment. A study like this is going to identify the AI tools in use and how they can enhance EFL teaching and writing. Then we can dive into the educational impacts and future research paths for really bringing AI-assisted writing technology into EFL settings. So, the



current research will review various pieces of literature covering these research wonders:

How is the distribution of the literature across years of publication?

What are AI tools used to aid teaching practice in EFL writing classrooms, and how does it affect the EFL teaching writing outcome?

What are the benefits of AI tools used to enhance teaching practices in EFL writing classrooms?

### **HOW WAS THE SLR CONDUCTED?**

To reach the targets of this survey, a non-uniformity literature review research approach guided by the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) by Liberati et al. (2009) was employed. This research review allows researchers to simultaneously identify and map similar research topics. This study aims to map the literature containing best practices of AI implementation in mediating assessment challenges in the EFL teaching writing context.

During the literature systemic reviewing process, a journal indexing portal accessed throughout Scopus was utilized. The article searching process was conducted utilizing the Harzing Publish or Perish 8 application, tailored for the researching topic, which focused on mapping the types of AI used, the effectiveness of AI in assisting EFL teachers with student writing assessment, and best practices for AI utilization. It started with determining the search string category or coding used to search for connected articles. In this case, the strings 'Artificial Intelligence/AI', 'Writing', 'EFL', and 'Assessment' were employed. Next, the researcher initiated the search for articles throughout search engines and collected the articles before data reduction and extraction. The researcher got 110 articles from the Scopus databases. Afterward, data reduction and extraction were carried out by identifying the suitability of topics, the completeness of inclusion and exclusion criteria, and removing duplicate topics. In the final extraction results from the two journal

indexing portals, seven articles were identified. An overview of the systematic literature review process is presented (*see Figure 1*).

**Table 1**  
**Inclusion and Exclusion Criteria**

Inclusion	Exclusion
<ul style="list-style-type: none"> <li>- Articles are included in the category of Scopus-indexed journals.</li> <li>- Articles are focused on research topics.</li> <li>- Articles should cover all word strings.</li> <li>- Articles can be downloaded in PDF form to facilitate the analysis process.</li> <li>- Articles are open access.</li> </ul>	<ul style="list-style-type: none"> <li>- Articles are not included in the category of Scopus-indexed journals.</li> <li>- Articles do not meet the research topic.</li> <li>- Articles do not cover all word strings.</li> <li>- Articles cannot be downloaded in PDF form.</li> <li>- Articles are closed access.</li> </ul>

The literature harvested from Publish or Perish 8 was then coded using both letters and numbers. For example, 'A1' denotes literature number one. This coding system was applied to all seven included pieces of literature as data.

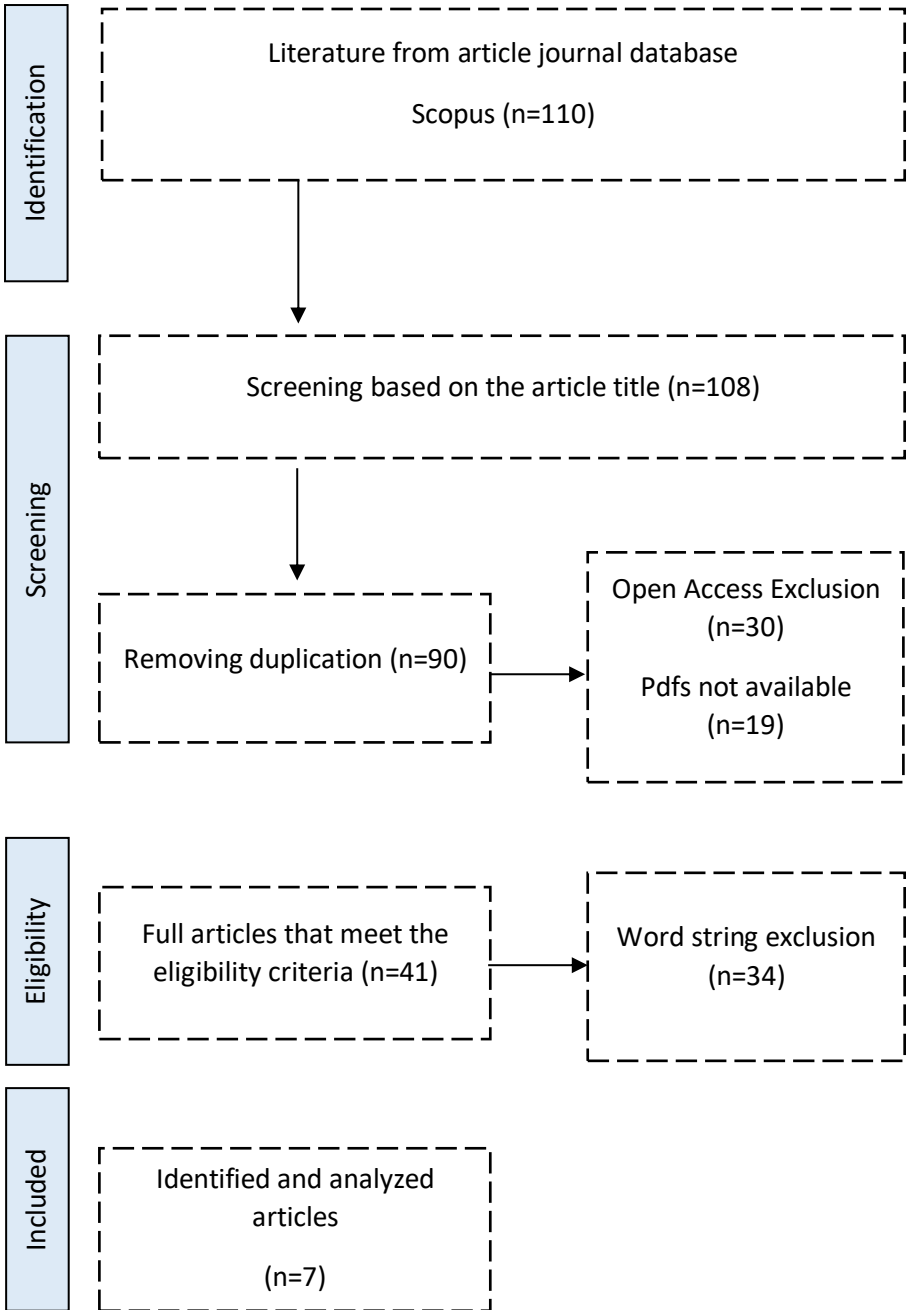


Figure 1. Overview of Systematic Literature Review Process

## THE DISTRIBUTION OF THE LITERATURE ACROSS YEARS OF PUBLICATIONS.

Upon the implementation of the SLR process, it was found that ten articles were included as the main data for this study. The distribution of the articles is presented in Table 2.

*Table 2*  
*Distribution of Articles across Years of Publications*

Year	Paper Identity	Number of Paper	Percentages
2024	A1, A5	2	28%
2023	A2, A6	2	28%
2022	A3, A7	2	28%
2010	A4	1	16%

Table 2 displays the publication timeline, ranging from 2010 to 2024. The number of publications shows a steady increase from 2022 to 2024, indicating a growing interest in the field. Notably, two prominent publications in early 2024 underscore the popularity of Artificial Intelligence (AI) within this study area.

This surge in publications can be attributed to the increasing prominence of AI, particularly with the emergence of new technological tools that facilitated education during and after the COVID-19 pandemic (Picciali, 2021; Starkey et al., 2021). Conversely, only one publication is listed for 2010, which suggests a shift in focus toward AI-powered EFL teaching in subsequent years (Marzuki et al., 2023). This trend underscores the integration of technology, especially AI, into academic practices, emphasizing the importance for EFL teachers to leverage these advancements to enhance teaching outcomes and effectiveness (Jiang, 2022). However, it is worth considering whether EFL teachers possess sufficient digital technology literacy to fully capitalize on the benefits of AI (Muslimin et al., 2023).

Examining the number of publications in Table 2 that incorporate the mentioned word strings ('Artificial Intelligence/AI', 'Writing', and 'EFL') during data harvesting, it is evident that this area of research

is still evolving, with only seven publications meeting the eligibility criteria for analysis. This presents an opportunity for future researchers to explore the latest AI tools applicable to supporting EFL teaching writing.

### **AI TOOLS USED AND ITS EFFECT ON EFL TEACHING WRITING OUTCOMES.**

Based on the collected data and literature, it was found that the AI tools utilized in the literature are diverse, with each tool offering different effects on EFL teaching writing outcomes. These variations are detailed in Table 3.

*Table 3*  
*AI tools used in the literature*

<b>Article code</b>	<b>Article Data</b>	<b>AI Tools</b>	<b>Effects on EFL Teaching Writing Outcomes</b>
A1	Challenging Traditional EFL Writing Classroom Using AI Mediated Tool: A Paradigm Shift T. Mohammad, (2024), World Journal of English Language, 14(2), 211-219. <a href="https://doi.org/10.5430/wjel.v14n2p211">https://doi.org/10.5430/wjel.v14n2p211</a>	Quillbot	The findings of the study indicated that instructors could potentially adopt a different approach to writing scientific articles with the assistance of AI-based digital writing aids.  The use of this technology was shown to enhance the accuracy and efficiency of writing while reducing errors.  Additionally, feedback from the study suggested that AI-based tools could increase students'

			engagement and interest in writing.
A2	<p>Academic Integrity considerations of AI Large Language Models in the post-pandemic era: ChatGPT and beyond, M. Perkins, (2023), Journal of University Teaching and Learning Practice, 20(2), <a href="https://doi.org/10.53761/1.20.02.07">https://doi.org/10.53761/1.20.02.07</a></p>	ChatGPT, Grammarly, Word Tune, and Perusall	<p>The findings of the article highlight the evolving role of Artificial Intelligence (AI) tools, particularly Large Language Models (LLMs) like ChatGPT, Grammarly, WordTune, and Perusall, in the realm of education, specifically in digital writing and assessment practices.</p> <p>The article discusses how students have adapted to new technologies during the pandemic, leading to increased use of digital tools for writing and assessment purposes</p>
A3	<p>Exploring an AI-based writing Assistant's impact on English language learners, J.M. Gayed, (2022), Computers and Education: Artificial Intelligence, 3, <a href="https://doi.org/10.1016/j.caeai.2022.100055">https://doi.org/10.1016/j.caeai.2022.100055</a></p>	AI KAKU	<p>The findings of the article on the impact of the AI-based writing assistant AI KAKU on English language learners include: 1) AI KAKU did not establish statistically significant differences in lexical diversity between the treatment (AI KAKU) and control conditions, there was a positive significance in terms of fluency,</p>

			specifically in the production of clauses per t-unit, and 2) Participants using AI KAKU were able to output a greater number of words compared to the control condition.
A4	Online formative assessment using automated essay scoring technology in China and U.S.-Two case studies, C. Rich, (2010), ICETC 2010 - 2010 2nd International Conference on Education Technology and Computer, 3, <a href="https://doi.org/10.1109/ICETC.2010.5529485">https://doi.org/10.1109/ICETC.2010.5529485</a>	Writing Roadmap 2.0 (WRM 2.0) – Automated Essay Scoring (AES)	The research shows that the use of Writing Roadmap 2.0 resulted in statistically significant positive mean score differences on state summative writing tests for students who practiced using the software compared to those who did not. The largest score gains were observed for low-performing students who practiced using Writing Roadmap 2.0 multiple times. Additionally, the study emphasizes the importance of professional development for EFL English teachers to effectively integrate online formative assessment tools like AES into their teaching practices. Overall, the research underscores the role of AI scoring technology in improving student writing skills and

			the need for teachers to adapt their roles to leverage these tools effectively in the classroom
A5	Learner interaction with, and response to, AI-programmed automated writing evaluation feedback in EFL writing: An exploratory study, H. Yang, (2024), Education and Information Technologies, 29(4), 3837-3858, <a href="https://doi.org/10.1007/s10639-023-11991-3">https://doi.org/10.1007/s10639-023-11991-3</a>	AI-supported Pigai system	The findings indicate that students initially focus on error corrective feedback, gradually incorporating non-error feedback over time. Students show higher uptake rates for error corrections compared to linguistic resources. Their responses evolve from mechanical to more considered approaches, suggesting a learning process in response to machine feedback. Sustained engagement with Pigai feedback facilitates writing improvement and the development of students' autonomy in using writing strategies, highlighting implications for language pedagogy and the design of AWE systems in language learning contexts.
A6	From process to product: writing engagement and	AI-supported	The study on the impact of Pigai, a Chinese automated



	<p>performance of EFL learners under computer-generated feedback instruction, C. Shen, (2023), <i>Frontiers in Psychology</i>, 14, <a href="https://doi.org/10.3389/fpsyg.2023.1258286">https://doi.org/10.3389/fpsyg.2023.1258286</a></p>	<p>Pigai system</p>	<p>writing evaluation system, on English as a foreign language (EFL) learners revealed several key findings. The majority of students focused on error correction when using AWE instruction, with higher-level students showing a greater emphasis on language improvement beyond surface-level errors. Automated feedback had a greater impact on accuracy for less skilled learners and on lexical complexity for more skilled learners. The study highlighted the potential benefits and challenges of technology-based writing instruction, emphasizing the importance of understanding student profiles and adapting teaching strategies accordingly</p>
<p>A7</p>	<p>The impact of automated written corrective feedback on EFL learners' academic writing accuracy, A.B. Sanosi, (2022), <i>Journal of Teaching English for Specific and Academic</i></p>	<p>Grammarly</p>	<p>The findings of the research indicated a significant improvement in the written accuracy of the experimental group members who used Grammarly compared to the</p>

	Purposes, 10(2), 301-317, <a href="https://doi.org/10.22190/JTESAP2202301S">https://doi.org/10.22190/JTESAP2202301S</a>		control group. The study highlighted a substantial drop in the number of errors in specific categories, such as article usage, subject-verb agreement, and diction, for the experimental group after using Grammarly. However, there was no improvement observed in other types of errors, such as verb tense and word choice. The findings suggest that integrating AI-powered writing assistants into teaching practices can help enhance students' writing skills and provide valuable feedback on specific aspects of writing.
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Table 3 illustrates that all articles (A1-A7) highlight the benefits of applying AI tools to EFL teaching writing outcomes. Certain AI tools such as Quillbot, Grammarly, and Pigai have been shown to enhance EFL students' writing accuracy and efficiency, leading to reduced writing errors (Mohammad, 2024; Sanosi, 2023; Shen, 2023). Additionally, these tools help students become more proficient in utilizing complex lexicons. Grammarly, for instance, assists students in avoiding errors related to article usage, subject-verb agreement, and incorrect diction.

Furthermore, psychologically, Quillbot and Pigai contribute to improving students' motivation, increasing their engagement in learning, and enhancing their autonomy in applying writing strategies (Mohammad, 2024; Yang, 2024). Finally, AI KAKU has been found to enhance students' writing fluency, as evidenced by an

increase in the number of clauses produced per t-unit and a higher overall word count (Gayed, 2022).

Conversely, Table 3 indicates that certain AI tools, such as AI KAKU and Grammarly, did not exhibit a significant effect on students' production of lexical diversity or their ability to reduce errors in verb tense and word choice (Gayed, 2022; Sanosi, 2022). Consequently, the authors of these articles propose implementing a professional development program for both EFL teachers and students to equip them with sufficient AI literacy, thereby enhancing the efficacy of AI tool implementation (Muslimin et al., 2023).

### **THE USE OF AI TOOLS TO ENHANCE TEACHING PRACTICES IN EFL WRITING CLASSROOMS.**

Another objective of this systematic literature review is to understand the utilization of AI tools as revealed in the literature and the studies discussed therein. Subsequently, the analysis culminates in the presentation of a summary in Table 4.

*Table 4*  
*AI Tools and the Benefits for EFL Writing Classroom*

<b>Benefits of AI Utilization in EFL Writing Classroom</b>	<b>AI Tools</b>
AI functioning	Grammar and spelling assistance QuillBot, ChatGPT
AI functioning	Paraphrasing and summarization support QuillBot, ChatGPT
AI functioning	Immediate feedback and revision assistance AI KAKU, Grammarly, WordTune, Perusal, QuillBot, AES, Pigai, Grammarly, ChatGPT
AI functioning	Enhanced vocabulary acquisition Grammarly, WordTune, Perusal, QuillBot
AI functioning	Cognitive load reduction AI KAKU

	Fluency and lexical diversity checking	AI KAKU
	Track students' progress	AES
	Formative assessment	Pigai
	Clarification of ambiguity	Grammarly, ChatGPT
	Diagnostic assessment	Pigai
Supportive learning situation establishment	Individualized/personalized learning	AI KAKU, QuillBot, AES, Pigai, ChatGPT
	Increased engagement and motivation	QuillBot, Pigai
	Efficiency and timesaving	QuillBot, ChatGPT
	Non-intrusive design	AI KAKU
Usefulness perception creation	Improving writing skills	Grammarly, WordTune, Perusal, AI KAKU, QuillBot, AES, Pigai, ChatGPT
	Enhancing language training	Grammarly, WordTune, Perusal
	Encouraging responsible use	Grammarly, WordTune, Perusal, ChatGPT
	Awareness building	Pigai, Grammarly
	Instructional design	Pigai, ChatGPT

Table 4 portrays the benefits of applying AI tools according to the literature, mainly categorized into three categories: AI functioning, supportive learning situation establishment, and usefulness perception creation. AI functioning refers to any features that the AI tools can perform based on their genuine purpose as mentioned in the literature and the findings of the analyzed literature. The applied AI tools could help students by providing grammar and spelling assistance (Marzuki et al., 2023), supporting

paraphrasing and summarization, assisting with immediate feedback and revision, enhancing vocabulary acquisition, reducing cognitive load, checking fluency and lexical diversity (Stasser, 2023), tracking students' progress, giving formative assessment, clarifying ambiguity, and conducting diagnostic assessment (Wei, 2023).

The establishment of supportive learning situations means that the AI tools can benefit EFL students by creating a pleasant learning situation, such as enabling EFL students to experience more personalized learning (Katsarou et al., 2023; Rahiman & Kodikal, 2023; Slimi, 2022), saving time (Owan et al., 2023), creating less intrusive situations, and elevating learning interest due to the tools' features (Marzuki et al., 2023). Finally, the AI tools applied in the literature propose some usefulness potentials for EFL students, including improving writing skills (Dergaa, 2023; Storey, 2023), enhancing language training, encouraging responsible use, building AI tool awareness, and integrating AI tools into classroom instructional design (Dong, 2023; Rahiman & Kodikal, 2024).

Discussing the findings of the reviewed literature and the benefits of applied AI tools stated in the literature, it is found that many AI tool potentials have not yet been captured in the EFL teaching writing context of the reviewed literature research. Comparing Table 3 and Table 4, the benefits of AI tool implementation in EFL writing classrooms appeared more in those studies's previous analyses than in the literature's findings. It means that different AI tools affect different EFL students in different EFL writing learning contexts (Jiang, 2022; Marzuki, 2023). However, the positive resonance of the AI tool application can be the inspiration for further adaptation and adoption to support better future EFL teaching and writing outcomes.

## **CONCLUSION.**

The present study explored the distribution of eligible literature across years of publication and the applied AI tools, their effects, and their potential to energize EFL teaching writing. The results show that only a few pieces of literature were eligible as data due to inclusion criteria. Then, eight AI tools (Grammarly, WordTune, Perusall, AI KAKU, QuillBot, AES, Pigai, and ChatGPT) were applied

to support EFL teaching writing classrooms, and they were effective in enhancing teaching outcomes. However, compared to previous studies' findings used as a literature review described in the eligible literature, many benefits of the applied AI tools were not found in the eligible literature's findings. Hence, this study proposed some implications. Theoretically, it enriches knowledge of research methodology and understanding of AI to support EFL teaching. Empirically, it guides EFL teachers to adopt similar research methods and apply suitable AI tools for certain EFL teaching benefits.

Nevertheless, this study opens an opportunity for further investigation on similar research topics in different literature databases, such as WoS, Crossref, Google Scholar, etc., to obtain more comprehensive data since it only applied Scopus. Also, future research needs to elaborate on the word string and searching types (i.e., the title, the author, and the year of publication) in the data harvesting process for more complete data.

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## **BILINGUAL/MULTILINGUAL AMONG Z GENERATION**

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### **INTRODUCTION.**

Language has a crucial role in social interactions in society because it functions as a communication tool between individuals (Ariesta et al., 2023). The use of language can be found both in urban and rural environments. Examples of the use of language in public spaces include naming shops or shops, street names, places or buildings, traffic signs, billboards and posters. As a concrete example, every road is generally equipped with an information board stating the name of the road. Similar practices are seen in the naming of food stores and various other types of businesses. It is the responsibility of every Indonesian citizen to use Indonesian when in public places.

The rules for using Indonesian have been explained in Law Number 24 of 2009 Article 30 concerning the Flag, Language and National Emblem, as well as the national anthem (Oktavia, 2019). Language also reflects the identity, culture and values of a group or individual. In Indonesia, Indonesian is the official language and the unifying language of the nation which has more than 1,100 regional languages. However, in the era of globalization, Indonesian is facing challenges from the influence of foreign languages, especially

English, which has become an international language and a means of accessing information.

## **DISCUSSION.**

The Z Generation has the ability and tendency to speak more than one language, or what is called bilingualism or multilingualism. Bilingualism, or multilingualism, is the ability of a person to speak two or more languages. Bilingualism or multilingualism can be affected by various factors, such as family environment, education, work, hobbies, or needs. Bilingualism or multilingualism can provide benefits for individuals, such as improving cognitive, creative, and social abilities. However, bilingualism or multilingualism can also give rise to problems such as loss of identity, conflict, or discrimination. This issue reflects complexity involving three main aspects, namely the language itself, its users, and how it is used. Language users in this context refer to individuals. Indonesia has a multicultural society, so in the communication process, members of that society use various languages (a bilingual society). Cahyani (2023) stated that the phenomenon of society, especially Gen Z, who use more than one language, or what is known as bilingual or multilingual, emerged because of language variations that emerged as a result of language contact and cultural contact that occurred.

Individuals who have bilingual abilities tend to face language conflicts, which can result in the phenomenon of code switching, code mixing, language shift, and even the loss of a language. Individuals in bilingual or multilingual societies often speak more than one language and have a tendency to choose which language they wish to use. This choice of language often arises because of bilingual capabilities, which enable message delivery in the form of code mixing and code switching. The choice of language is carried out with the aim that the desired meaning can be conveyed well by the speaker, and the choice of language is greatly influenced by the context of the communication situation. This situation can involve two main aspects, namely social and cultural background.

One of the interesting phenomena to study is the phenomenon of bilingualism or multilingualism among the Z Generation in Indonesia. The phenomenon of bilingualism or multilingualism among the Z generation in Indonesia can be an indicator of the

extent to which the Z generation learns and appreciates their own culture and other cultures. This phenomenon can also be a challenge for the Z generation to maintain a balance between national and global identities.

The focus is on the factors that influence language use by the Z generation. The influence of formal learning in educational institutions, the impact of social media and technology, and the role of each individual's cultural identity are central points in understanding how the Z Generation integrates and uses language in their daily lives. With the Z Generation having widespread access to technology and information, it is important to understand how the language learning process takes place in the multilingual context of this digital era. To what extent the use of technology shapes the multilingual identity of the Z generation and how this influences the cultural learning process are also important questions. According to research (Conti & Meuter, 2019), this process can create challenges in language selection and use because the Z generation is surrounded by a variety of languages and cultures in their daily lives. The process of cultural learning, which is a key factor in the understanding and use of language, also attracts attention. According to research by (Smith, 2020), the approach to formal education at school can influence how the Z generation integrates and understands linguistic and cultural diversity.

The importance of understanding cultural identity was also highlighted. According to (Huang and Liu, 2018), the Z Generation is often faced with an identity dilemma, especially when choosing a language to communicate in. Strong cultural identity can drive the choice of a particular language, but on the other hand, pressure from the surrounding environment or global trends can also influence how they use language. Technological advances, which are characteristic of the Z Generation, also complicate this problem. In the digital era, the Z Generation has broad access to various digital platforms and social media that enables them to engage in a variety of multilingual content. However, according to a study by Li et al. (2011), the use of technology can also create a unique language ecosystem where the concepts of identity, integration, and language

selection are increasingly complex. In addition, problems related to formal learning also arise. Some research (Chen & Lee, 2020) highlights that school curricula tend to ignore regional languages or prioritize national languages. This can create an imbalance in language understanding and skills between the national language and regional languages. In dealing with this problem, some emphasize the importance of developing a learning approach that is inclusive and responsive to the linguistic and cultural diversity of the Z Generation. Through this approach, schools and educational institutions can provide greater space for cultural integration in the learning process, recognize the value of regional languages, and create an environment that supports multilingual understanding.

One of the main solutions is to increase multilingual and multicultural literacy in educational environments. Formal education can play a key role in providing a better understanding of linguistic and cultural diversity as well as helping Z-Gen develop effective communication skills in multilingual contexts. According to Alidou et al. (2006), multilingual education can bring significant benefits, including improvements in cognitive skills and intercultural understanding.

Multilingual literacy education can be strengthened by involving literature or teaching materials that reflect language and cultural diversity. Books and educational resources can be chosen to cover stories from various traditions, providing teaching materials that support understanding and acceptance of different languages and cultures. In addition, inclusive education regarding language diversity needs to be encouraged. This includes a curriculum approach that respects and supports the use of native and foreign languages as cultural assets. According to García (2009), this inclusive approach can help break down inequalities and build a sense of inclusivity inside and outside the classroom.

In a technological context, the use of digital platforms can be an effective tool to mitigate the negative impact of the bilingual or multilingual phenomenon. Applications and online platforms can be created to support diverse language and cultural uses. For example, the use of adaptive learning technology can help overcome academic difficulties that may arise from being multilingual.

According to (Yusuf, 2017), the use of technology in language learning can increase student motivation and engagement, especially when technology is used to present content that is diverse and relevant to the daily lives of Z-Gen.

The importance of the role of the family must also not be ignored. Parents can support their children by creating an environment at home that supports the maintenance of their native language and culture. Reading together, exploring multilingual content, and celebrating cultural festivals at home can help create a positive climate regarding language diversity. In a study by May, S. (2004), it was found that families who are active in preserving their language and culture can help their children grow up with a positive identity towards the diversity of languages they have.

## **CONCLUSION.**

The phenomenon of bilingualism or multilingualism among the Z Generation is a complex and multifaceted problem that is influenced by various factors such as formal education, social media, and technology, as well as cultural identity. The impact of formal education on language choice and proficiency, the influence of social media and technology on language use and cultural understanding, and the relationship between cultural identity and language choice are important aspects of this phenomenon.

Z's Generation exposure to diverse languages and cultures through formal education, social media, and family dynamics has shaped their linguistic and cultural identities. The challenges and opportunities posed by this phenomenon require an inclusive and responsive approach to language education and cultural literacy. Emphasizing the importance of preserving and celebrating linguistic diversity in educational environments, utilizing technology for language learning, and fostering a supportive home environment are important steps in addressing the complexities of bilingualism and multilingualism among the Z Generation. Overall, understanding and addressing the complexities of bilingualism and multilingualism in the Z Generation requires a holistic and inclusive approach that recognizes the interrelationship of language, culture, and identity in the digital era.



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## COMBINED THREE TIPS FOR STUDENTS AND LECTURERS

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### INTRODUCTION.

Every human being living in this world undoubtedly has goals or missions in life, just as pursuing a career that aligns with passion has the potential to have a positive impact on others and generate positive value for oneself from the perspective of others. As the proverb says, "An elephant dies leaving its ivory, a person dies leaving a name," so it is oneself who must determine whether to leave in a good or bad name.

Who wouldn't be proud of a success? Who wouldn't feel happy if they were accepted in society? And who wouldn't feel sincere if they received blessings for all the decisions that God had given them? The three previous questions will lead readers to understand the importance of self-management, the importance of knowing and understanding the environment, and the importance of everything done always involving God, the Ruler of all actions and words in every aspect of life.

These three aspects will be discussed in this writing by uncovering secrets that both students and lecturers can obtain if they understand and practice them well in every activity they do. The author hopes that this writing can be read and reflected upon to

become a consideration in living daily life during the study period and while working or careering throughout life, achieving success in both the worldly and afterlife aspirations.

### **Self-management**

Humans inevitably face the uncertainty of when they will return to meet their Creator; those who depart from this world first may never have imagined that they would no longer have time to do their best. Time is like a wheel that keeps turning, never turning back, always moving forward, and cannot be stopped, even for a second. Time is the most valuable resource we have. Time cannot be stored in a bank, nor can it be bought with anything. Time is a managerial wealth that cannot be replaced and must be treated realistically. When time is lost, so is our life.

In this world, no one has a different allocation of time; everyone has the same rights, just as time is the same and categorized as absolute, such as having 60 seconds per minute, 60 minutes per hour, 24 hours per day, and 86,400 seconds per day. Time keeps moving and never stops. Time cannot be turned back, saved, or saved, nor can it be reduced or increased. Time requires management and control. If we can manage time efficiently, it means we can also manage life effectively. When managing time, we are managing ourselves, our thoughts, feelings, and desires to live. Effective time management can be achieved by learning from experiences regarding the times that have passed, both personally and from the times that others have experienced.

Realizing the importance of utilizing time, this writing was eventually created. The importance of making the best use of time in life and in one's career, as well as fulfilling the role of a lecturer or a student, is closely related to understanding the concept of self-management.

Self-management, according to Jazimah (2014), involves all steps and actions in regulating and managing oneself. Besides, self-management also means organizing all personal potential elements and controlling the ability to achieve good things. Someone who has self-management will be able to control themselves

emotionally, behave, act, and speak. They have their own goals or targets to achieve what they want by listening to their conscience to motivate themselves and moving their bodies to do something useful. Self-management influences changes in behavior and academic results (Smith et al., 2024). An example of good self-management as a student is understanding their duties as a student. They will wake up early to prepare themselves to go to campus. They prepare everything they need on campus, including breakfast and packed meals, to save money and time. They also calculate the right time to avoid being late for campus.

Another well-prepared aspect is the tasks assigned to them as responsibilities that must be completed wholeheartedly. Among them is understanding the maximum completion of tasks on time, done with full responsibility marked by neatness, quality content, not cheating on others, and avoiding plagiarism. This means that what they do can be accounted for as best as possible. Similar things are also mentioned by Rahman et al., n.d., that self-management is an important skill for achieving success in someone's personal and professional life. Firstly, self-management involves the ability to manage time effectively. This includes creating an organized schedule, while (Asim, 2016) also added that self-management enables students to set priorities and allocate time proportionally for various tasks and activities.

The examples mentioned above are meaningful observations in performing the role of a researcher and educator. Additionally, many studies have proven the importance of self-management; that what is a real challenge for Indonesian children, the next generation, is the generation that will face the impact of ongoing global changes, such as climate change, economic globalization, and technological revolution. Therefore, their ability to plan adaptive and sustainable future steps is vital to facing the complexity of the modern world.

Self-management also requires the ability to manage relationships and communicate effectively. This involves developing good communication skills, the ability to negotiate and collaborate with others, and the ability to resolve conflicts wisely. Self-management is a complex and important skill that allows someone

to manage themselves effectively, achieve set goals, and face challenges with confidence and success (Masturina, 2018).

In practice, self-management has been widely used as an effective technique in shaping good student character, discipline, punctuality, and planning, such as in studies applied to students in boarding schools in East Java, Indonesia. Furthermore, Yulianingsih et al. (2021) emphasized the real effects they obtained. Participants play a full role in applying this strategy to identify every thought and behavior to be applied gradually, continuously, and continuously so that participants can control themselves. Participants also receive tasks to be able to observe the behavior they usually exhibit and then control them so that their behavior leading to negative things can be changed so that they succeed in controlling themselves. The closest parties also need to guide participants in managing themselves. The advantage of this self-management strategy is that participants can directly feel changes in their behavior and can be responsible for monitoring and strengthening their behavior.

The implementation related to the effectiveness of these self-management strategies is also reinforced by Isnaini (2015), where it was carried out on 18 junior high school students who had low learning discipline. Treatment in the form of exercises with self-management strategies is intended to determine the level of learning discipline of students before and after self-management treatment. After participating in individual counseling activities with self-management techniques, student learning discipline improved compared to before they were given individual counseling with self-management techniques. Thus, it can be concluded that the improvement in learning discipline is due to the provision of counseling treatment with self-management techniques and not to other factors.

In addition to improving discipline, self-management strategies also change behavior where students can determine the direction or goals after studying, have study time management, work on tasks independently, collect tasks according to a predetermined time, diligently attend school, and comply with school rules. This shows that self-management strategies can help improve positive self-concepts in students, especially in carrying out their responsibilities

as students at school, both in teaching and learning activities, in obeying every rule established by the school, and in carrying out every duty without waiting for orders or reprimands. It is also proven by Roy F. Baumeister, Kathleen D. Vohs, and Dianne M. Tice (2018) in the book *"Self-Regulation and Ego Control"* that Self-Regulation, which involves the ability to control behavior, thoughts, and emotions in accordance with long-term goals, is key to achieving success in various aspects of life. Meanwhile, ego control, which includes the ability to restrain impulses and regulate responses to the environment and oneself, plays an important role in maintaining a balance between individual needs and the demands of the situation.

The changes in students resulting from the implementation of these self-management strategies certainly give a positive image to the school. Schools are formal institutions that provide facilities for them to develop their potential. Schools play an important role as the second role after family in helping children, not only in academic fields but also in terms of morals, religion, emotions, and social abilities. Educational institutions are considered deliberate and strictly regulated educational environments, such as sequential and continuous, so-called formal education, and schools are special institutions, a means, a place to carry out education, in which there is a teaching and learning process to achieve specific educational goals, especially for the development of students (Sabdulloh, 2010).

In addition to the extraordinary benefits of applying self-management to students, a lecturer must also have good self-management. They can manage themselves well, such as by being aware of the materials to be taught, media, approaches, and evaluation tools summarized in a complete Semester Learning Plan. A good lecturer will always motivate themselves to provide the best for their students, such as by providing interesting learning and encouraging students to think critically by presenting creativity that stimulates students to be active, thus having high creativity and interaction in the learning process both inside the classroom and outside class hours.

As mentioned by Rahman et al., n.d., emotional control is also very important if there are things done by lecturers that do not

comply with the procedures established beforehand. For example, a lecturer who arrives late, does not provide feedback to students, and is late in carrying out their duties as an educator is an example that often occurs among lecturers who do not have good self-management. Thus, their inability to participate in the interaction process, such as discussions during lectures and so forth. Conversely, the concept of self-management will be the key to success for lecturers who implement it in their daily lives, in their communication with students and other lecturers, and also in responding to every problem wisely, one of which is that actively responding to the form of speech, attitudes, and behavior of lecturers will greatly affect the smooth running of lectures, as seen from the knowledge imparted, skills trained, and exemplary behavior demonstrated.

### **UNDERSTANDING AND ADAPTING TO THE ENVIRONMENT.**

Understanding and adapting to the environment is crucial for both students and lecturers alike. For students, the environment primarily refers to the campus where they acquire knowledge during their academic journey. A conducive atmosphere is essential for personal growth and collective well-being. The quality of the environment largely depends on individuals' understanding of social groups and social groups' understanding of individuals within those specific groups. Mutual understanding and acceptance of differences strengthen relationships among peers and between different groups within the campus community.

At its core, the campus environment is built upon the smallest unit of interaction: the classmates. If strong roots of togetherness, cooperation, consultation, and mutual respect are cultivated within the classroom, success is inevitable for both individuals and the group. Success for a group member is not merely defined by individual achievements but by the collective contribution to the group's success, resulting in the accumulation of knowledge, enhancement of skills, and cultivation of ethical values. Understanding each other's strengths and weaknesses, sharing, and complementing each other fosters an environment characterized by tranquility, happiness, health, peace, joy, and mutual inspiration.

Emphasizing strengths while understanding weaknesses and striving to address them through self-improvement leads to remarkable improvements. Here lies the key: understanding and adapting to the environment where students interact and how they interact positively contribute to inner peace for all members of the classroom. Consequently, educational objectives are not only met but often exceeded.

Similarly, profound understanding and recognition of the campus environment are essential for lecturers. A lecturer must comprehend their duties and responsibilities within the academic institution, encapsulated in the Tri Dharma of Higher Education, which includes teaching, research, and community service. In fulfilling these duties, collaboration is indispensable. Lecturers must interact with colleagues, department heads, deans, and other administrative bodies. Maintaining good relationships by reporting all activities related to the Tri Dharma, facilitating lectures effectively, seeking permission for off-campus tasks, and collaborating with colleagues within and outside their department are vital aspects.

Moreover, involving students in research and community service projects within the lecturer's familiar environment is crucial. Lecturers play a pivotal role in fostering a conducive environment among fellow faculty members within their department, across other departments, and throughout the entire academic community where they work. Thus, understanding the environment significantly impacts outcomes such as achievements, research results, and community service contributions.

In essence, understanding and adapting to the environment not only contributes to personal growth and collective success but also fosters a harmonious and productive academic community. It is through this understanding that both students and lecturers can thrive and make meaningful contributions to society.

## **INVOLVING GOD IN EVERYDAY ACTIVITIES.**

Bringing God into every aspect of daily life is synonymous with being an individual who holds tightly to spiritual values.



Furthermore, no religion teaches teachings that lead to disobedience to God and His creation. Scientific research such as (Ahida, 2018; Anwar et al., n.d.; Suseno, 2013) has shown that individuals known as religious and who have spiritual values are optimistic about living their lives.

Forming a generation that is optimistic about achieving success has become a moral responsibility that must be considered by all parties, especially educators who also double as researchers. In line with this, Suseno (2013) mentioned that endeavors to increase optimism about the future are important so that future generations have a positive outlook on the conditions they experience and have hope for the future in their later lives. One alternative intervention that can be used to boost optimism is the development of spiritual character.

Individuals with spiritual character always think that God never has and will never oppress His servants, a belief that then becomes a wise understanding of how humans should live their lives, namely, by being close to God.

According to (2013), spirituality enables individuals to navigate through life's experiences with profound meaning, even in the face of serious challenges that threaten their satisfaction and well-being. Maximizing spirituality restores humanity's function as healthy individuals, imbued with personal strength to rise above difficult circumstances. Therefore, the phrase "Involving God in Everyday Activities" refers to the importance of recognizing His presence in every step, decision, and interaction we make. This includes aspects such as feeling, thinking, speaking, behaving, and acting. It signifies that nothing is too small or too big to be brought to Allah, because of the belief that everything originates from Him and returns to Him. Therefore, as individuals who acknowledge that life is a gift from God, there is no room for doubting His power. Thus, becoming a wise servant entails gratitude as a duty to our Lord.

What is the intervention of God in human life? Allah perfects the creation of human beings by breathing the spirit into the womb of a mother at 4 months and 10 days of gestation. Surah At-Tariq, verse 5, states, "Let man reflect on what he was created?" Only then can the eyes of humans see, ears hear, mouths speak, and other bodily

members move. This is the soul, an unmatched blessing from Allah SWT to His servants. Through the soul, humans can acquire knowledge, contribute to culture, and develop technology. With this blessing, humans can experience the joy, tranquility, and other sensations that come with it. However, many humans forget, become arrogant, and fail to be grateful.

In this regard, an effort is made to remind students and lecturers to involve Allah in all our daily activities, whether in feeling, thinking, speaking, behaving, or acting. Thus, we are not accused of denying the blessings bestowed upon us by God, which are repeatedly mentioned in the Quran. Religion must be understood as having a meaning that is not merely compensation. So that the meaning of religion is reflected in the fragmentation of religious values in human life.

Currently, it is very rare to find people who involve God in all their actions. Thus, many are clouded by revenge or ambition to pursue something worldly, which leads to suffering in the hereafter. By legitimizing all means, it seems as if God is unaware of the malicious intentions we often have towards others, or of cheating others to achieve success in the eyes of mankind. Such actions are obstacles to true success and usefulness, which have been our ultimate aspirations as chosen stewards of God on this earth. Isn't it our hope to be like the elephant that dies and leaves behind its ivory tusks? If so, then what we hope for is to leave behind goodness even after we have passed away.

In practice, the concept of involving God in every aspect of life can be as simple as students and lecturers waking up in the morning and expressing gratitude, seeking permission and blessings from Allah and His Messenger, before going to campus to conduct lectures. Praying for interactions and communications to be carried out well without hurting or offending friends and colleagues. Seeking permission for the lecture process to be carried out smoothly and praying for inspiration and ideas/opinions to come easily and hoping to feel that everything done is meaningful worship. Therefore, involve Allah and His Messenger in your thoughts, feelings, behavior, and actions before undertaking anything, and respond to everything in daily life with good speech

and behavior. Such actions will greatly help and facilitate worldly affairs, and God willing, the affairs of the hereafter.

In other words, controlling oneself well in all situations and conditions and understanding the environment in which we interact with others will facilitate students and lecturers in facing all possibilities that arise wisely, and being fair in sharing and distributing. And no less important than the two above as a reinforcement is to involve Allah SWT and His Messenger in every step, in every action in behavior, attitude, and speech. So that not a single blessing from Allah is in vain. Everything becomes an act of worship.

## **CONCLUSION.**

The journey of life for every individual, whether student or lecturer, is intertwined with the principles of self-management, understanding and adapting to the environment, and involving God in everyday activities. These three pillars serve as guiding lights, illuminating the path toward personal growth, academic excellence, and spiritual fulfillment.

Self-management empowers individuals to harness their time, talents, and emotions effectively, steering them toward success in both personal and professional endeavors. By cultivating discipline, prioritizing tasks, and honing communication skills, students and lecturers alike can navigate the complexities of academic life with confidence and resilience. Understanding and adapting to the environment fosters a harmonious and supportive community within educational institutions. By embracing diversity, nurturing relationships, and collaborating across disciplines, students and lecturers can create an environment conducive to learning, innovation, and mutual respect. Finally, involving God in everyday activities infuses life with purpose, gratitude, and spiritual fulfillment. By acknowledging the divine presence in every aspect of life, individuals can find solace, guidance, and inspiration in their daily pursuits, paving the way for blessings and success in both this world and the hereafter.

In essence, by embracing the principles of self-management, understanding and adapting to the environment, and involving God in everyday activities, students and lecturers can embark on a journey of holistic growth, leaving a legacy of excellence and goodness for generations to come.

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Her motto is *never to stop learning, to do the right things wherever and whenever, and to meet and greet people full of unforgettable memories.*



## ENHANCING VOCABULARY ACQUISITION IN HIGHER EDUCATION WITH QUIZLET

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### INTRODUCTION.

In the digital age, technology has emerged as a vital instrument in higher education, altering traditional teaching techniques and providing novel ways to improve learning outcomes (Apriani et al., 2022; Fatimah & Santiana, 2017; Muthmainnah et al., 2022; Santiana et al., 2021). Quizlet is one such technology that is growing in popularity among instructors and students. It is a dynamic platform that helps with vocabulary acquisition and retention (Pham, 2022; Waluyo & Bucol, 2021). This article investigates how Quizlet can be efficiently used in higher education to enhance vocabulary learning. These technologies not only make knowledge more accessible, but they also accommodate a wide range of learning styles and preferences. Quizlet has evolved into a dynamic platform that is specifically designed to promote vocabulary acquisition and retention in higher education.

Traditional methods of acquiring vocabulary sometimes involve rote memorization and drills that are performed repeatedly. These methods may not properly interest students or foster long-term retention of the information. Through the utilization of interactive technology, Quizlet presents a novel technique that makes the process of learning more engaging and fun. Quizlet's appeal stems



from its interactive elements, which turn passive learning into an entertaining experience. Quizlet stimulates many senses by mixing games, quizzes, and multimedia components such as visuals and audio, which enhances vocabulary comprehension and recall. Furthermore, Quizlet's adaptability makes it a significant resource in higher education. Teachers can tailor instructional materials to match particular curricula and educational goals. Moreover, Quizlet's mobile application and web interface provide exceptional accessibility, enabling students to study at any time and location—a convenience that aligns with the demanding timetables of university students.

### **THE IMPORTANCE OF VOCABULARY IN HIGHER EDUCATION.**

Vocabulary is important in molding academic performance and encouraging overall growth in students (Marzuki et al., 2021; S. Santiana et al., 2023). A robust vocabulary is a foundational element for comprehension and critical thinking in higher education. Students in higher education are exposed to a wide range of difficult literature, including scholarly articles, research papers, philosophical treatises, and historical documents. A large vocabulary gives students the language tools to navigate these complex topics (Klimova & Polakova, 2020; Waluyo & Bucol, 2021). Proficient readers may extract nuanced meanings from thick text, grasp subtle nuances, and identify underlying themes or arguments. As a result, students can engage fully with academic text, extracting crucial information and understanding the author's goal more clearly.

A varied lexicon enables students to recognize small differences in language, allowing them to detect shades of meaning and contextual nuances. This capacity is especially important when encountering abstract or specialised vocabulary commonly used in academic discourse. Students can successfully connect concepts, recognise patterns, and synthesise material provided they comprehend the precise meanings of domain-specific terminology (Abdullah, 2020). A good vocabulary is inextricably tied to critical thinking—the ability to analyse, evaluate, and synthesise data to generate reasoned judgments or arguments. Proficient readers use their linguistic repertoire to judge the legitimacy of sources,

discover logical flaws, and determine the validity of arguments given in academic literature. Furthermore, vocabulary proficiency promotes intellectual engagement by pushing students to question assumptions, challenge preconceptions, and investigate other viewpoints—essential components of scholarly inquiry and academic rigour (Marzuki et al, 2021; S. Santiana et al., 2023; Waluyo & Bucol, 2021).

## **UNDERSTANDING QUIZLET AS A DIGITAL LEARNING PLATFORM.**

### ***Features of Quizlet.***

Quizlet has various features that we can use. Interactive Study Sets: Quizlet enables teachers to generate interactive study sets that consist of concepts and their related definitions. These study sets function as extensive collections of vocabulary terms, concepts, and important terminology that are pertinent to academic areas or courses.

Flashcards: One of the distinguishing aspects of Quizlet is its flashcard capabilities. Teachers can create virtual flashcards that present phrases on one side and their corresponding definitions on the other side. This structure enhances the process of actively recalling and assessing one's knowledge, allowing pupils to strengthen their ability to remember language via repeated repetition.

Quizzes & Assessments: Quizlet provides a variety of quiz styles, such as multiple-choice, true/false, and matching formats. Teachers can utilise these interactive quizzes to evaluate students' language aptitude, pinpoint areas for growth, and customise educational approaches accordingly.

Games and Activities: Quizlet utilises gamified aspects to boost engagement and motivation throughout games and activities. Students have the opportunity to engage in interactive games such as *Match* and *Gravity*, which transform vocabulary repetition into a pleasurable learning encounter.

### ***Functionality and Accessibility.***

Quizlet's user-friendly interface and accessibility features make it a valuable asset for educators. **Personalisation:** Educators can tailor study sets to match certain learning objectives, curricula, and instructional aims. This adaptability enables instructors to customise language resources to accommodate a wide range of student requirements and preferences. **Multimedia Integration:** Quizlet enables multimedia integration, enabling educators to enrich study sets with images, audio recordings, and diagrams. Visual and auditory stimuli enhance the process of acquiring language, accommodating various learning preferences, and optimising the retention of information. **Collaborative Learning:** Quizlet promotes collaborative learning by enabling the sharing of study sets and engaging in group activities. Teachers can encourage peer-to-peer interaction, developing a sense of togetherness and shared responsibility for the learning process.

### ***Tailoring Vocabulary Materials with Quizlet.***

Quizlet provides educators with exceptional customisation options, enabling them to adapt language products to match precise learning objectives, curricula, and instructional goals (Nguyen et al., 2022). Here is a more detailed examination of how this adaptability improves the efficiency of teaching vocabulary. **Aligning with Learning Objectives:** Educators can use Quizlet's customisation features to align study sets with preset learning objectives. Educators ensure that students focus on critical knowledge areas required for academic success by providing key vocabulary terms, concepts, and definitions pertinent to course content.

**Adapting to Students' Diverse Needs:** Every student has various learning styles and talents. Quizlet's customisation capabilities enable educators to meet the different needs of their students by modifying learning materials accordingly. To accommodate different learning styles and degrees of expertise, educators can adjust study sets to incorporate more explanations, examples, or mnemonic devices.

**Reinforcing Curriculum Relevance:** Quizlet allows teachers to emphasise academic relevance by effortlessly incorporating vocabulary materials into course content. Whether teaching literature, history, mathematics, or science, educators can create study sets that reflect the language and concepts emphasised in respective fields. This connection increases the consistency and usefulness of vocabulary education in broader academic contexts.

**Fostering Personalised Learning Experiences:** Personalisation is critical to successful vocabulary learning. Quizlet's customisation tools enable instructors to build personalised learning experiences based on individual student requirements and interests. Educators can adjust study sets depending on student feedback, tweak instructional tactics, and target specific areas of difficulty to increase engagement and retention.

**Promoting Inclusivity and Accessibility:** Quizlet's customisation features encourage inclusion and accessibility in education. Educators can accommodate a wide range of learning demands, including English language learners (ELLs), students with disabilities, and those from other linguistic backgrounds. By adapting language resources to different student populations, educators create an inclusive learning environment that fosters academic fairness and achievement.

**Real-World Applications:** In a language arts classroom, an educator creates a Quizlet study set that includes literary words, character analysis, and theme concepts related to a given text or literary period. This personalised method allows students to get a deeper comprehension of literary aspects and participate critically in textual analysis.

## **CONCLUSION.**

The learning of language is crucial for achieving academic achievement and fostering intellectual development in higher education. Quizlet is a flexible digital learning platform that provides educators with advanced tools to enhance vocabulary instruction and promote student engagement. Using Quizlet's interactive functionalities, customisation capabilities, and ease of access,

educators can generate dynamic study resources that are specifically designed to align with certain learning goals and cater to the individual needs of students.

Quizlet's gamified method revolutionises vocabulary acquisition by making it both interesting and effective, enhancing understanding, memory, and critical thinking abilities across a wide range of academic subjects. Quizlet facilitates personalised learning experiences and collaborative activities that allow instructors to help students develop a strong vocabulary foundation, which is crucial for academic success and lifetime learning.

As educators increasingly adopt technology in higher education, Quizlet proves to be a valuable partner in the effort to improve vocabulary learning and promote student achievement. By incorporating Quizlet into teaching methods, educators foster a climate of ongoing learning and scholastic superiority, enabling students with the language abilities and self-assurance necessary to succeed in today's economy, which relies heavily on information.

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## **MOBILE BLENDED PROBLEM BASED LEARNING: A WAY TO ENHANCE THE STUDENTS' CRITICAL READING SKILL**

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### **INTRODUCTION.**

Technology offers a plethora of choices for both entertaining and productive instruction. The use of this tool in language learning can help student to access an endless number of resources and gives teachers a plethora of possibilities, including the ability to modify classroom activities and make instruction more engaging and productive (Fatimah & Santiana, 2017; Gangaiamaran & Pasupathi, 2017; Kim et al., 2013). Using technology in education can improve students' learning by making it more personalised, accessible, and engaging. With the aid of technology, students can become active learners rather than passive recipients and can engage in more meaningful and fulfilling language immersion.

As one of the digital technologies, mobile apps provide flexible teaching and learning situations, facilitating students to learn anytime and anywhere. Implemented in blended learning environments, mobile tools can provide different learning experiences where the students could collaborate and foster their learning outcomes. The use of mobile blended learning here could be combined with the appropriate model for teaching critical reading, namely problem-based learning. As a systematic procedure

that involves the examination and interpretation of a text, critical reading involves a more profound and intricate interaction with the text, forcing the readers to think critically about the text they read. Using mobile blended problem-based learning, the teachers could help students to foster their critical thinking and problem-solving skills in fun learning situations.

Mobile blended problem-based learning could provide interactive learning experiences that engage the students actively. This model focuses on real-world problems that encourage the students to apply their critical reading skills to examine and solve complex problems.

The use of mobile tools also facilitates the students access to learning materials anytime and anywhere; therefore, they can engage in critical reading activities at their own pace. In addition, this model involves collaborative group work, which lets the students communicate and collaborate by allowing them to share ideas, discuss interpretations, and jointly examine materials. As a result, their comprehension and engagement are improved in an effective manner.

## **CRITICAL READING.**

Reading is the cognitive activity of comprehending the intended significance of written material (Amirian, 2013; Grabe, 2009). During the process, readers engage in a transaction where they negotiate the meaning or interpretation of the text they are reading. Burn, P. C. Betty and Elinor (1996) identified three distinct degrees of reading comprehension: literal reading, interpretive reading, and critical reading. Literal reading refers to the process of uncovering information that is explicitly stated in the text being read. At this stage, the reader promptly comprehends the significance of the text. Moreover, interpretive reading entails the ability to discern implicit meaning. Reading at this proficiency level enables readers to comprehend the underlying meaning of a written text. At the third level, known as critical reading, the reader will assess and scrutinize the significance of the material, comparing it with their existing knowledge.

Critical reading is equivalent to advanced cognitive processing, as readers must evaluate the veracity of the information presented in the text they are reading (Harris, 2004). Critical reading refers to a type of reading that is characterized by wisdom, wholeheartedness, depth, evaluation, and analysis. An effective approach to critical reading involves delving deeply into the information obtained from the text. The purpose of this activity is twofold: to comprehend the text and to discern the author's motivations for conveying the concepts in their work. Engaging in critical reading necessitates the application of rational thinking and the ability to consider material from multiple perspectives (Huijie, L., 2010). During the process of critical reading, readers are expected to consistently inquire about the material presented in the text they are reading. This critical reading skill is not exclusive to scholars; rather, it is a skill that everyone must master. The purpose of this is to enable individuals to use their rationality in comprehending and reacting to the knowledge they get from the written material they peruse.

To read critically, readers must carefully consider, evaluate, analyze, and understand a text. Several experts agree with these parts of the idea. Readers can find their own truths within the provided accurate facts by critically analyzing the text. Asking questions is an essential part of the critical reading process. It comprises asking questions about the text and then trying to answer them. Questions could be more specific, focusing on the who, what, when, where, and why of the text, or they could be more philosophical, examining the author's objectives and the work's overall meaning. Analyzing the relationships between a text's numerous components is part of critical reading, which evaluates a text's meaning or organization. T

his necessitates examining the text in its entirety as well as each of its constituent parts and how they interact. Analysis is a typical way to identify the themes, motifs, and patterns in a text that could help us understand it better (Deane-Cox & Spiessens, 2022). Readers may actively engage with a text to better grasp it. The reader should evaluate the material by considering how they perceive the content, how it is influencing their thinking, and how they are connecting the concepts to prior knowledge. Making links between the text and the

reader's personal experiences, convictions, and ideals is another aspect of interpretation in critical reading.

## **MOBILE BLENDED PROBLEM BASED LEARNING.**

### **MOBILE ASSISTED LANGUAGE LEARNING.**

The term "mobile," derived from the concept of "mobility," has emerged as the key driving force behind the ongoing advancement of these items. Mobile devices offer numerous benefits for language acquisition, such as portability, independence, and ease of use. Kukulska-Hulme (2009) defines these technologies as informal, unplanned, contextual, portable, and individual tools that aid students in creating more significant learning experiences. In addition, learning can take place at any time and in any location by independently utilizing language learning software, tools, engaging in discussions on social media, and reading articles on websites (El-Hussein & Cronje, 2010).

Mobile Assisted Language Learning (MALL) refers to the use of mobile tools for educational purposes, specifically in the context of online education (Chinnery, 2006). An educational institution where handheld devices are the main technologies can be defined as a mobile learning environment (Traxler, 2005). The MALL (Mobile-Assisted Language Learning) platform has the potential to offer innovative methods of acquiring knowledge. Mobile learning is a subset of educational technology that can be used in several ways, including in-person, remote, or online formats (Alvarado et al., 2016; Kukulska-Hulme, 2009).

Students have numerous options to engage in flexible learning experiences when they use mobile learning resources (Alvarado et al., 2016; Burston, 2011; Gangaiamaran & Pasupathi, 2017). These platforms enable learning possibilities that are not restricted by time or place, accommodating a range of learning preferences and individual learning speeds (Fatimah & Santiana, 2017). With the use of a variety of applications, podcasts, videos, and interactive platforms, students will easily be able to access a wide quantity of content, take part in interactive courses, collaborate with peers globally, and personalize their learning experiences. Flexibility in

education creates an atmosphere that is favorable to self-directed learning, enabling students to take charge of their own education and explore subjects that pique their interest at a pace that works for them. It is critical to recognize mobile applications as important resources for supporting specific learning outcomes when analyzing the use of mobile devices and their impact on educational innovation. A mobile application, also called a mobile app, is a kind of software created especially to be used on mobile devices, such as laptops, tablets, and smartphones (Gangaiamaran & Pasupathi, 2017). The integration of mobile applications is facilitating a revolutionary moment in the field of English language acquisition. With hundreds of thousands of apps available through app stores like Google Play and Apple's App Store, users of mobile devices may now choose and download smartphone and mobile applications at will. Of the many programs that are accessible, a significant number of them are designed to facilitate the process of learning a second or foreign language (Alvarado et al., 2016; Burston, 2011).

### **BLENDED LEARNING.**

A pedagogical strategy called blended learning successfully blends traditional classroom instruction with online learning tools and activities. A pedagogical approach called blended learning entails combining two or more different learning modalities. In a mixed learning environment, knowledge can be gained at any time and from any place. It is used when reading articles on the internet, conversing with others on social media, or using language-learning apps on different devices (El-Hussein & Cronje, 2010). The qualities of portability and accessibility are helpful in establishing a comfortable learning environment for students and are important in improving the effectiveness of English language instruction and acquisition. According to Achmadi et al. (2020), blended learning encompasses more than just the use of technology in teaching. Osguthorpe & Graham (2003), blended learning has been identified as offering six potential benefits, which are as follows:

1. a) Blended learning provides a diverse range of pedagogical approaches.
2. b) Blended learning enhances accessibility to knowledge.

3. c) Blended learning facilitates interpersonal engagement.
4. d) Blended learning fosters individual autonomy.
5. e) Blended learning provides cost-effectiveness.
6. f) Blended learning facilitates ease of revision.

### **PROBLEM BASED LEARNING.**

Howard Barrows developed the Problem Based-Learning learning paradigm in the early 1970s while teaching medicine at the Southern Illinois University School (Tawfik, 2015). Students look at a range of cases in which patients with the illness present, and then they look for methods or approaches that are deemed necessary for correction. Subsequently, this paradigm was expanded to include learning science in higher education and eventually made its way to secondary schools. Since John Dewey's time, problem-based learning (PBL) has been acknowledged as an effective teaching strategy (Azman & Shin, 2012). The reciprocal relationship between stimuli and responses, as well as the interaction between two learning modalities and the external environment, are all part of problem-based learning (Boothe et al., 2017). For pupils, the surroundings provide both obstacles and support. On the other hand, the nerve system of the brain is essential for digesting this help in a way that makes it easier to examine, assess, analyze, and solve issues that arise.

### **MOBILE BLENDED PROBLEM BASED LEARNING IN TEACHING READING SKILLS.**

Reading is the ability to decipher written material and draw conclusions from it. Reading can be used as a critical activity in which the reader evaluates the information they have read and compares it to what they already know, in addition to being a means of gaining knowledge. The use of technology, such as mobile apps, for teaching reading is effective since it provides numerous language resources and a flexible learning atmosphere. Students require real-world experiences to correlate with the reading information they are studying. This content is readily available on the internet and is mobile device accessible for use in a variety of

classroom settings. This MBPBL paradigm is ideal for learning to read since it requires students to actively participate in meaningful learning situations. This learning results in an in-depth grasp of the content by technological gadgets. This MBPBL learning approach offers various advantages. They are:

- 1) Enhancing critical and analytical thinking skills.
- 2) Introducing problems that are directly relevant to real-world life.
- 3) Developing student motivation to actively participate in integrating technology and information.
- 4) Providing a flexible learning environment that is enjoyable.
- 5) Promoting student learning freedom.
- 6) Providing cost effectiveness.
- 7) Encouraging student collaboration.

## **CONCLUSION**

In conclusion, the use of mobile problem-based learning provides different learning environments where the students find authenticity in the learning materials in their reading classroom. The use of mobile apps in blended learning environments also provides numerous learning materials and language practices that can promote freedom of learning and encourage collaboration. This model is effective in improving the students' critical reading skills since it gives them real world problems to solve in their learning process. In this activity, the students can communicate with their partners to critically solve the problems they have in their reading.

This learning model utilizes mobile technology devices to enable students to access a wide range of learning resources via the internet. This allows them to access abundant vocabulary and diverse information that can be analysed and applied to solve specified challenges.

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**INTEGRATING READING AND WRITING IN EFL  
SOURCE-BASED WRITING INSTRUCTION: REPORT  
AND REFLECTION**

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**INTRODUCTION.**

Reading and writing are two important skills in learning English as a foreign language. The importance of these two skills is clearly stated in the Holy Qur'an. The commands to read and write are stated in Surah Al-Alaq verses 1 to 5. Allah, our creator, has ordered His messenger Muhammad (Peace be upon him) and all human beings to read and then write. The combination of the two skills of reading and writing is involved in source-based writing. Source-based writing is a type of writing task that is assigned in Academic Writing courses. The source-based writing assignments include writing summaries, research papers, literature reviews, theses, dissertations, and other tasks that are required to be done in colleges or universities using outside sources.

In the early years of my teaching career, I was assigned to teach the Academic Writing course. Based on my observations, the undergraduate students seemed to copy the exact words from the original sources and had a limited understanding of the skills of source-based writing. This experience inspired me to investigate this topic.

This paper aims to report and reflect on PhD research that was conducted by the writer herself (Maulidiyah Jailani Abin Dulah, 2023). I conducted an explanatory sequential mixed-method study that involved 203 undergraduate students and 5 lecturers from three different universities in South Kalimantan, Indonesia, to investigate the experiences of these students and lecturers in English as a Foreign Language (EFL) source-based writing and understand the application of the various forms of writing based on sources in English academic writing courses.

For collecting the quantitative data in the first phase, I used anonymous online surveys, while for collecting the qualitative data in the second phase, I utilized online semi-structured interviews. These data were collected during the COVID-19 pandemic. The findings revealed that the students faced challenges in source-based writing. Particularly, they had difficulties in both the processes of reading and writing: difficulties in the writing process when paraphrasing, difficulty in the reading process when summarizing, and difficulties in both the reading and writing processes when attempting to synthesize. The findings of this research are significant because they confirmed that the students' writing difficulties seemed rooted in reading difficulties.

In the following sections, I give an overview of the background and findings of my PhD research related to the students' challenges in writing based on sources. I reflect on the role of reading in source-based writing and give future directions to improve students' writing outcomes.

## **WHAT IS SOURCE-BASED WRITING?**

Source-based writing involves the ability to read outside sources and transfer these sources into students' writing (Ivanova, 2020). Writing based on sources is a fundamental academic writing skill in universities since it involves the acquisition of new knowledge and is required for writing papers and tests (Cumming et al., 2016). Other writing tasks that rely on sources include writing theses, dissertations, research papers, literature reviews, and summaries. The main strategies for incorporating information from the source

into one's writing include paraphrasing, summarizing, and synthesizing.

Paraphrasing is defined as "recontextualizing source information in one's own writing with credit to the original author" (Shi et al., 2018, p. 31). Another definition was proposed by Davis-Duerr (2016, p. 21). She defines paraphrasing as "using one's own words and word order to state an author's idea." In other words, paraphrasing encompasses using one's own words and using different words and structures, but it does not change the meaning of the original text. In summarizing, writers condense the texts and restate the main ideas of the texts (McDonough et al., 2014).

Similarly, Moghaddam (2018) defines summary writing as "a short restatement of a work's main points, presented in a condensed version of information in one's own words" (p. 14). Thus, summarizing is a short version of a text that restates the important ideas in one's own words. In synthesizing, students integrate multiple sources into their papers (Zhao & Hirvela, 2015). Synthesis writing involves selecting information from several texts and integrating, organizing, and connecting that information into a new written text (Leijten et al., 2022; Zhao & Hirvela, 2015). Synthesis involves complex cognitive processes that include analyzing the source texts and comparing and contrasting the information (Leijten et al., 2022).

These writing activities are essential and fundamental in writing from outside sources to help students improve their academic literacy and serve as indicators of their performance and success in higher education.

### **STUDENTS' CHALLENGES IN WRITING BASED ON SOURCES.**

As explained in the previous section, paraphrasing, summarizing, and synthesizing are crucial and fundamental skills to master in universities. However, English as a Foreign Language (EFL) learners face difficulties in producing such writing. Based on the findings of my PhD research, most students acknowledged that they had difficulties with paraphrasing, summarizing, and synthesizing in their responses to the Likert scale items in the online survey.

Moreover, the results of the semi-structured interviews with 20 students showed that most students (15 out of 20) struggled with the paraphrasing process. Among these difficulties include finding suitable synonyms, a lack of vocabulary, rearranging the phrases while maintaining the meaning of the original texts, and incorporating sentences into one's work to ensure coherence and cohesiveness. Reading-related difficulties ranked as the second most common issue (9 out of 20 students). These difficulties with reading include not knowing enough about the subject matter, not having an academic vocabulary, and not comprehending the original texts to be paraphrased.

In connection with the difficulties students faced while summarizing, it was shown that most students (17 out of 20) had difficulties with the reading process when summarizing. The difficulties that the students encountered with the English texts' content and terminology, with identifying the texts' core concepts and key points, and with comprehending the texts were all classified as reading process challenges.

The findings of the online semi-structured interview revealed that half of the students (10 out of 20) were unsure of the difficulties in synthesizing and had no precise answers. The other half of the students had difficulties in both the reading and writing processes of synthesizing.

According to my research, the students' primary areas of difficulty were "reading processes" and "writing processes." The students faced these difficulties with all of their paraphrasing, summarizing, and synthesizing skills. The results of my study were in line with those of Chen and Wang's (2022) study, which divided students' difficulties in writing into three categories: (1) search processes, (2) reading processes, and (3) source-integration processes.

When examining the students' challenges in source-based writing in general, it was found that they had difficulty integrating the source into their own text and had difficulty understanding and comprehending the original text of the sources to be paraphrased, summarized, or synthesized. The challenges related to text comprehension were among the challenges faced by inexperienced

writers, as explained by Wette (2021). Wette (2021) recommended that further practice be given to the students and that they be made aware of these challenges.

When asked further about their difficulties in paraphrasing, the students revealed that they had difficulties while in the “Reading Process” of paraphrasing. These students had difficulties with content, lexical, and comprehension-related issues. Concerning challenges in summarizing, the students in my research had difficulty determining the important information and key concepts from the original text. The three most common challenges that the students suggested in response to the open-ended survey questions were identifying the key points from the original text, having difficulties grasping the topic and content of the texts, and having trouble condensing and shortening the text. The results of the data collected from the online interview also showed that most students had difficulties in the reading process of summarizing.

The difficulties in understanding and interpreting the text, difficulties related to identifying the main idea and important points, and difficulties related to content and lexical issues are all considered to be part of the “Reading Processes” challenges while summarizing. Studies by Chuenchaichon (2022) and Ivanova (2020) yielded similar results regarding difficulties in finding the main ideas, finding the important information, sentence structure and organization, and lack of vocabulary. In the free-response part of the online survey, the students were asked to describe their difficulties in synthesizing.

They stated that their biggest challenge was integrating ideas from different sources. This was followed by comprehending and understanding the content of the text, which is related to reading. Similar conclusions were drawn by Zhao (2015) from her investigation of the synthesis writing experiences of her students. When she asked about the challenges students had when writing synthesis, they revealed that selecting and integrating sources were challenging for them. Their difficulties in synthesizing were not only related to writing problems but also to reading problems. Furthermore, Wette (2021) asserted the difficulty of synthesizing

and stated that one of the difficulties was identifying relevant and suitable information and establishing connections among sources.

## **READING AND ITS ROLE IN SOURCE-BASED WRITING.**

Based on the findings of the challenges, it can be concluded that reading has a significant role in the writing process, particularly when writing based on outside sources. Furthermore, based on the theory of "Reading and Writing Connections", particularly the directional method or the reading-to-write method, reading is viewed as a prerequisite for writing proficiency (Eisterhold, 1990) in (Al-Omrani, 2014). The lecturers, as the research participants in my research, emphasized the value of reading when giving their understanding of source-based writing skills. The result of my study showed that most writing lecturers do not include reading in their lessons on source-based writing, even though teaching reading is crucial in the writing classroom. One of the writing instructors made it clear that she did not teach reading since the students had passed the reading course.

This viewpoint is shared by other writing instructors outside of the setting of my research as well (Hirvela, 2016). Hirvela (2016) advocated for a change in emphasis in writing classrooms from teaching only writing to teaching and connecting both reading and writing skills in the writing classroom. Hirvela also claimed that when writing instructors teach writing, they are simultaneously teaching reading and that the time spent on teaching reading does not interfere with the time spent teaching writing. In my research, there was one lecturer who seemed to integrate reading into writing instruction well. That lecturer spent time teaching the students by reading the journal articles he assigned them to paraphrase, summarize, and synthesize. Hirvela (2016) employed the same activity when he taught reading and writing together in his writing classroom. He described: "We then began spending time in class discussing the assigned reading material with respect to what the students were doing, or needed to do, as writers in order to complete the writing assignment" (Hirvela, 2016).

Furthermore, according to the results of my research, the student participants employed strategies that required them to read the



original texts. Reading the original text multiple times was revealed to be the most common paraphrasing approach in the Likert-scale format questions of the online survey. The majority of students also indicated in the free response questions in the online survey that they employed a “reading the text” strategy. This indicated the students’ awareness of the involvement of reading skills when doing writing based on source tasks.

However, as was already discussed in the previous section, the students faced difficulties. Every student participant demonstrated that they had difficulties with “reading processes” for every skill of paraphrasing, summarizing, and synthesizing. All the university lecturers who taught writing agreed that the students struggled with reading when asked about the problems they faced when teaching source-based writing skills. If the students lack proficiency in reading comprehension, it is suggested to provide them with writing models and typical writing assignments (Numrich & Kennedy, 2017). Therefore, it is crucial that writing instructors understand that reading and writing should be taught together to enhance the teaching and learning of source-based writing (Al-Omrani, 2014; Hirvela, 2016).

## **CONNECTING READING AND WRITING IN EFL WRITING INSTRUCTION: FUTURE DIRECTIONS.**

Reading has a significant role in writing based on sources. Thus, it is important for the writing lecturers to incorporate reading into their writing instruction. My PhD research suggests academic writing lecturers not only teach writing strategies but also teach the students about and practice reading comprehension strategies.

The connection between reading and writing is explained and supported by Wette (2021). She explains that: *“Reading and writing processes in source-based writing are closely interconnected, since reading is far from being a passive or receptive skill and interacts with the productive skill of writing before and during text composition”* (p. 35). Therefore, there was a shift of belief from writing as an active skill and reading as a passive skill to both reading and writing as an act of composition (Hirvela, 2016). Al-Omrani (2014), who conducted research in the context of Saudi

Arabia, argued that reading and writing should be taught together and that Saudi EFL teachers should pay greater attention to this pedagogical issue, for there is a lack of emphasis on connections between reading and writing. This lack of attention to integrating reading and writing was one reason for the students' weak writing abilities in Saudi Arabia (Al-Omrani, 2014).

The effectiveness of EFL English reading and writing connections was also examined by Lee and Schallert (2016) and Alhujaylan (2020) in their experimental research. Lee and Schallert (2016) investigated middle school students in South Korea, while Alhujaylan (2020) investigated female university students in Saudi Arabia. Their research revealed that teaching integrated reading-writing tasks to students in the experimental group led to a considerable improvement in their writing abilities. The results further showed that there were significant improvements in reading comprehension in the experimental group, indicating support for the Reading-Writing Connections theory.

Based on the discussion above, it is essential for writing instructors and lecturers to understand the role of reading in the academic writing classroom. Since the students seem to encounter challenges not only in the writing process but also in the reading process, the lecturers need to provide a reading guide to facilitate the students' comprehension of the texts. To overcome the issue of time limitation in teaching the skills of paraphrasing, summarizing, and synthesizing, I would suggest spending time teaching reading-to-write activities and not just merely focusing on the linguistic aspects of paraphrasing or summarizing.

## **CONCLUSION.**

My experience with writing based on sources inspired me to explore research on source-based writing teaching and learning practices in Indonesian higher education to search for better methods of teaching academic writing and assisting university students to engage effectively in their academic writing. My research aimed to investigate the integration of reading and writing in academic writing classes in the Indonesian context by investigating the university students' experiences in learning paraphrasing,

summarizing, and synthesizing elicited from self-reported online surveys and online interviews. Based on the findings of my research, it is suggested that reading should be taught in academic writing classes. This will hopefully help students have a better understanding of what they are expected to do in their source-based writing assignments.

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## BIOGRAPHY

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**PROMOTING THE UNDERGRADUATE EFL  
STUDENTS' LANGUAGE SKILLS THROUGH  
EXTENSIVE READING**

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**INTRODUCTION.**

People agree that reading is one of the significant skills that need to be learned and cultivated. Unlike the other skills of language, it is put as the difference between literate and illiterate people. People can see the world through reading various texts in both their mother tongues and foreign languages, such as English. They can widen their horizons of knowledge through reading as well. Thus, it is taught not only formally at schools but also informally at home by parents or siblings.

Teaching reading either at home or at school can be done using various techniques, such as reading aloud, silent reading, intensive reading, or extensive reading. Each technique is appropriately implemented in line with the characteristics of the learners and their reading levels. For example, young learners who are still at the level of initial reading can be taught and nurtured through reading aloud. Teaching word-reading and bridging skills (graphophonological semantic cognitive flexibility, morphological awareness, and reading fluency) supports reading comprehension development (Duke, Ward, & Pearson, 2021). Meanwhile, for those who can read and are



at the level of reading comprehension, they can be taught through silent reading. Their reading comprehension is then fostered by either intensive reading or extensive reading. Isaqjon (2022) proved that improving reading strategies is important for boosting language learners' reading comprehension.

Intensive reading is a powerful tool that can help a child to improve their reading skills. It involves reading a text multiple times to increase fluency and comprehension. It can help a child to develop a better understanding of a text, as well as increase their fluency and comprehension. Intensive reading is to build vocabulary and learn English sentence structures, which can be done by closely checking a dictionary and a grammar book to consolidate what they have learned in the past. As experienced by Tamura (2016), she chose to start with intensive reading to recover from her blanking brain—loss of English knowledge—owing to a long period of illness. She gained a lot of vocabulary, sentence structures, and grammar after intensive reading, which is meaningful for building good reading comprehension.

Unlike intensive reading, which requires an in-depth examination of the text at hand to gain a deep and detailed understanding of a small portion of a text, extensive reading is a casual process with entertaining purposes and focuses more on the experience than the analysis. It can be done at the learners' regular speed because it requires less attention to detail and allows them to focus more on the experience than the details in the text. The Undergraduate EFL students who have learned English since their elementary level should have trained themselves in reading practices and reading comprehension so that they are required to do extensive reading to support their academic success. Extensive reading has benefited the readers in different aspects of a language than intensive reading, such as improving their reading fluency and speed. Therefore, to dig up the advantages of extensive reading from the related research results, it will be meaningful to give insights to parents, siblings, and teachers on how to nurture their students with reading for enjoyment. This chapter, thus, specifically discusses how extensive reading can promote undergraduate EFL students' language skills.

## **DISCUSSION.**

The part is divided into four subsections: the Extensive Reading Program, the implementation of the Extensive Reading Program, the benefits of the Extensive Reading Program, and ways to promote EFL undergraduate students' language skills through the Extensive Reading Program.

### ***WHAT IS THE EXTENSIVE READING PROGRAM?***

An Extensive Reading Program (ERP) is an educational approach that focuses on encouraging learners to read a large number of materials in the target language for enjoyment and comprehension. It has become well-known as an important resource for language instructors who want to encourage language acquisition through reading. ERP, which has its roots in second language acquisition theories and is backed by empirical data, highlights the significance of prolonged exposure to understandable material for language development. Within an ERP, students are free to select reading materials according to their interests and skill levels, and they usually have access to a large selection of real texts, including novels, periodicals, newspapers, graded readers, and online articles.

The Theoretical foundation underlying Extensive Reading is Krashen's Comprehension Hypothesis stating that "we acquire language and develop literacy when we understand messages, that is, when we understand what we hear and what we read when we receive "comprehensible input" (Krashen, 2003 in Ng, Renandya, & Chong, (2019) which holds that exposure to understandable input is the first step in learning a language. This theory states that "input must be at least interesting so that acquirers will pay attention" (Krashen et al, 2017, p. 2), so that the learning acquisition can be facilitated. Learning acquisition is a subconscious process, and while it is happening, the readers are not aware that it is happening, and the competence that is developed in this way is stored in the brain subconsciously. The reading hypothesis, according to Krashen in Alatis, (Ed.). 1992: 409, is a special case of the input hypothesis. The reading hypothesis claims that comprehensible input in the form of reading also stimulates language acquisition. Krashen's input hypothesis states that language acquisition occurs most effectively

when learners are exposed to language that is just a little bit difficult for them to understand at the moment. ERP is consistent with this idea since it gives students lots of chances to read a lot of authentic texts, which helps them expand their vocabulary and learn a language.

An ERP's primary objective is to increase reading ability and support language acquisition by providing a lot of readable input. According to Stephen Krashen's Input Hypothesis, comprehensible input is language that is marginally above the learner's current competency level but understandable.

The following are the key features of an ERP:

1. **Selection of Reading Resources:** To promote intrinsic motivation and engagement, learners are encouraged to choose reading materials that speak to their interests and preferences.
2. **Reading Volume:** Students are expected to read a great deal, with a focus more on quantity than quality. To aid in language acquisition, learners should be exposed to a lot of understandable information.
3. **Graded Readers:** In ERP, graded readers are frequently utilized to give students materials that are appropriate for their level of language skill. Books that have been modified or simplified to correspond with the language competency of students at various phases of the process are known as graded readers.
4. **Encouragement of the Environment:** ERP often occurs in a caring and encouraging setting where students are free to experiment, fail, and take in a wide range of reading materials without worrying about being judged.
  - a. **Integration with language skills:** ERP can incorporate speaking, listening, writing, and other language abilities in addition to its primary concentration on reading skills. Students might participate in debates, speeches, or writing assignments that are connected to the books they have read.

6. **Assessment and Feedback:** ERP frequently includes tools for evaluating students' development and giving them feedback on how well they are reading. Informal evaluations like reading logs, book reviews, and comprehension tests may be used for this.

In short, an extensive reading program's main goal is to provide students with a pleasant and engaging reading environment that enhances their general language skills, encourages a love of reading, and helps them improve their language acquisition.

### ***HOW IS THE IMPLEMENTATION OF THE EXTENSIVE READING PROGRAM?***

Determining careful planning and strategies for implementing the Extensive Reading Program is necessary for the successful deployment of ERP. Choosing the right reading materials, creating a comfortable reading space, offering learners assistance and support, and methodically integrating reading into the curriculum are all essential elements of a successful ERP implementation. To optimize the efficacy of ERP, flexibility and adaptation to the requirements and interests of students are also critical. It is a complex procedure that calls for meticulous preparation, resource management, and instructional assistance. This offers a thorough examination of the several facets of putting ERP into practice, including methods for choosing reading materials, setting up a comfortable reading space, assisting students, and overcoming obstacles.

#### **a. Choosing reading resources.**

Choosing reading resources that fit learners' level of skill, interests, and learning objectives is an essential part of implementing ERP. To meet the requirements and preferences of many learners, educators must compile a wide range of authentic texts, such as graded readers, novels, essays, and digital resources. To guarantee that the materials are interesting and understandable for students, factors like cultural relevance, readability, and linguistic difficulty should also be taken into account throughout the selection process.

### **b. Establishing a Comfortable Reading Space.**

ERP cannot succeed until a positive reading atmosphere is established. It is the responsibility of educators to create reading-friendly classroom environments that include cozy seating, sufficient lighting, and easy access to a wide choice of reading resources. The reading experience and motivation of students can be further improved by promoting a good attitude toward reading, creating a feeling of community, and offering chances for peer interaction and debate.

### **c. Assisting Learners.**

To effectively guide trainees through the ERP experience, scaffolding, and support must be provided. It is the responsibility of educators to offer advice on goal-setting, reading selection, and progress tracking. Pre-reading exercises like previewing vocabulary and making topic predictions can help students' prior knowledge come to life and improve their understanding. Teachers should also be on hand to offer students personalized assistance, criticism, and encouragement as they interact with materials.

### **d. Overcoming obstacles.**

Teachers may face difficulties when implementing ERP, despite its advantages. Frequently encountered obstacles comprise restricted availability of appropriate reading materials, opposition from peers or students, and limitations on time and finances. Teachers can work together to overcome these obstacles, use technology to access digital resources, and stress the need for comprehensive reading in language acquisition. For ERP deployment to be sustained and obstacles to be overcome, flexibility, inventiveness, and perseverance are essential.

In conclusion, the Extensive Reading Program can be implemented through four strategies: choosing reading resources in line with the learners' interests, levels of language skills, and learning goals, establishing an enjoyable reading environment, assisting learners with setting reading purposes, selecting texts, and/or tracking their reading progress, and overcoming their problems in reading. These ways can be pedagogically put into practice through

the following tables: (Table 1. the Extensive Reading Log and Table 2. Students' Pocket Dictionary

**Table 1. the Extensive Reading Log**

Students' Identity

Name :

NIM :

Class :

Instructor :

No	Day/Date	Writer/Year/Title/Publisher/Number of pages	The last page to read	Synopsis	Impression	Difficulties

## Table 2. Student's Pocket Dictionary

Students' Identity

Name :

NIM :

Class :

Instructor :

No	Vocabularies	Parts of Speech	Meaning

### ***WHAT ARE THE BENEFITS OF EXTENSIVE READING?***

The benefits of the extensive reading program for undergraduate students studying English as a foreign language (EFL) are examined in this part. Wide-ranging, autonomous reading of texts at one's competency level is known as extensive reading, and it has been acknowledged as a useful strategy for language acquisition. This part emphasizes the cognitive, linguistic, and affective benefits of extensive reading programs for EFL college students through a review of pertinent literature and empirical data. It also looks at the practical aspects of putting these programs into practice in educational contexts.

#### **a. Cognitive Benefits:**

Reading extensively improves cognitive abilities that are essential for learning a language. Students improve their vocabulary, reading speed, and comprehension skills by coming across a range of materials. According to research, learners who are exposed to a variety of linguistic structures and styles are better able to decode and interpret language. Moreover, when students traverse unfamiliar environments and deduce meaning from context, working with actual materials fosters critical thinking and problem-solving abilities.

### **b. Affective Benefits:**

Comprehensive reading initiatives provide an environment that is positively affective and favorable to language acquisition. In contrast to conventional methods of language training that could cause anxiety and demotivation, students who engage in extended reading are given the freedom to choose reading materials that suit their interests and level of skill. A persistent interest in language learning is facilitated by this sense of ownership, which also increases intrinsic drive and engagement. Additionally, students' emotional connection to the language and culture is strengthened by the pleasure they gain from reading enjoyable books, which promotes a sense of belonging and cultural empathy.

To sum up, comprehensive reading programs have a multitude of advantages for college EFL students that span the cognitive, linguistic, and affective domains. Extensive reading promotes language acquisition, fluency, and a positive attitude toward language learning by immersing learners in real-world language situations. In addition to its pleasurable activity, this ERP can improve literal fluency, boost cultural understanding, help improve their background knowledge on certain topics, acquire vocabulary numbers and knowledge, and help them enjoy reading as well. Including a lot of reading in the curriculum is a viable way to support their language acquisition as teachers work to develop fluent, lifelong English language learners.

### ***HOW CAN EXTENSIVE READING PROMOTE THE EFL UNDERGRADUATE STUDENTS' LANGUAGE SKILLS?***

Extensive Reading Program (ERP) has become a useful instrument in the field of English Language Teaching (ELT) for developing language proficiency in undergraduate students studying English as a Foreign Language (EFL). This part specifically explains how my Extensive Reading Program (See Table 3) which has been implemented for my EFL undergraduate students from February to April 2024, can provide insights into how ERP promotes the EFL learners in two areas, namely language and affective. Firstly, it can improve EFL undergraduate students' reading ability, vocabulary acquisition, grammar competence, and general



language fluency by reviewing the research literature and theoretical frameworks. Secondly, it triggers them to have fun.

**Table 3. Promoting the EFL Undergraduate Students' Language Skills through ER Program**

No	Elements	Sub Elements	Data description
1.	Language	Enhancing Reading Proficiency	"After attending the extensive reading prog-ram, I like reading more and more..." St Aisyah
		"I have become accusto-med to reading and understanding stories because I am a person who has very little interested in reading literature"	
		Accelerating the Acquisition of Vocabulary	I understand many vocabularies, and these become a means of learning reading. When I finish writing all synopses of my fairy tales. I feel I can write English easier than before." Akbar
		"...my vocab number increases, and my skill of writing summary is getting better." St Aisyah	
		And I got a lot of new vocabularies" Dika	
Improving Grammar Proficiency	"I can learn writing, grammar, and vocab. I can find words with different meaning" St Qonita		

		Encouraging the overall Language fluency	<p>"It helps me improve my language skills. However, I still get difficulties understanding reading because, I don't like reading" Mazroatul</p> <p>"After reading and then writing synopses of the stories, my reading and writing skills improved." putri</p> <p>"...we can improve our English language from reading" St Qonita</p>
2.	Affective	Fun and Interesting	<p>"After reading my selected fairy tales and some short stories, then writing the synopses of those fairy tales that I read, I feel it is enjoyable and sometimes I feel like this is new experience." Salsa</p> <p>"I become happy to read" Najwa</p> <p>"...I become more emotional when I am reading" Amron</p>

### a. Enhancing reading proficiency.

With the help of Extensive Reading (ER), EFL undergraduate students can improve their reading skills by having lots of opportunities to participate in worthwhile reading experiences. *"After attending the extensive reading program, I like reading more and more..." St Aisyah.* This indicates that students who read a lot with their passion can improve their reading engagement, and consistently improve their comprehension, fluency, and ability to derive meaning from texts. This supports a study by Li, et.al. (2021) who found that high Self-directed learning (SDL) ability students

demonstrated significantly more reading engagement, behaviors, motivation, and autonomy for extensive reading than those with low SDL ability. Students' reading comprehension and interpretation skills increase when they are exposed to a range of real materials in ER. These resources expose students to a variety of genres, writing styles, and discourse structures. A study by Anandari & Iswandari (2019) proved that When students chose books appropriately for their levels and interests, their enthusiasm for reading increased.

### **b. Accelerating the Acquisition of Vocabulary.**

ER is a powerful tool for EFL undergraduate students to learn vocabulary. Students meet unfamiliar terms in context when exposed to a wide range of real literature, which promotes deeper comprehension and memory of vocabulary items. This can be proved from my students' quoted interview results that *"I understand many vocabularies, and these become a means of learning reading"* Akbar. Referring to Krashen's input theory through reading extensively and putting down their new vocabulary into their pocket dictionary, the readers can subconsciously. Additionally, my other student also declared that *"...my vocab number increases, and my skill of writing summary is getting better."* St Aisyah. In line with this, studies indicate that extended reading (ER) contributes significantly to their vocabulary growth, as they learn new words through repeated exposure in a variety of settings. This is parallel to Promluan & Sukying, (2021) who revealed that extensive reading benefits the Thai primary students in vocabulary growth and reading comprehension. ER also developed primary schoolers' attitudes toward reading. Students' capacity to apply newly learned words in communicative activities and deduce meaning from context is improved by the contextualized nature of vocabulary learning in ER.

### **c. Improving Grammar Proficiency.**

While encouraging extended reading for enjoyment and understanding is the main goal of ER, it also helps EFL undergraduate students become more proficient in grammar. As clearly stated by one of the attendants of my ERP *"I can learn writing,*

*grammar, and vocab. I can find words with different meaning” St Qonita.* Students are exposed to a variety of grammatical patterns and structures that are employed in context as they read grammatically accurate literature in ER. Students absorb grammar norms and conventions through frequent exposure and implicit learning, which improves their grammatical accuracy and language output skills. As proved by Xenia & Anjani (2022) in their study that the 16 Indonesian University learners of English as a foreign language showed a significant improvement in their incidental acquisition of the targeted English prepositions, after receiving repeated exposure to English prepositions through enhanced extensive reading.

#### **d. Encouraging overall Language fluency.**

By combining reading with other language abilities including speaking, listening, and writing, ER is essential in helping EFL undergraduate students develop overall language fluency. As claimed by one of my students: *“It helps me improve my language skills. However, I still get difficulties understanding reading because actually, I don’t like reading”* Mazroatul. Students who read a lot are exposed to real-world examples of language use, which they can subsequently imitate in their conversations. Another student’s testimony is that *“After reading and then writing synopses of the stories, my reading and writing skills improved.”* Putri. Post-reading exercises that include talks, writing assignments, and presentations help to strengthen language proficiency and increase fluency in both written and spoken communication. Azizi, et.al. (2020) in their study found that Extensive Reading can be a supplementary approach in reading class for improving writing quality.

#### Having fun and entertainment

Reading various kinds of texts on the learners’ own selected texts has made them have new experiences that lead them to have happiness and fun. Reading fairy tales, short stories or other kinds of reading resources can give them inspiration for life and even impressions of any issues of life. As explicitly stated by one of the students who attended my Extensive Reading Program: *“After reading my selected fairy tales and some short stories, then writing*

*the synopses of those fairy tales that I read, I feel it is enjoyable and sometimes I feel like this is new experience.” Salsa. ER can make the readers happy, as stated by one of my students that “I become happy to read” Najwa. Moreover, reading can be as an means of feeling so emotional because of getting engaged in the plot of the story. “...I become more emotional when I am reading” Amron. These statements indicates that the Extensive Reading Program is advantageous for the readers to have new enjoyable experiences which can further bring about building good reading habit.*

In short, Extensive Reading (ER) is a highly promising approach to improving language skills for EFL undergraduate students, including reading comprehension, vocabulary building, grammar proficiency, and general language fluency. When ER is adopted and applied successfully in EFL undergraduate settings, teachers can design engaging language learning experiences that enable students to become proficient and self-assured communicators. With ongoing research, innovation, and cooperation, ER can further transform language education and improve language proficiency for undergraduate students globally. Therefore, teachers can design engaging language learning experiences that enable students to become effective and self-assured communicators by utilizing the possibilities of ERP.

## **CONCLUSION.**

The Extensive Reading Program (ERP) with its specific features of reading extensively for enjoyment has valuable advantages for EFL undergraduate students in two ways. The first is that students who attend this ERP should select their reading resources as their interest and level of language difficulties. Then, they can read their own selected texts at their own convenient time and pace. However, in the context of teaching and learning, teachers can provide an instrument, a reading log, to monitor their students’ extensive reading program. Teachers can check their student’s reading progress and obstacles from the reading log so that they can take further action to help the students solve the problems. From the reading log, the student’s writing skills can also be monitored because the students are suggested to write the synopsis of the

stories or summaries of any texts they read. Moreover, peer retelling stories conducted after having read their selected reading resources can also train and enhance their speaking skills. Another instrument, namely, the pocket dictionary can also be as a meaningful means to improve their vocabulary knowledge and increase their vocabulary numbers. Secondly, the implementation of the extensive reading program through reading log and pocket dictionary can nurture the students' reading engagement, and improve writing and speaking skills, grammar, and increase vocabulary number. Thus, the Extensive Reading Program can promote the undergraduate students' language skills.

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**THE CURRENT TRENDS OF DISCOURSE ANALYSIS  
IN LANGUAGE EDUCATION:  
A THEORETICAL REVIEW**

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**INTRODUCTION.**

Discourse analysis is a multifaceted field that elucidates the use of language, communication, and other semiotic resources to convey meaning across various social, cultural, and academic contexts (McCarthy, 1992). Recent advancements in technology, globalization, and evolving societal values have led to shifts in how discourse is studied and understood across multiple disciplines, marking a dynamic evolution in the field. Studying discourse is crucial for grasping human interaction and communication across different contexts (Chen, 2018; Saud, 2020). It provides insights into power dynamics, identity formation, and cultural practices. Understanding trends in discourse helps us identify shifts in communication patterns and their effects on societal, political, and academic areas. This awareness can guide effective communication strategies and influence policy decisions (Dubinko et al., 2021; Yin et al., 2012).

The study of discourse has a long-standing history, but there are still gaps in our current understanding of its trends and trajectories. These gaps highlight the need for a more comprehensive interdisciplinary approach, a greater emphasis on technology's

impact on discourse, and exploration of emerging topics like digital discourse and ecological language (Insights & Directions, 2019; Jones et al., 2015; Murphy, 2015; Susilo & Sugihartati, 2019). Filling these gaps can lead to a better grasp of discourse's role in shaping contemporary issues, especially in language education settings.

Previous research in discourse analysis encompasses sociolinguistics, rhetoric, and communication studies. Critical discourse analysis (CDA) investigates power relations and ideology in texts, showing how language perpetuates social inequalities. Multimodal discourse analysis considers multiple communication modes, like images and gestures. Interdisciplinary approaches connect discourse analysis with fields like cognitive science and political science, enhancing our understanding of human communication (Alyousef, 2021; Bernad-Mechó, 2021; Ren, 2021).

The field of discourse analysis today is characterized by key trends. These include the use of digital tools and data analysis methods, which allow researchers to study communication patterns using large datasets. There is also an emphasis on global perspectives, recognizing the interconnection of cultures and the importance of inclusive discourse studies. Moreover, scholars are increasingly focused on ethical considerations, including the ethical implications of research and scholars' responsibilities in shaping discourse (Biber & Gray, 2015; Bloome et al., 2004; Jones et al., 2015).

Studying trends in discourse analysis, especially in language education, aims to enhance the comprehension of the intricate relationship between language, communication, and society. Through examining these trends, valuable insights can be gained into emerging areas of discourse such as digital communication, ecological language, and the role of discourse in addressing contemporary issues like climate change and social justice (Jenkins et al., 2020; Sanders-McDonagh & Davis, 2018; Szelei et al., 2021). Examining discourse trends also informs the development of new theories and methodologies, which in turn leads to the creation of innovative approaches that are applicable across various disciplines.

## **OVERVIEW OF DISCOURSE ANALYSIS IN LANGUAGE EDUCATION.**

Discourse analysis, a multifaceted approach to studying language use, plays a pivotal role in the field of language education (Fairclough, 2013; Xiong & Yuan, 2018). This discipline encompasses a diverse range of theoretical frameworks and methodologies aimed at examining how language functions in various social contexts. In this comprehensive overview, we will delve into the fundamental concepts of discourse analysis and explore its applications within the realm of language education (Khoirunnisa et al., 2021).

At its core, discourse analysis seeks to uncover the intricate ways in which language shapes and reflects social reality. Rooted in linguistic theory and sociolinguistics, discourse analysis offers valuable insights into the complexities of language use, communication patterns, and societal norms (Kayzouri et al., 2020; Siddiq et al., 2021; Wahyuni et al., 2021). Within the context of language education, discourse analysis serves as a valuable tool for understanding how language is learned, taught, and used in educational settings.

One of the key tenets of discourse analysis is its focus on the relationship between language and power. Discourse analysts examine how language is used to construct and perpetuate social hierarchies, ideologies, and identities (Agustine et al., 2021; Dogancay-Aktuna & Hardman, 2018; Gunawan et al., 2021; Olivier, 2022). In language education, this critical perspective sheds light on the power dynamics inherent in language teaching and learning practices (Motschenbacher, 2019). Educators can use discourse analysis to interrogate the ways in which language textbooks, curricula, and classroom interactions may reproduce or challenge dominant discourses and social norms.

Furthermore, discourse analysis offers insights into the role of context in shaping language use and interpretation. Linguistic features such as tone, register, and style are influenced by the situational context in which communication takes place. In language education, understanding the role of context is crucial for designing effective language learning activities and materials (Abahussain et al., 2022; Stroganova et al., 2019). By considering the social and

cultural context of language use, educators can create learning environments that are relevant and engaging for students from diverse linguistic backgrounds.

Another important aspect of discourse analysis is its emphasis on the interplay between language and identity (Hassani, 2020; Moyer, 2018). Language is not only a means of communication but also a key marker of individual and group identity. Discourse analysts examine how language is used to construct and negotiate identities within different social contexts. In language education, this insight is invaluable for promoting linguistic diversity and fostering inclusive language learning environments.

Moreover, discourse analysis provides tools for examining the structure and organization of discourse. Scholars in this field analyze linguistic features such as discourse markers, turn-taking patterns, and conversational strategies to understand how meaning is negotiated and constructed in interaction (Huang, 2019; Moura & Morgan, 2020; Szelei et al., 2021). In language education, this approach can inform teaching practices by highlighting the importance of communicative competence and interactional strategies in language learning.

In recent years, digital discourse has emerged as a significant area of study within discourse analysis. With the proliferation of digital technologies, communication has become increasingly multimodal and dynamic. Discourse analysts study how language is used in online environments such as social media platforms, online forums, and digital classrooms. In language education, understanding digital discourse is essential for preparing students to navigate and critically evaluate digital texts and communication practices (Insights & Directions, 2019; Susilo & Sugihartati, 2019).

In conclusion, discourse analysis offers a rich theoretical framework for understanding the complexities of language use in educational contexts. By examining the relationship between language, power, context, identity, and discourse structure, educators can gain valuable insights into language teaching and learning practices. Through its interdisciplinary approach, discourse analysis continues to enrich our understanding of language

education and pave the way for innovative pedagogical approaches in the field (Mutton, 2020; Zhuravlova et al., 2022).

## **DISCOURSE ANALYSIS IN LANGUAGE EDUCATION.**

Discourse analysis is a multidisciplinary field that examines language use within social contexts. It investigates how language constructs and reflects social realities, power relations, and identity formations. Within discourse analysis, several key theories provide frameworks for understanding the complexities of communication and discourse (Harman, 2018; Tan & Marissa, 2022; Wang, 2021). Here are some of the pivotal theories in discourse analysis. These frameworks are foundational to current trends in the field, providing scholars with diverse approaches to analyze and interpret discourse. This overview examines these key theories and their relevance to discourse analysis.

### **1. Systemic Functional Linguistics (SFL).**

Systemic functional linguistics, developed by Michael Halliday, emphasizes the function of language in social contexts and how it is used to achieve communicative goals (Kartika-Ningsih & Rose, 2018; Shrestha, 2020; Tang & Tan, 2017). In SFL, language is viewed as a system of choices, with different linguistic forms serving specific functions. This framework enables researchers to analyze discourse based on three meta-functions: ideational, interpersonal, and textual (Ananda et al., 2019; Rossette-Crake, 2022).

SFL's relevance to current trends in discourse analysis lies in its focus on how language constructs and conveys meaning in different contexts. For instance, it is useful in analyzing educational, legal, and media discourses by examining how language choices reflect social structures and power relations (Garh Stahl, Derron Wallace, Ciaran Burke, 2020; O'Cathain, 2019; Sugito et al., 2020; Suparno et al., 2023). SFL also informs multimodal discourse analysis, considering the interplay of language with other modes such as images and sounds.

Critical theory and critical discourse analysis, rooted in the works of scholars like Norman Fairclough and Teun A. van Dijk, focus on

how language perpetuates or challenges power structures and social inequalities (Waring, 2018). CDA examines the ways in which dominant ideologies and discourses shape societal beliefs and practices. CDA is particularly relevant to current trends such as digital discourse and media analysis, where power dynamics play a significant role in shaping narratives and public opinion. Researchers use CDA to critique media representations, political discourse, and institutional practices (Gabriellova, 2020; Jen Renkema, 2009; Lecturer et al., 2019), revealing how language can both perpetuate and resist dominant ideologies (Ratilainen, n.d.). This framework supports social justice efforts by advocating for more equitable and inclusive communication.

## **2. Semiotics.**

Semiotics, the study of signs and symbols, provides a theoretical foundation for analyzing meaning-making in discourse beyond language. Scholars like Roland Barthes and Ferdinand de Saussure have been influential in shaping semiotic theory (Ananda et al., 2019; Harahap et al., 2022). Semiotics examines how signs (e.g., words, images, and gestures) convey meaning through a system of symbols and cultural codes.

In the realm of discourse analysis, semiotics plays a crucial role in deciphering how various forms of communication contribute to the creation of meaning. For instance, the application of semiotic analysis extends to visual and multimedia discourses, like advertisements and films, revealing how the interplay between images and text communicates messages (Harahap et al., 2022; Widodo, 2018). This methodology proves valuable in dissecting cultural narratives and the formation of identity.

In language education, an illustrative application of semiotic analysis could involve examining language textbooks and their incorporation of visual elements. Educators may investigate how the combination of text and images in educational materials influences students' comprehension and engagement with linguistic concepts. By analyzing the semiotic aspects of these materials, educators can gain insights into how visual representations complement verbal explanations and aid in the understanding of language concepts.

Additionally, educators can encourage students to critically evaluate the cultural connotations and symbolic meanings embedded in visual representations within language education materials (Byram & Grundy, 2003; Irwansyah et al., 2019; Jones et al., 2015). Through such analyses, language education becomes a platform for fostering visual literacy and enhancing students' ability to interpret and create multimodal texts effectively.

### **3. Structuralism.**

Structuralism, pioneered by Ferdinand de Saussure, focuses on investigating the underlying structures and systems that regulate language (Kumaravadivelu, 1999). In the context of discourse analysis, structuralism underscores the correlation between signifiers (such as words or symbols) and signifieds (such as concepts or meanings), emphasizing the arbitrary nature of linguistic signs and the importance of understanding language within larger structural contexts.

In language education, an example of applying structuralism could involve analyzing the grammatical structures of sentences in a foreign language (McCormack & Slaght, 2005; Oshima & Jayanti, 2020; Shon, 2018). Educators may explore how language learners grasp the relationship between words (signifiers) and their meanings (signifieds) within the syntactic frameworks of sentences. By dissecting sentence structures and grammatical rules, learners gain a deeper understanding of how language operates within structural systems. Additionally, educators can encourage students to examine how linguistic structures vary across different languages and cultures, highlighting the diverse ways in which languages organize and convey meaning (Cahyo et al., 2019; Moura & Morgan, 2020). Through such analyses, language education becomes a platform for exploring the structural foundations of language and enhancing students' linguistic competence.

### **4. Post-structuralism.**

Post-structuralism, inspired by prominent intellectuals like Michel Foucault and Jacques Derrida, provides a critical assessment

of the stability and unity of language and its interpretations (Partelow et al., 2023; Torrance, H., 2002). Within discourse analysis, post-structuralism emphasizes the dynamic and varied interpretations of meanings, revealing how power, ideology, and social circumstances shape discourse.

Post-structuralism disrupts traditional notions of language instruction and acquisition by interrogating the stability, consistency, and interpretations of language. Proficiency in language is viewed not as a rigid and measurable ability but as dynamic and contingent on context (Allen, 2000; Berg, 2009). Power dynamics, cultural conventions, and social environments shape the methods employed in language teaching and learning. Educators are urged to embrace flexible and inclusive approaches that recognize the diverse linguistic backgrounds of learners.

In language education, an example of applying post-structuralist principles could involve designing curriculum materials that acknowledge and celebrate linguistic diversity. Educators might develop lesson plans that incorporate various dialects, accents, and cultural expressions, allowing students to explore language in its rich and multifaceted forms (Alek & Umar Abdullah, 2023; McKeown et al., 2018). By incorporating diverse linguistic perspectives into language instruction, educators empower students to appreciate the complexity of language and to recognize the validity of different linguistic norms and practices. Additionally, educators can create learning environments that encourage students to critically examine the power dynamics and cultural biases embedded in language use, fostering awareness and inclusivity in language education (Alek & Nguyen, 2023; Motschenbacher, 2019; Wijesekera et al., 2019). Through such initiatives, language education becomes a platform for promoting linguistic diversity and social equity.

## **5. Conversation Analysis.**

Conversation analysis (CA) examines the structure and arrangement of verbal exchanges (Almakrob, 2020; Istanti et al., 2020; Pande et al., 2021). Originated by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson, CA scrutinizes the sequential arrangement of dialogue, patterns of taking turns, methods of



repairing communication breakdowns, and additional aspects of conversational exchange to comprehend how significance is navigated and formed in daily discourse.

In language education discourse, educators employ conversation analysis to better understand classroom interactions and language learning processes. For instance, by analyzing student-teacher dialogues, researchers can observe how turn-taking patterns influence student participation and engagement in language activities (Park & Duey, 2020; Tyas & Pratama, 2022). Additionally, examining repair sequences in peer-to-peer interactions can shed light on how learners negotiate meaning and resolve communication challenges collaboratively (Christison & Murray, 2021; Taylor, 2019). This allows educators to tailor instructional strategies that promote effective communication and meaningful language acquisition in the classroom.

## **6. Critical Discourse Analysis (CDA).**

Critical Discourse Analysis (CDA), inspired by the research conducted by Norman Fairclough and Teun A. van Dijk, investigates how language reflects and perpetuates societal power structures and beliefs (Bergman et al., 2022; Setyono & Widodo, 2019; Theo van Leeuwen, 2008; Van Dijk, 2016). CDA examines how language functions to validate and maintain unequal social hierarchies, prevailing ideologies, and dominant narratives, while also exploring its potential to foster opposition and societal transformation.

Within the context of language education discourse, critical discourse analysis can be used to analyze textbooks and classroom materials. For example, researchers may examine how the language used in educational materials reinforces gender stereotypes or perpetuates cultural biases. By critically analyzing language choices in textbooks, educators can identify and address instances of linguistic discrimination or marginalization, thereby promoting inclusive and equitable learning environments (Jen Renkema, 2009; Stubbs, 2017; Yıldırım, 2019). Moreover, teachers can apply CDA principles to encourage students to critically analyze language use in media, literature, and everyday discourse, cultivating an

awareness of power dynamics and working towards social justice through language education.

## **7. Feminist Discourse Analysis.**

Feminist discourse analysis utilizes feminist theories and methods to investigate language and communication. It explores how discourse shapes and sustains gender expectations, biases, and power dynamics, while also considering its potential to contest and undermine patriarchal systems and beliefs (Fairclough, 2013; Gredel, 2017; Hamid et al., 2021).

In language education, feminist discourse analysis can be applied to assess classroom interactions and materials. For instance, researchers might examine how language textbooks reinforce traditional gender roles or reinforce stereotypes. By employing feminist discourse analysis (Berg, 2009; Jorgensen & Phillips, 2002; Moshinsky, 2022; Raman & Komarraju, 2018), educators can develop inclusive teaching practices and materials that challenge gender-based assumptions and promote gender equity in language learning environments (Al-Obaydi, 2021; Gotosa & Kadenge, 2016; Tomei, 2014). Additionally, educators can encourage students to critically evaluate language use in educational contexts, empowering them to recognize and challenge gender biases and promote gender equality through language education.

## **8. Critical Race Theory (CRT).**

Emerging from legal studies and subsequently adapted to discourse analysis by scholars such as Richard Delgado and Kimberlé Crenshaw, critical race theory (CRT) explores how language shapes and perpetuates racial hierarchies and disparities (Ahmed & Morgan, 2021; Williams & Glass, 2019). CRT examines the intersection of race with power dynamics, including gender, socioeconomic status, and sexual orientation, in order to establish and reinforce systems of discrimination and privilege.

In the field of language education, critical race theory can be used to assess curriculum materials and teaching practices. For example, educators can analyze how language textbooks portray

different racial groups or perpetuate stereotypes. By applying critical race theory, educators can develop pedagogical approaches that promote inclusivity and challenge racial biases within language learning environments (Enayati & Gilakjani, 2020; Ter Beek et al., 2018). Moreover, educators can encourage students to critically examine how language is used to uphold racial inequalities in society and advocate for social justice through language education (Enayati & Gilakjani, 2020; Pratiwi, 2020).

## **9. Postcolonial discourse analysis.**

Postcolonial discourse analysis examines how language and discourse reflect and maintain the effects of colonial histories, representations, and power structures (Berg, 2009; Kumaravadivelu, 1999; Widdowson, 2008; Xiong & Qian, 2012). It draws on the work of scholars like Edward Said and Homi K. Bhabha to explore how colonial pasts, identities, and narratives continue to shape present-day discourses and societal interactions.

In the field of language education, postcolonial discourse analysis can be used to evaluate language textbooks and teaching practices. For instance, educators can analyze how language materials depict colonial histories and cultures and whether they perpetuate colonial biases or stereotypes (Livholts, 2019). By employing postcolonial discourse analysis, educators can develop curricula that acknowledge and challenge the legacies of colonialism, thus fostering a more inclusive and fair learning environment. Moreover, educators can empower students to critically examine language usage in both historical and contemporary contexts, enabling them to identify and challenge the influence of colonialism on language and society (Bai, 2018; Moura & Morgan, 2020; Peter K. Smith and Craig H. Hart, 2007).

## **10. Narrative Analysis.**

Narrative analysis investigates how discourse constructs, disseminates, and interprets stories and narratives. Utilizing narrative theory and insights from literary studies, this approach delves into how storytelling influences the formation of identity,

memory, and interpersonal connections (Sattler, 2022). It scrutinizes the elements of narratives, including their structure, substance, and purpose, as well as the cultural and ideological messages they convey.

In language education, narrative analysis can be applied to study how personal narratives impact language learning (Akinyode & Khan, 2018). For instance, educators may analyze students' autobiographical stories to understand how language acquisition intersects with identity development. By examining the narratives shared by learners, educators can identify linguistic patterns, cultural influences, and individual experiences that shape language acquisition processes (Batubara et al., 2022). This understanding can inform teaching strategies that leverage students' narratives to enhance language learning outcomes and foster a supportive and inclusive classroom environment.

## **11. Ethnography of Communication.**

Influenced by anthropological perspectives on language and culture, the ethnography of communication investigates communication behaviors within particular cultural settings (Stubbs, 2017; Wardhaugh & Fuller, 2015). It centers on the utilization of language in everyday situations, such as conversations, ceremonies, and social engagements, to establish and sustain social connections, conventions, and individual identities (Barton & Tusting, 2005). The ethnography of communication underscores the significance of context and the viewpoints of participants in comprehending communication customs and habits.

The field of ethnography of communication emphasizes the importance of context in understanding communication patterns and practices (Davila, 2020). Scholars in this field conduct fieldwork to observe and analyze communication events in specific cultural communities. They closely examine factors such as participants' roles, speech genres, interactional rituals, and cultural norms to gain insights into how language is influenced by society and culture.

Dell Hymes' ethnography of communication provides a comprehensive framework for examining language in its socio-

cultural context (Agustine et al., 2021; Titscher et al., 2000). By considering the relationship between language, culture, and society, researchers can develop a deeper understanding of how communication shapes and reflects social identities, power dynamics, and cultural practices in different communities (Stubbs, 2017).

In language education, ethnography of communication can be employed to analyze classroom discourse. For instance, researchers may observe how language is used among students from diverse cultural backgrounds to negotiate meaning and establish rapport. By conducting ethnographic studies of classroom communication, educators can gain insights into the linguistic and cultural dynamics at play, enabling them to develop culturally responsive teaching practices and create inclusive learning environments.

## **12. Discursive Psychology.**

Discursive psychology, pioneered by scholars such as Jonathan Potter and Derek Edwards, explores how language constructs social perceptions and psychological interpretations. It analyzes how discourse affects and reflects cognitive functions, emotional states, and individual perspectives (Jorgensen & Phillips, 2002; Lindell & Crevani, 2022). Discursive psychology examines the linguistic techniques and tools people use to navigate significance, self-concept, and authority in everyday conversations.

In the field of language education, discursive psychology can be employed to study the dynamics of classroom discourse. For instance, researchers can observe how teachers and students utilize language to negotiate authority and establish classroom norms (Jørgensen & Phillips, 2012). By utilizing discursive psychology, educators can gain insights into the communication strategies that contribute to the creation of effective learning environments, fostering collaboration and mutual respect among students and teachers.

### **13. Language Ideology.**

Language ideology explores perceptions, beliefs, and values related to language and its use. It examines how language ideologies influence societal views on identity, social standing, and authenticity and affect language policies and implementation (Edres, 2021; Heinrich, 2005; Soler, 2018; Waseem & Asadullah, 2013). The study of language ideology investigates the relationship between language and authority, as well as the establishment and contestation of linguistic norms and standards in different contexts.

In the field of language education, an example of language ideology can be seen in the choice of language varieties used for classroom instruction. For example, in a multicultural classroom, adopting a standardized language variety as the norm may suggest that certain dialects or accents are superior. This can make students from non-standard linguistic backgrounds feel marginalized or stigmatized. On the other hand, educators who embrace an inclusive language ideology recognize and validate the linguistic diversity of their students, promoting respect for all language varieties and creating a fair learning environment (Agustine et al., 2021; Mair & Fairclough, 1997).

### **14. Multimodal Discourse Analysis.**

Multimodal discourse analysis (MDA) investigates communication that incorporates various modes or tools, such as language, visuals, gestures, and spatial configurations (Azkiyah et al., 2021; Xu, 2021). MDA explores how meaning is generated and comprehended through the interplay of these modes and how multimodal texts contribute to societal constructs and individual identities. It emphasizes the intricate connections between verbal and nonverbal communication, underscoring the significance of visual and spatial elements in shaping discourse and fostering understanding between educators and students. Moreover, MDA recognizes the importance of mutual respect and collaboration in educational settings, emphasizing the role of effective communication in promoting positive interactions and meaningful learning experiences (Al Smadi et al., 2022; Lau et al., 2019; Sun & Hyland, 2001).

In the realm of language education, multimodal discourse analysis can be utilized to analyze teaching materials and classroom interactions. For instance, educators can examine how textbooks integrate text, images, and diagrams to convey information to students. By analyzing the interaction between different modes of communication, teachers can evaluate how these multimodal texts contribute to students' understanding and engagement with the content.

Furthermore, multimodal discourse analysis can be applied to study classroom interactions, including communication between teachers and students as well as among students. Researchers can observe how gestures, facial expressions, and spatial arrangements are used in conjunction with verbal language during classroom discussions (Chen, 2018; Kesevan et al., 2020). By examining the interplay of these different modes, educators can gain insights into how communication styles impact student participation, comprehension, and collaboration in the language learning process.

In summary, the application of multimodal discourse analysis in language education allows educators to acquire a better understanding of how different modes of communication influence teaching and learning outcomes. By recognizing the interdependence of verbal and nonverbal communication, teachers can design more effective instructional materials and strategies that cater to diverse learning preferences and foster a supportive and inclusive learning environment.

## **15. Critical Language Awareness (CLA).**

Critical language awareness (CLA) is a pedagogical approach that focuses on developing critical literacy skills to understand and challenge power dynamics embedded in language. It encourages individuals to critically analyze how language perpetuates social injustices, biases, and prejudices (Akatsuka, 2019; Davila, 2020). The goal of CLA is to equip individuals with the ability to question dominant narratives and promote social equity through their use of language.

In the context of language education, CLA can be exemplified by the examination of textbooks and classroom materials. Educators can prompt students to critically evaluate how language represents different groups or cultures and identify any underlying biases or stereotypes. By fostering CLA skills, educators empower students to take an active role in challenging linguistic injustices and promoting inclusive language practices within their educational communities. For example, students can collaborate to create alternative language resources that encompass diverse perspectives and challenge dominant narratives, thereby fostering a more inclusive and equitable learning environment. Through CLA, language education becomes a platform for empowering students to advocate for social justice and drive positive change through linguistic activism.

## **16. Postmodernism Discourse Analysis.**

Postmodern discourse analysis challenges the concept of definitive interpretations and universally accepted truths in language (Fischer-Lichte et al., 2020; Wardhaugh & Fuller, 2015). It highlights the fragmented and context-dependent nature of language while rejecting overarching narratives and metanarratives (Ahmed & Morgan, 2021). Postmodernist perspectives in discourse analysis delve into the ever-changing and diverse interpretations of language, as well as its influence on shaping and dismantling social constructs.

In the field of language education, a demonstration of postmodern discourse analysis can be seen in the study of language acquisition theories. Instead of adhering to a single, standardized approach, educators can explore a range of perspectives to understand how language learning varies among individuals and contexts. For example, rather than assuming a linear progression of language development, educators can consider how learners' experiences, backgrounds, and identities impact their linguistic growth (Aryadoust, 2016; Manggong & Krisnawati, 2021; Meesters, 2017). By adopting a postmodernist lens, language education becomes more inclusive and responsive to the diverse needs and experiences of learners. Additionally, educators can encourage students to critically reflect on the fluidity of language and its role



in constructing and challenging societal norms and values, fostering a deeper understanding of language as a dynamic and evolving phenomenon. Through postmodern discourse analysis, language education becomes a platform for embracing diversity, promoting critical thinking, and cultivating a nuanced understanding of language and society (Bagherzadeh, 2021; Gunawan et al., 2021).

## **17. Conversation Analysis of Institutional Talk.**

Expanding on the foundations laid by conversation analysis, the exploration of institutional discourse centers on communication within structured organizations and formal settings (Istanti et al., 2020; Tyas & Pratama, 2022). It scrutinizes how the established norms, roles, and power dynamics inherent in institutions influence patterns and frameworks of communication. Analysis of institutional discourse delves into the distinctive speech patterns, strategic linguistic approaches, and established communication standards prevalent in various institutional environments, including healthcare, education, and government (Gredel, 2017; Mair & Fairclough, 1997; Marmorstein & Maschler, 2020).

In language education, the study of institutional discourse can be exemplified in the examination of classroom communication dynamics. Educators may investigate how the institutional framework of the classroom, including teacher-student hierarchies and institutionalized norms, influences communication patterns. For instance, researchers might analyze how classroom discourse differs between traditional lecture-based instruction and more student-centered approaches like collaborative learning. By understanding the impact of institutional structures on language use in education, educators can adapt their teaching practices to foster more effective communication and create inclusive learning environments. Additionally, educators can encourage students to critically reflect on institutional discourse in educational contexts, empowering them to navigate and challenge communication norms and power dynamics within academic settings. Through the study of institutional talk, language education becomes a platform for examining the intersection of language, power, and institutional

structures, promoting awareness, and facilitating meaningful dialogue within educational institutions.

### **18. Rhetorical Analysis.**

Rhetorical analysis explores the art of persuasion, examining the methods and tools used to sway and convince audiences. Based on classical rhetoric, this approach examines how speakers or writers manipulate language, tone, and reasoning to convey messages, influence viewpoints, and achieve persuasive goals (Sun & Hyland, 2001). It scrutinizes persuasive tactics used in various forms of communication, ranging from political speeches to advertising campaigns and media productions.

In language education, rhetorical analysis is exemplified in the study of persuasive writing techniques (Csomay & Prades, 2018; Tobin et al., 2014). Educators can teach students to analyze persuasive texts, such as opinion articles or advertising slogans, to identify the rhetorical strategies used (Rahardjo et al., 2021). For example, students can examine how authors use emotional language, logical appeals, and rhetorical devices to influence reader opinions and elicit specific responses. Through rhetorical analysis, students not only improve their critical reading skills but also gain insights into the power of language in shaping beliefs and attitudes. Additionally, educators can encourage students to apply rhetorical techniques in their own writing, empowering them to create compelling arguments and effectively communicate their ideas to diverse audiences (Brian Huot, 2002). By viewing language education through the lens of rhetorical analysis, it becomes a platform for fostering critical thinking, persuasive communication skills, and informed engagement with language and discourse (Mirzaei Jegarlooie & Allami, 2018; Xiong & Yuan, 2018).

### **19. Discourse of Globalization.**

The discussion on globalization explores the role of language and communication in shaping and reflecting the various aspects of globalization, including economic, political, and cultural integration. It examines how global narratives contribute to the formation and

mediation of identities, ideologies, and power dynamics across borders. The analysis of globalization's discourse examines how language is used to either support or challenge the processes of globalization and to navigate the complexities of cultural blending and diversity.

In the field of language education, discourse analysis plays an important role in studying the impact of globalization on English as a global language (Brooks et al., 2021; Khoirunnisa et al., 2021; Sharma & Sievers, 2022). Educators can investigate how the dominance of English in international communication reflects broader trends of globalization and affects linguistic and cultural identities worldwide. Furthermore, students can explore how the spread of English influences language policies, educational systems, and cultural practices in different regions. By critically analyzing the discourse on globalization and language, students gain a deeper understanding of the complexities of linguistic diversity, cultural exchange, and power dynamics in a globalized world (Finch et al., 2020; Szelei et al., 2021). In addition, educators can encourage students to reflect on their own linguistic identities and experiences within the context of globalization, fostering awareness and appreciation for the various ways in which language intersects with global processes (Al Smadi et al., 2022; Szelei et al., 2021). Through language education, discourse analysis of globalization becomes a valuable tool for promoting global awareness, intercultural competence, and critical engagement with the complexities of contemporary globalized societies.

## **20. Ecological Discourse Analysis.**

Ecological discourse analysis explores the complex relationship between language, discourse, and the natural world. It examines how discussions about nature, sustainability, and environmental concerns shape our perceptions, actions, and environmental regulations (Paul Baker, 2004; Sardinha, 2020; Wooffitt, 2011). This analytical approach investigates how environmental issues, solutions, and beliefs are framed in discourse, and how language contributes to the development of environmental consciousness and advocacy.

In the field of language education, ecological discourse analysis can be demonstrated through the study of environmental education materials. Educators can examine how language in textbooks and curriculum materials influences students' understanding of ecological concepts and their attitudes towards environmental stewardship (Cachelin & Ruddell, 2013; Zimmerman, n.d.). For example, students can analyze how different discourses present environmental challenges and solutions, and how these representations impact their engagement with environmental issues. By participating in ecological discourse analysis, students not only enhance their critical reading and analytical skills but also develop a deeper appreciation for the role of language in shaping environmental awareness and action (Nyan, 2016).

Furthermore, educators can integrate ecological discourse analysis into language learning activities that foster environmental literacy and advocacy. For instance, students can engage in debates or discussions about environmental topics, where they analyze and evaluate the language used to present arguments and propose solutions (Gunawan et al., 2021; Kaya, 2021). By examining the ways in which environmental discourse is constructed, students become more informed and empowered participants in environmental decision-making and activism. Through language education, ecological discourse analysis becomes a valuable tool for cultivating environmental consciousness, critical thinking, and meaningful engagement with environmental issues (Paul Baker, 2004; Sardinha, 2020; Wang, 2021).

## **21. Cyber Discourse.**

The study of cyber discourse holds significant importance within discourse analysis, particularly in today's context of communication heavily mediated by digital platforms. Cyber discourse pertains to the language practices and communication behaviors observed in digital spaces like social media platforms, online forums, chat rooms, and blogs (Gee, 2014; Hidayat, 2020; Jones et al., 2015). It encompasses a wide array of digital communication modalities, including written text, multimedia content, emojis, memes, and hashtags. Researchers in cyber discourse analysis explore how

digital technologies shape the ways people communicate, establish linguistic conventions, and engage socially online. They delve into how language is employed to construct virtual identities, foster online communities, and cultivate social bonds in digital environments. Additionally, they investigate how online discourse reflects and influences broader social and cultural phenomena (Vitta, 2021).

In language education, an example of cyber discourse analysis could involve examining language use in online language learning communities (CRĂCIUN, 2019; Lomicka, 2020). Educators may explore how learners communicate and interact in digital spaces dedicated to language learning, such as language exchange forums or virtual classrooms (Alkhatiba et al., 2018). By analyzing the linguistic features and communication strategies employed in these online environments, educators can gain insights into how digital technologies facilitate language learning and social interaction. For instance, educators may investigate how learners use emojis and multimedia content to express emotions and convey meaning in online discussions. Through cyber discourse analysis in language education, educators can better understand the role of digital platforms in language learning and foster effective communication skills in digital contexts.

## **CONCLUSION.**

Discourse analysis plays a crucial role in language education by providing insights into language use, communication patterns, and learning processes (Dubinko et al., 2021; Tseronis, 2021). This theoretical review has examined the current trends of discourse analysis in language education, emphasizing its contributions to teaching, learning, and assessment practices (Kayzouri et al., 2020; Khoirunnisa et al., 2021). By incorporating interdisciplinary approaches, methodological innovations, and inclusive pedagogical practices informed by discourse analysis, educators can improve language teaching and learning outcomes for diverse learners in today's globalized world.

The review has highlighted several key trends in discourse analysis within language education. Firstly, there is a growing

interest in exploring digital discourse and online communication, as digital technologies increasingly shape language learning and interaction. Secondly, interdisciplinary approaches to discourse analysis have emerged, integrating insights from applied linguistics, sociolinguistics, and cognitive science to develop more comprehensive understandings of language learning processes (Artamonova, 2018; Insights & Directions, 2019; Wardhaugh & Fuller, 2015). Thirdly, methodological innovations, such as corpus linguistics and computer-assisted analysis software, have enhanced the rigor and depth of discourse analysis studies (Liu et al., 2022; Moshinsky, 2022; Vajjala, 2018).

### **CONTRIBUTIONS OF DISCOURSE ANALYSIS TO LANGUAGE EDUCATION.**

Discourse analysis contributes significantly to language education by providing insights into language use, communication patterns, and learning processes. By examining language in context, discourse analysis helps educators understand how language functions in educational settings and how it can be effectively taught and learned. Discourse analysis also sheds light on issues of power, identity, and social justice in language education, informing inclusive pedagogical practices and curriculum design (Kidd et al., 2020; Munalim, 2020). Furthermore, discourse analysis informs language assessment practices, enabling educators to develop contextually appropriate assessment tools that accurately measure language proficiency and learning outcomes. Additionally, discourse analysis supports language teacher professional development by offering critical insights into classroom discourse and teaching methodologies (Canale, 2021; Reaves, 2023; Tang et al., 2021).

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## **EXPLORING THE LANDSCAPE OF LEARNER AGENCY: PERSPECTIVE AND PRACTICES**

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### **INTRODUCTION.**

The concept of learning agency has received significant attention in educational discourse but still gives rise to a variety of interpretations and discussions. Learner agency, as described by Larsen-Freeman et al. (2021), refers to the sense of ownership and control that students have over their learning experience. It is considered crucial for empowering students to actively influence their educational journey. Martin (2004) emphasizes an individual's ability to make choices and act on those choices, underscoring the role of agency in influencing a person's life. Campbell (2012) elaborates on this further, highlighting agency as a student's capacity to make independent decisions and engage in autonomous action. This depiction places students at the center of their learning, fully engaged and empowered to take action.

When students develop agency, they are not only equipped to succeed in language acquisition but also to navigate the challenges and opportunities of life outside the classroom. Recognition of the importance of these institutions has led to their integration into various educational frameworks, emphasizing their role in fostering creativity, motivation, and self-fulfillment (Eteläpelto et al., 2013). However, encouraging learner agency is not without challenges, as traditional practices, teacher self-confidence, and systemic

constraints may pose obstacles. Overcoming these challenges requires joint efforts from educators, stakeholders, and students themselves. Through collaborative efforts, personalized strategies, and ongoing teacher development, the realization of learner agency can be facilitated, enabling students to actively shape their learning journey and realize their full potential. By fostering a supportive and empowering learning environment, educators can help students develop the necessary skills and mindset to take ownership of their learning. This shift towards learner agency can lead to increased engagement, deeper understanding, and ultimately, improved academic outcomes.

### **DEFINING LEARNER AGENCY.**

A plethora of definitions regarding learner agency are actually lacking in debate. Learner agency, as defined by Larsen-Freeman et al. (2021), refers to the feeling of ownership and control that learners possess when they consider themselves active participants in shaping their learning process rather than mere recipients. It is consistent with Martin's (2004) definition of learner agency as an individual's ability to make choices and act on those choices in a way that affects their lives. Learner agency, as described by Campbell (2012), refers to a student's capacity to make independent choices, engage in autonomous actions, and apply judgment for the benefit of both themselves and others. This places the student at the center of their learning, completely engaged and empowered to act (Gao, 2010; Hase & Kenyon, 2000). In essence, the definitions emphasize the conceptualization of agency as a property of the individual's sense of autonomy, authority, and self-efficacy in making agentic decisions and actions.

### **PORTRAYING VALUES.**

Pavlenko and Lantolf (2000) recognize that the promotion of learner agency, which refers to the sense of ownership and control that learners have over their own learning, is increasingly widespread among second language learners. Developing agency in learners equips them not just for success in language acquisition but

also for the various problems and possibilities they will encounter in life beyond the walls of the classroom, both in the present and in the future. When they take an active role in their learning and believe that they can take action for themselves to be successful, they are more likely to maximize their potential. In this way, they will develop the capacity to grow, adapt, and flourish (Larsen-Freeman et al., 2021).

Agentive learners possess both the motivation and the accountability to actively manage the learning process. Individuals are described as having the ability to act, reflect, be intentional, manage themselves, have goals, make choices, be strategic, and take tangible actions (Miller, 2016). A tremendous result could happen when an interconnected ecology (micro, meso, and macro systems) affords the potential for greater agency when it is well informed, the effort is collective, and teachers and students are respected for who they are and what they bring to language learning (Miller, 2016).

### **CHARACTERISTICS OF AGENTIVE LEARNERS.**

Larsen-Freeman et al. (2021) extend some characteristics of agentive learners from five factors such as social and other behavior, beliefs and attitudes, emotions, cognitive, and awareness. An agentive learner demonstrates proactive behavior by asking questions, seeking answers independently, and utilizing English outside the classroom. They adapt language usage to different contexts and set goals while monitoring their progress. In terms of beliefs and attitudes, they value English learning, maintain curiosity, and exhibit confidence, willingness to make mistakes, and ownership of their learning. Emotionally, they are present, self-aware, cooperative, resilient, and perseverant. Cognitively, they employ learning strategies effectively, analyze languages, compare languages, and learn from feedback. They also possess an evolving awareness of their learning preferences, recognize mistakes, self-assess accurately, and identify learning opportunities.

### **DIFFERENTIATING LEARNER AGENCY FROM OTHER CONCEPTS.**

Language experts (Namgung et al., 2020; Larsen-Freeman, 2019; Gao, 2013) clearly distinguish the term 'learner agency' from other familiar terms. The terms 'learner autonomy','self'-directed'learning,'self-regulated learning','self-access,' and'self-learning,' are often heard, and it is often wondered how these terms differ from learner agency. One possible explanation is that agency is at the base of all of them (Benson, 2007). Van Lier (2010) mentioned that being agentive is based on the belief that one's actions can have a significant impact. These additional valuable concepts can be argued to be representations of agency in this sense.

Namgung, Moate, and Ruohotie-Lyhty (2020) emphasize that autonomy essentially pertains to an individual's ability to make independent and unrestricted decisions regarding their actions. Agency encompasses a variety of aspects, both internal and external, that contribute to an individual's ability to take action and make choices (p. 5). As a result, agency takes on a broader meaning. Agents are defined as physical, cognitive, emotional, and social individuals with unique backgrounds and identities. They also have specific objectives and aspirations that they actively seek in certain times and settings. (Ushioda, 2009; Mercer, 2012).

The prefix self is crucial in separating agency from these other ideas. From just perceiving a student as an individual'self,' agency shifts the focus to seeing the same learner as socially related (Duff & Doherty, 2015). In other words, agency is not a permanent trait of the individual self but is invited and cultivated in relationships with others (stakeholders, beliefs, attitudes, and materials). As a result, depending on the circumstances of the local setting, the practice of learner agency may be helped or hindered.

## **INTERCONNECTED ECOLOGY IN LEARNER AGENCY.**

Larsen-Freeman et al. (2021) emphasize that language learning and teaching are interconnected and constrained by an ecology of stakeholders, beliefs, attitudes, and teaching materials. Teachers, policymakers, school administrators, parents, and students are all stakeholders in this ecosystem. Teachers play a crucial role in increasing learner agency by instilling the belief that all students can

learn and succeed. Teaching materials, such as coursebooks, play a vital role in supporting learner agency by acting as mediators between content and students. Materials developers can also help students develop a relationship with resources, allowing them to exert agency in their English learning. Multiple modalities and digital artifacts, such as audio, video, web tools, and games, are also available, allowing students to apply their agency to various skills, including speaking and digital literacy.

## **CHALLENGES AND POSSIBLE INTERVENTIONS FOR DEVELOPING STUDENTS' SENSE OF AGENCY.**

Larsen-Freeman et al. (2021) highlights the challenges of promoting learner agency in education, including cultural and social expectations, teacher development, learner diversity, and learning circumstances. They suggest overcoming these obstacles through commitment and support, encouraging open discussions with stakeholders, and gradually fostering collaboration with students. Teacher development is essential, involving inquiry groups (Burns, 2010) and exploratory practices (Allwright & Hanks, 2009). To foster learner agency effectively, it is essential to customize strategies based on each student's unique circumstances, finding a balance between providing guidance and allowing autonomy.

Some suggested strategies include:

1. Helping students set personal goals: By assisting students in defining their own learning objectives, educators empower them to take ownership of their educational journey. Personalized goals provide students with a sense of direction and motivation, making their learning experience more meaningful and purposeful. For example, provide students with a worksheet that guides them through setting specific, measurable, achievable, relevant, and time-bound (SMART) goals for their learning.

2. Involving them in creating learning content: Engaging students in the creation of learning materials or activities allows them to actively participate in the learning process. This participation not only enriches their comprehension of the topic but also fosters innovation, analytical reasoning, and a more profound level of

commitment to the material. For example, assign students to work in groups to develop a presentation, infographic, or interactive activity on a topic covered in class.

3. Establishing a trusting relationship: Building a trusting relationship between educators and students creates a supportive and safe learning environment. When students feel valued, respected, and understood, they are more likely to take risks, ask questions, and actively participate in their learning without fear of judgment or failure. For example, conduct a trust-building circle where students sit in a circle and take turns sharing something personal or meaningful with the group.

4. Encouraging them to take risks: Encouraging students to step out of their comfort zones and take risks in their learning fosters resilience, creativity, and a growth mindset. By embracing challenges and learning from mistakes, students develop confidence, problem-solving skills, and a willingness to explore new ideas and concepts. For example, present students with a challenging task or problem-solving activity that requires them to think creatively and take risks.

5. Promoting self-assessment and reflection: Promoting students' evaluation of their learning progress, strengths, and areas for enhancement supports the development of metacognitive abilities and self-awareness. Self-assessment empowers students to evaluate their own learning, establish new objectives, and assume accountability for their academic progress, resulting in greater understanding and retention of knowledge. For example, provide prompts or questions to guide students in reflecting on their progress, challenges, achievements, and areas for improvement.

Overall, nurturing learner agency demands a comprehensive and personalized approach that considers individual needs, emphasizing the importance of investing time, demonstrating patience, and employing a variety of methods to support students in taking ownership of their learning journey.

## **CONCLUSION.**

In conclusion, the discourse surrounding learner agency underscores its pivotal role in empowering students to actively shape their educational journey. Defined as the sense of ownership and control over learning experiences, learner agency enables students to become active creators of their academic path.

This concept places emphasis on individual choice and action, placing students at the center of their learning process. By fostering learner agency, educators not only equip students for success in language acquisition but also prepare them for the challenges of life beyond the classroom. Despite its significance, promoting learner agency presents challenges, including cultural expectations, teacher development, learner diversity, and systemic constraints. However, these obstacles can be overcome through commitment, collaboration, and personalized strategies. Strategies such as setting personal goals, involving students in content creation, establishing trust, encouraging risk-taking, and promoting self-assessment and reflection are crucial in fostering learner agency.

Ultimately, nurturing learner agency requires a multifaceted approach that considers individual needs and empowers students to take ownership of their learning journey. Through dedicated efforts and a supportive learning environment, educators can facilitate the development of learner agency, leading to increased engagement, deeper understanding, and improved academic outcomes.

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## **BIOGRAPHY**

The author is a lecturer at the English Language Education Study Program, Faculty of Teacher Training and Education (FKIP) Universitas Siliwangi (UNSIL) Tasikmalaya. She completed her undergraduate studies in English Language Education FKIP UNSIL in 2004, completed her Masters in the Postgraduate English Language Education Study Program FKIP Universitas Sebelas Maret (UNS) Surakarta in 2014, and is currently (2024) registered as a Doctoral student in the English Language Education Program at Universitas Pendidikan Indonesia.



## **HYBRID LEARNING OF TEACHING ENGLISH TO YOUNG LEARNERS (TEYL): A CASE STUDY**

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### **INTRODUCTION.**

*"Do not disturb the disrupted"* serves as the driving force behind educators' additional efforts to effectively teach and convey the subject matter. Given the disruptive nature of pandemics, educational institutions are compelled to embrace creativity and innovation to ensure optimal learning experiences in this challenging era. Octaberlina et al. (2020) state that when a pandemic hits Indonesia, it brings about vast differences across various facets of life, including education, tourism, and the economy. Citizens, regardless of whether they reside in urban or remote areas, are compelled to transition to the virtual or digital realm, leaving behind traditional methods such as Direct English Teaching (DET) to mitigate the spread of the virus. For instance, in education, students are barred from attending physical schools, leading to a shift where all educational activities take place at home. This transformation alters the daily routines within schools, necessitating teachers to deliver online learning or conduct virtual classes that students must participate in.

Meanwhile, in this new normal era (Dziuban et al., 2018), they state in their paper that nowadays, a new traditional model known as blended learning has emerged as a method to educate students.

Blended learning, or hybrid learning, has become familiar due to current circumstances. While the terms blended learning and hybrid learning may appear synonymous, it is essential to clearly delineate their definitions. Prihadi et al. (2021) state that blended learning can be defined as an educational approach or program environment developed and provided by schools for students. In addition, Pardede (2012) argues that one of the prevailing approaches these days is known as blended learning, alternatively termed in-person teaching supplemented by asynchronous and/or synchronous computer technologies. Moreover, Yang (2019) argues that hybrid teaching techniques blend in-person and digital instruction to create a unified learning environment for both students and educators in college-level English education.

Further, Jeffrey et al. (2014) state that blended learning environments, which fuse together both physical and virtual elements, are recognized as essential strategies for higher education institutions. Raes et al. (2020) have stated that a novel learning environment known as the synchronous hybrid or blended learning setting allows for both in-person and remote students to participate in learning activities simultaneously. Tomlinson et al. (2013) state that blended learning involves subjects that incorporate a substantial number of online activities within predominantly face-to-face learning, typically less than 45 percent. On the other hand, hybrid subjects replace 45–80 percent of face-to-face class meetings with online activities. Despite these distinctions, the researcher argues that hybrid learning and blended learning share similarities. Both approaches represent a new method of teaching, particularly in the realm of English education, by combining traditional direct instruction with online learning components.

In English classes, teachers also employ this method. Consequently, many educators find themselves relearning how to navigate various gadgets, technologies, and educational applications in addition to their offline classroom duties. Zainuddin & Keumala (2018) asserted that technology assumes a crucial role by facilitating communication not only among fellow learners but also between learners and teachers beyond the confines of the classroom. Nevertheless, this method presents both challenges and

opportunities for both students and teachers. Cahyani et al. (2021) listed that the challenges encompass various aspects, including accessible learning, the cultivation of critical thinking skills, comprehension and mastery of topics, maintaining an enjoyable class atmosphere, as well as issues related to connectivity and network stability. Nashir & Laili (2021) also state that the challenges inherent in this learning model underscore the need for concerted efforts in preparing for the resumption of educational activities.

Moreover, Rorimpandey & Midun (n.d.) state that hybrid learning introduces an innovative educational approach that harnesses multimedia. This strategy offers remarkable flexibility, allowing for adaptable timing, diverse locations, versatile material delivery, and active student engagement. Nur et al. (n.d.) argue that learning vocabulary through a hybrid learning model presents a promising avenue for enhancing students' lexical repertoire, potentially due to its ability to bolster memory retention of new vocabulary. Intrigued by this notion, the researcher seeks to explore the implementation of hybrid learning, examining its challenges and opportunities, and soliciting feedback to further understand its efficacy.

## **CONTENT TITLE.**

In a qualitative study, real-life cases occurring in the field are meticulously described. Unlike quantitative studies that rely on numerical data, qualitative research gathers information in the form of explanations, which are then detailed through narrative text (Octaberlina & Anggarini, 2020). In this case, the research was held at MI Miftahul Huda Ngadireso. Meanwhile, the researcher will explain the data from five grade students.

Meanwhile, the interviews reveal that, while many students have a preference for offline learning, they are capable of adapting to hybrid learning. In this particular case, hybrid learning emerged as the preferred choice due to factors such as the school's location, the availability of resources for both students and teachers, and other logistical considerations. The challenges imposed by the pandemic necessitated that educators prioritize creating optimal learning environments, leading to the adoption of hybrid learning models.

According to the data, students encounter difficulties when applying this approach. This one is related to Cahyani et al. (2021), who found that hybrid learning presents challenges regarding accessible learning, fostering critical thinking skills, achieving comprehension and mastery of topics, maintaining an engaging classroom atmosphere, and addressing connectivity issues.

Meanwhile, (Zulfa & Hastuti, n.d.) state that four advantages of hybrid learning include enhanced learning effectiveness, expanded reach, optimized development cost and time, and improved business outcomes. Based on the provided text, it can be inferred that the school is well-suited for implementing hybrid learning, despite some students' preference for offline learning. Situated in a rural area, students value face-to-face interaction. The researcher identifies challenges, opportunities, and feedback from students regarding hybrid learning. Ultimately, the researcher concludes that hybrid learning is a valuable solution to create an optimal learning environment in this era of disruption, emphasizing the importance of adapting to change rather than resisting it.

## **CONCLUSION.**

The findings of this study underscore the dynamic nature of educational adaptation in response to the challenges posed by the pandemic. The exploration of hybrid learning implementation within an Islamic primary school setting illuminates both the promise and complexities inherent in this educational model. While hybrid learning offers a flexible approach that accommodates diverse learning preferences, the preference for offline learning among students highlights the enduring value of face-to-face interactions and peer collaboration in the educational experience.

Nevertheless, it is imperative to acknowledge and address the challenges associated with hybrid learning, including technological constraints and the need for effective time management skills. By recognizing these challenges and leveraging the opportunities afforded by hybrid learning, educators can navigate the post-pandemic educational landscape with resilience and innovation. Moreover, this study underscores the importance of ongoing research and dialogue to inform pedagogical practices that

prioritize student engagement, inclusivity, and academic excellence in an ever-evolving educational landscape. Ultimately, the insights gleaned from this study contribute to the broader discourse on educational resilience and innovation in the face of unprecedented disruptions, offering valuable implications for future educational practice and policy.



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## WASHBACK EFFECTS OF STUDENTS' WRITING ASSESSMENT IN RECOUNT TEXT

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### INTRODUCTION

The teaching and learning process consists of three basic tasks: testing, assessing, and educating. At any learning level, these three activities cannot be separated. The bulk of learning activities begin with testing before moving on to teaching or the learning process. When the teaching materials are finished, the teacher may assess students throughout the process of teaching and learning before administering tests. Testing is one method of determining a student's ability in certain areas or for a specific subject. Additionally, it is used to assess students' performance, accomplishments, and knowledge in a specific sector. A thesaurus defines a test as a series of questions or exercises designed to assess an individual's or a group's abilities, capacities, intelligence, or aptitudes.

One form of assessment is the test, which is utilized to evaluate a student's skill, knowledge, or performance in a specific field.

Assessment is an integral part of the teaching process, incorporated into activities designed to elicit student performance without formally documenting results or drawing definitive conclusions about their abilities. A key component of assessment is the test, which differs from other forms of evaluation. Unlike assessments, tests are scheduled and formal. Assessments are ongoing aspects of teaching and learning, while tests are typically administered at the beginning or end of a learning period. As a result, while an evaluation can be a test, it is not always one. Despite their distinct definitions, the phrases test and assessment are commonly used interchangeably. A test is a tool used to measure a specific goal or behavior. This is in line with (Ali, M.M., & Hamid, 2020; Dong, M., Fan, J., & Xu, 2021; Li, 12 C.E.; Zhan, Y., & Andrews, 2013).

The method of teaching entails putting into practice specific acts that have been proven to be effective in assisting students in learning. Teaching entails offering students the opportunity to think, listen, and take deliberate risks. It also entails assisting students in defining objectives and processing the teacher's feedback as they progress through the skills they are attempting to learn. The next step is instruction, which includes testing and assessment in a broad sense. Assessment is an essential component of the teaching and learning process. Teachers can collect information and assess student achievement using three methods: assessment for, assessment as, and assessment of learning. These can be used independently or together, professionally or informally, and are not always different.

### **ASSESSMENT FOR LEARNING.**

Teachers who use Assessment for Learning use data on students' abilities, knowledge, and comprehension to direct instruction. Often referred to as "formative assessment," it is conducted at various stages of the teaching and learning process to ensure that students understand and learn the material. Assessment for learning includes the following features: It demonstrates a belief that all kids can improve. It includes both official and informal evaluation activities as part of the learning process, as well as information for future learning planning. It includes specific goals for the learning activity.

It gives efficient feedback, which stimulates the learner and can lead to growth. It reflects a learning philosophy in which assessment helps students learn more effectively rather than simply improving their grades.

Teachers that use assessment for learning use data on students' abilities, knowledge, and comprehension to guide their instruction. Often called "formative assessment," it is done at various points during the teaching and learning process to help make sure that students are understanding and learning the material. The following are the features of assessment for learning: It reflects the belief that all students can improve. It involves formal and informal assessment activities as part of learning and to inform the planning of future learning. It includes clear goals for the learning activity. It provides effective feedback that motivates the learner and can lead to improvement. It reflects a view of learning in which assessment helps students learn better rather than just achieve a better mark. All learners are included; learning objectives are clear; constructive feedback is given to help learners grow; the belief that all students can improve is expressed; peer and self-assessment are encouraged as part of regular classroom activities; parents, teachers, and students reflect on evidence; and teachers are involved in both formal and informal assessment activities, which are incorporated into lessons and used to help plan future lessons.

### **ASSESSMENT AS LEARNING.**

Assessment occurs during the learning process when students evaluate themselves. To ascertain what they already know and are capable of, individuals use a range of strategies, such as self-monitoring, questioning, and using assessment data to inform future learning. The characteristics of assessment as learning are as follows: Students are given the chance to assume responsibility for their education. Students must ask questions regarding the material they have studied. In order to foster growth and development, it involves educators and students in creating learning objectives. It encourages peer assessment, self-evaluation, and reflection while providing students with the tools to use both formal and informal

feedback in addition to self-evaluation to better comprehend the next steps in their education.

## **ASSESSMENT OF LEARNING.**

Using Assessment of Learning data, teachers can assess student achievement with respect to standards and objectives. Sometimes referred to as "summative assessment," it typically occurs at prearranged times either during a class or at the end of a unit, term, or semester. It can be used to rank students or to assign grades to them. Learning assessment quality for grading or ranking purposes is determined by the validity, reliability, and weighting applied to each task. The kind and quality of the feedback determine how well it works as a learning opportunity. The characteristics of Assessment for Learning are as follows: It assists students in creating future learning goals and pathways; it provides information to the community at large, including parents, educators, students, and other groups.

Teachers can evaluate student achievement in relation to objectives and standards by using Assessment of Learning data. Occasionally called "summative assessment," it usually takes place at predetermined intervals during a lesson or at the conclusion of a unit, term, or semester. It can be utilized to provide grades to students or to rank them. The validity, reliability, and weighting assigned to each task determine how well learning is assessed for grading or ranking reasons. How well it functions as a learning opportunity is contingent upon the type and calibre - of the feedback. The following are the features of Assessment for Learning: it helps students plan their future learning objectives and pathways; it shows the community at large—parents, teachers, students, and outside groups—what they have achieved is transparent to all stakeholders; the methods for gathering student learning evidence, the student feedback, and the evidence itself will all influence the strategies that are used. For example, formal assessment provides an opportunity to obtain evidence of student learning and can be used for grading and ranking (evaluation of learning) as well as giving students feedback on how to study more effectively (assessment for learning).

From the above definition, it can be inferred that there are two types of evaluation: formative and summative assessments. Formative assessment is the practice of evaluating students as their competencies and abilities develop, with the goal of assisting them in continuing that growth trajectory. Summative and formative assessments are the two categories of evaluation that can be deduced from the previous description. The process of assessing students as their abilities and competences evolve with the aim of supporting them in maintaining that growth trajectory is known as formative assessment. Formal assessment refers to exercises or procedures designed specifically to tap into a storehouse of skills or knowledge, such as quizzes and daily tests. Informal assessment starts with unplanned, incidental comments and responses, as well as coaching and other impromptu feedback to students, such as, good student, good job, that's great. Summative assessments, such as final and midterm exams, are used to measure or summarize the material covered in a course or unit of instruction. Formal assessment includes tasks or processes like daily tests and quizzes that are intended to draw from a repository of information or abilities. Unplanned, inadvertent remarks and answers, coaching, and other spontaneous feedback to students—such as "good student, good job, that's great"—are the beginnings of informal evaluation. Exams that are summative in nature, like final and midterm exams, are designed to gauge or compile the knowledge that has been covered in a course or instructional unit.

### **WASHBACK EFFECTS IN LANGUAGE ASSESSMENT.**

Washback is a word used in education to characterize the impact of an assessment, whether positive or negative, on the teaching and learning that preceded and prepared for it. Washback is more commonly used to describe how tests affect teaching and learning in the classroom. While test impact refers to the impacts that a test can have on individuals, policies, or practices in the classroom, school, educational system, or society.

There are two sorts of washbacks. First, negative washback happens when there is a mismatch between the declared instructional goals and the focus of evaluation. It may result in the

abandonment of educational objectives in favor of test preparation. The impact of a test on learning and instruction was discussed as early as the nineteenth century. A negative washback effect could occur when a test narrows the curriculum and concentrates solely on the exam content and structure, ignoring other aspects of language proficiency.

Second, positive washback occurs when a testing technique fosters 'excellent' teaching practice. For example, an oral competence test is implemented with the hope that it will improve the teaching of speaking abilities. In positive washback, teaching the curriculum is the same as teaching a test. One strategy to encourage washback among learners is to include a self-assessment mechanism in standardized external-to-program examinations. A simple questionnaire based on the test objectives might be created to allow pupils to assess their own abilities. This is supported by (Fulmer, G.W., Tan, K.H.K., & Lee, 2017; Johnson, M. & Shaw, 2018; Rahman, A.Kh., Seraj, P.M.I., Hasan, M.K., Namaziandost, E., & Tilwani, 2021).

Washback is crucial in evaluation because it helps students identify their strengths and flaws, allowing them to work harder and attain their objectives. As a result, washback can have both positive and negative consequences, depending on the situation. A test task with several options is one example.

## **WRITING SKILLS.**

Writing is included as one of the productive abilities. Writing skills are the ability to write effectively and concisely. A competent writer is someone who can convey their message to their audience without using unnecessary fluff and in a way that the other person can understand. Writing skills encompass more than just the physical act of writing. Writing skills encompass knowledge and talents linked to communicating ideas through the written word. It is a solid grasp of language through grammar, spelling, and punctuation. Persons with good writing skills can adapt their tone and wording to different situations and people. They use complex writing strategies, such as literary devices, to effectively communicate their thoughts and keep their readers interested.



Writing is also crucial since it allows students to better grasp and seek clarification on lesson topics. It can help pupils improve their critical thinking skills, establish connections, communicate ideas and perspectives, convince others, and express emotions. Writing abilities are vital in the business sector for taking decisive action and providing clear instructions. To perform properly, businesses must send and receive information at the internal, regional, and international levels. They enable people to communicate without physically being present in a room. The ability to properly communicate students' points saves time and resources for the firm.

## **RECOUNT TEXT**

### **Definition of Recount Text.**

According to (Herman, H., Rajagukguk, T.A., Sihombing, 2020; Hutaaruk, B.S., Sinaga, Y.K., Sitinjak, 2021; Krisnadi, 2021; Lestari, R.D., Novari, A.F., 2022; Sholikhah, S., Syafei, M., Utari, A.R, 2019) a recount text is one that describes events or things that occurred in the past. The objective of a recount text as "to list and describe the past experience by retelling events in the order in which they happened in chronological order. In other terms, a recount text is a piece of writing that is used to report on an experience, including a number of related occurrences. These events are sequenced and completed with characters at a specific time and place. Thus, a recount text is a type of writing that retells previous events or experiences. A recount's principal objective is to enlighten or entertain the audience by describing a chronological order of events.

## **GENERIC STRUCTURE OF RECOUNT TEXT**

### **a. Orientation**

The first segment gives background information, such as the environment, and introduces the people involved in the retold event. It answers the questions of who, what, when, and where. A recount text often begins with a direction or orientation that gives the reader the necessary prior knowledge to comprehend the

narrative (who was involved, where it occurred, and when it occurred).

**b. Events.**

It is the primary body of the text in which the author tells the events in chronological order. The events are usually described logically to ensure coherence and clarity.

**c. Re-orientation (optional).**

Some recount texts may include a conclusion that summarizes or reflects on the events. It is not always featured in recount writings, although it may be used to bring closure or insights learned from the experience. It summarizes the story by summarizing the events or outcomes, appraising the topic's importance, or giving personal opinion or ideas. It may project into the future by forecasting what will happen next.

**LINGUISTIC FEATURES OF RECOUNT TEXT.**

1. Past Tense: Because recount texts discuss events that have already occurred, they are typically written in the past tense.
2. First-Person Pronouns: Because the writer is recounting their own experiences or perceptions, they frequently employ first-person pronouns (I, we).
3. Time Connectives: Words and phrases that indicate the order of occurrences are frequently employed, such as "first," "next," "then," "after," and so on.
4. Conjunctions: Connectives and conjunctions connect concepts and events in the text. Examples are "and," "but," "so," and so

## EXAMPLE OF RECOUNT TEXT

### Title: A Wonderful Holiday at the Beach

#### Orientation

My friends and I decided to take an impromptu road trip to the beach last weekend. We packed our luggage, filled the car with munchies, and left early in the morning. The weather was great, and we couldn't wait to spend the day at the beach.

#### Events

The sun was shining brightly when we got at the beach, and the sound of the waves lapping against the sand was delightful to hear. After spreading out our beach blankets and putting on sunscreen, we had a cool swim. We built sandcastles and played in the waves for hours because the water was so welcoming and cool.

We had a picnic lunch with sandwiches, fruit, and chips that we had brought along. Following our meal, we made the decision to go for a lengthy stroll along the coast, where we picked up seashells and snapped pictures of the breathtaking views. The day felt as though it went by quickly.

We gathered around a beach bonfire as the sun started to drop and toasted marshmallows for hours.

The orange and pink tones of the sunset painting the sky made for the ideal way to close the day.

#### Reorientation

We reluctantly packed up our things and made our way back home, exhausted but utterly delighted with our impromptu beach excursion. We made a self-promise to ourselves that we would

repeat the experience as soon as possible after this wonderful day full of laughter and pleasure.

## **INCORPORATING GENRE BASED APPROACH AND SCAFFOLDING IN TEACHING WRITING OF RECOUNT TEXT.**

A learning technique is a methodical and consistent approach that educators use to guide students through the curriculum. Learning methods are crucial because they can assist a wide range of people, including experts in learning and development, educators, and students, in better understanding the specific modalities that will enable them to receive information most efficiently. English teachers should use the genre-based method while instructing students in the four language abilities of listening, reading, writing, and speaking through texts of various genres. Since 2006, this methodology has been used in Indonesian schools. The genre-based approach is grounded in theories of language, with language as system and language as function serving as the theoretical cornerstones.

The philosophy of language and methodology known as the "genre-based approach" is used to analyze facts and their application in content. Through mastery of many text formats, communication competency is to be developed. In order to instruct undergraduate and graduate students in academic writing courses, linguists and educators may employ a genre-based approach that involves practicing the study of rhetorical structure and linguistic aspects of each textual convention. A genre-based approach to writing teaching views a document as an attempt to communicate with readers, looking beyond subject matter, composition techniques, and linguistic forms. The goal of this method is to educate students on how to employ linguistic patterns to produce cohesive, meaningful prose.

The term "genre" is used to categorize different spoken or written discourse forms. These are typically categorized according to shape, language, purpose, and content. Students examine the format, phrasing, formality, and goal of a formal letter of complaint as they

analyze one example. Genre theory can assist students who believe that there is just one "correct" way to write in comprehending the necessity of adapting writing to circumstances and the potential consequences of doing otherwise. Additionally, genre knowledge helps students draw meaningful connections between writing and reading.

For starters, students should be aware of genres because it improves their writing and reading comprehension. Understanding the proper macro- and micro-structures of each of these genres is necessary for both reading and writing works from them successfully. The arrangement and incorporation of significant genre components for every kind of composition constitute the macrostructure. Second, it makes it easier for pupils to express themselves more clearly by helping them comprehend the linguistic conventions and structures of various text genres. Thirdly, it enables students to recognize and successfully address the linguistic requirements of certain writing assignments, such as those found in the IELTS exam.

A genre exists primarily to assist writers in understanding the typical behaviors, responses, and interactions of people in the context of the subject they are writing about. Therefore, viewers will have certain anticipated expectations regarding the text's substance, structure, style, and design if writers refer to their work as a "movie review." Students can enhance their writing abilities through genre-based writing in a number of ways. In the first place, it can aid in their growing understanding of the social and communicative roles that writing plays, as well as the many purposes and outcomes that various genres can accomplish.

One of the benefits of the genre method is that it gives students enough chances to see the various ways that information is structured in written texts. Second, assist students in developing their writing skills, comprehending language structures and features, and successfully expressing ideas. Nevertheless, there are certain drawbacks to the genre approach as well. Critics contend that it forces pupils to write in rigid forms, which may limit their originality, discourse diversity, and writing voice. Writing can be influenced by genre, and authors can build a working connection

with readers by employing a genre's accepted patterns to achieve their goals. Writers run the danger of alienating an audience when they deviate from the genre that readers typically accept and when there are no rules—just choices.

Writers might utilize genres to access tried-and-true methods, approaches, motifs, forms, and themes related to particular categories of narratives. Readers can also identify the kinds of stories they enjoy and dislike by using genres. Using a genre-based approach to instruction is advantageous because it appears to work well for students who are not very motivated or competent. It supports students' motivation and gives them confidence to write, read, and comprehend materials. Through the study of certain grammatical structures and rhetorical devices that are frequently employed in many genres, students can generate academic writing that is both more suitable and successful.

A writing learning technique called the "genre-based approach" blends process and product methods. Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text are its four learning phases. The Teaching-Learning Cycle's four phases are as follows:

### **BUILDING KNOWLEDGE OF FIELD (BKOF).**

This stage is utilized to provide a novel genre or subject for discussion. It's a collaborative exercise, including the students as well as the teacher. The activities in BKF include control of relevant vocabulary (where learners attempt to build up an extended vocabulary relevant to the topic or text type), shared experience, cultural context (where learners are able to explore cultural similarities and differences related to the topic), and grammatical pattern (where learners practice grammatical patterns relevant to the topic or text type). This phase starts the listening comprehension process.

### **MODELING OF TEXT (MOT)**

It is advised that teachers focus primarily on the context of schematic construction, with minimum attention paid to language

aspects. MoT activities include, at a minimum, cultural background, social function, schematic organization, linguistic qualities, and focusing on written material through spoken language. Reading is the primary activity at this level. It focuses on assessing the genre using a model text relevant to the course topic. During this stage, students read the text model with the teacher, with other students, or on their own to gain knowledge of the text's social function and purpose, as well as its overall organization and development.

### **JOINT CONSTRUCTION OF A TEXT (JCOT).**

It is a tool used by JTC to reinforce general purpose and structure. Depending on the student's capacity to comprehend and take ownership of these genre-specific elements, it can be wise to go back to the modeling phases and pay closer attention to the grammar and linguistic elements of the genre. At this stage, tasks and activities in the classroom allow students to: (1) investigate the relationship between the topic and the genre's purpose; (2) contribute field knowledge to the collaborative text construction; (3) bargain with the teacher and other students about how best to organize their topic knowledge into a written text; and (4) represent their understanding of the genre's schematic structure and linguistic features. Additionally, they have a better knowledge of the differences between talking about a topic and writing about it.

### **INDEPENDENT CONSTRUCTION OF THE TEXT (ICOT).**

The teacher must determine whether the students are prepared to compose the text on their own before proceeding to this step. Certain tasks and activities from earlier levels may need to be repeated, depending on the needs of the learners. Students are ready for independent text building at this level when they conduct research, take notes, observe, interview, and study texts in the same genre. During this phase, the tasks and exercises in the classroom allow students to: (1) apply their understanding of grammatical patterns and schematic structure to their own writing; (2) create written texts that roughly control the genre; (3) read other examples

of the genre in context outside of the classroom; and (4) feel comfortable writing the genre in context outside of the classroom.

There are numerous activities in each of these stages. Because this curriculum approach is cyclical, students can enroll in it at any time. When introducing a new genre for the first time, it is helpful to start with the four stages listed above. Cholifah, A.N., Pustika, R., Winanta, 2022; Guntur, M., Mustafa, 2022; Saehu, A.; Hanifah, 2024; Uday, 2022) propose three broad principles for utilizing the Genre-Based Approach: (1) Teachers should take on the role of assistant and guide, encouraging students to collaborate closely while providing constructive criticism and recommendations; (2) Writing strategies should be explicitly taught; and (3) Teachers should incorporate reading, speaking, and listening skills into their writing classes. The teaching methods for the process genre approach typically consist of the following six steps: Planning, modeling, preparation, joint construction, independent construction, construction, and revision are the first six steps.

### **SCAFFOLDING IN WRITING SKILL.**

Utilizing the scaffolding writing teaching model, teachers foster an environment where students evaluate each other's work, fostering a collaborative atmosphere for learning, drawing inspiration from their peers, honing their writing skills, and elevating their overall writing proficiency. While writing presents its challenges, the current state of English writing instruction leaves much to be desired, with insufficient attention given to this critical skill and a lack of student motivation to excel in English writing. Using the "student-centered" classroom teaching model, scaffolding theory advises teachers to build scaffolds according to students' most recent areas of development. This will help to foster meaningful learning and knowledge construction, spark students' interest in learning English, and help them become better writers in the language. This is supported by (Dewi, T.M; Iswandari, 2016; Herwanis, D; Sarinauli, B; Zakaria, R; Yusdiana, 2021; Ikawati, 2020; Kamil, 2017; Zuhra, M.C; Muslem, A; Daud, 2022).

The teacher builds a learning scaffold for students to climb up. When faced with obstacles, the teacher only provides guidance and



assistance. Teaching English writing on scaffolding requires teachers to have strong observation and control skills in the classroom, create and provide students with rich communication opportunities as much as possible, treat students as the main part of the class, and maximize the role of teaching scaffolding. Writing is a process of knowledge acquisition, integration, and output. English writing, as a key output strategy for expressing personal thoughts and emotions, is one of the most important indicators for evaluating students' English proficiency.

Writing ability reflects students' ability to apply language, communicate effectively, and express themselves. Students' capacity for language application, communication, and expression can also be shown in their writing abilities. Writing also facilitates the teaching of other language skills and aids pupils in completing a variety of real-world communication activities. But compared to other talents, writing takes more time and requires slower correction and reception. As a result, daily instruction receives insufficient attention and very little training. Writing is difficult for teachers to teach and difficult for students to learn. The scaffolding of writing instruction involves five steps.

First, a learning scaffold for students is constructed depending on their current academic circumstances, or their current cognitive ability, in conjunction with the textbook teaching objectives. Writing skill scaffolding and interactive scaffolding are the two main categories. Asking questions, making suggestions, brainstorming, and holding group discussions are all examples of the teacher's explanation and demonstration that make up the interactive scaffolding. Word construction, sentence construction, and text layout scaffolding are common examples of writing skill scaffolding. Building a scaffold for writing skills requires taking into account the language, structure, and thinking skills that students already possess. It also involves integrating these elements with the students' current developmental stage and the learning objectives as much as possible and creating a link between the new and the old knowledge. The instructional support is situated inside the "recent development zone" of the students in order to optimize students' excitement while enhancing their capacity for learning.

Second, educators should design scenarios for language instruction that incorporate both thinking and visual components. Educators have the ability to select instructional audio-visual resources and employ multimedia technologies to engage students in the learning process.

Third, educators ought to let students conduct their own independent research and thought. They can assign students to select various viewpoints, select words, phrases, and sentences based on the theme, and attempt to write the first draft independently. They should be aware of their students' limitations and how they perform during the exploration stage. They are able to assist students. Teachers can progressively step back from providing as much guidance and assistance to kids as their capacity to explore. Teachers can benefit their students. As students' autonomous exploration skills improve, teachers can gradually diminish their support and guidance.

Fourth, teachers should implement cooperative learning strategies. After students have finished individual exploration and the first draft, teachers can assist them to talk, communicate, cooperate, learn from each other's abilities, better themselves, and collaborate on writing tasks. According to (Krisnadi, 2021; Lestari, R.D., Novari, A.F., 2022; Pratiwi, D.H., & Ramalia, 2022), writing cannot simply be a personal action; therefore, in the educational process, students should not always be asked to create compositions independently and subsequently corrected by teachers.

Fifth, assess the effects. In the scaffolding writing teaching model, instructors assist students in assessing one another so that they can learn from one another, gain inspiration for their writing through conversations with other students, acquire writing skills, and advance their own writing proficiency. In order to enhance the instructional impact, teachers can also use formative evaluation to make more accurate assessments of the compositions produced by the students throughout the reevaluation process.

## **WASHBACK EFFECTS OF STUDENTS' WRITING ASSESSMENT IN RECOUNT TEXT.**

There are two types of assessment in writing class, namely, Formative and Summative assessments. Formative assessments consist of Assessment as Learning and Assessment for Learning. They are conducted during the learning process. They have informal and formal assessments. Informal assessment can be teacher's appreciation towards students' responses of teacher's explanation, for examples *good job, good student, excellent, that's great, et cetera*. Teachers provide quizzes and daily tests of writing competence in formal assessment. Students obtain scaffolding and enrichment of students' understanding of past tense as language feature of recount text.

Summative assessments are midterm test and final test. A teacher should make sure that teaching and learning process build students' understanding of writing skills in recount text. In this study, the teacher incorporates a genre-based approach and scaffolding. The practice of scaffolding involves dividing a more extensive writing task into more manageable tasks that concentrate on the kinds of knowledge or abilities students need to successfully finish the bigger task. It is essentially a technique that instructors employ to guide students from a series of disorganized ideas to a well-written paper. For the purposes of this package, the basic writing process consists of six steps: idea generation, outline, rough draft, assessment, final manuscript, and publication. In the scaffolding writing teaching model, teachers assist students in assessing one another so that they can learn from one another, gain inspiration for their writing through conversations with other students, acquire writing skills, and advance their own writing proficiency.

In teaching writing recount text, teachers provide scaffolding for the past tense language feature of recount tense. Teachers strengthen and enrich this grammar. It means that the mastery of this tense will support their writing of recount text. Teachers also implement group work in the writing of recount text. There is peer assisted learning in this group. All of teachers' efforts support students' achievement of writing competence. Slow but sure, students become autonomous and self-directed learners using a

genre-based approach and scaffolding in writing skills. So this learning encourages a positive washback effect in students' writing assessment.

## **CONCLUSION.**

The implementation of an appropriate learning method can result in positive washback effects in students' writing assessments. The teacher used a genre-based approach and scaffolding to teach recount text. It has become popular as a way of teaching English, particularly writing. Another key aspect of learning to write is how students generate ideas for their writing. By creating ideas, students can quickly create a writing framework. A genre-based approach can improve (1) students' writing skills, (2) students' sentence structure, (3) students' control over certain texts' linguistic qualities with specific communicative purposes, and (4) increase students' motivation. Integrating the genre-based approach and scaffolding also contributes significantly to students' comprehension of creating recount material. There are positive washback effects in formative assessments that include both assessment for learning and assessment as learning. These assessments were completed during the learning process. They encompassed both informal and formal assessment. The teacher encouraged students to engage in writing by incorporating a genre-based approach and scaffolding. Meanwhile, positive washbacks cover summative examinations such as Assessment of Learning, which included a midterm and final test.

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## **ENORMOUS CHANGE OF TECHNOLOGY: WILL AI REPLACE TRANSLATORS JOB?**

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### **INTRODUCTION.**

Nowadays, the rapid development of technology sounded everywhere, both in developed and developing countries. It is quoted from the article written by Johnson (2023), which predicts that two-thirds of jobs in the U.S. and Europe "are exposed to some degree of AI automation," and it is about a quarter of all those jobs able to be handled by AI completely. Moreover, researchers from the University of Pennsylvania and OpenAI believe that some professional office workers with advanced education earning up to \$80,000 per year are the most likely jobs to be replaced by workforce automation.

There are some other occupations that will be potentially replaced by Artificial Intelligence (AI), such as translators and editors. We can find so many AI-based tools that can be utilized to check the results of someone's writing, such as readability, misspelling, and ungrammatical, such as Grammarly, DeepL, Google Translate, and ChatGPT. AI can also translate someone writing into hundreds of other languages. This monumental change is very likely to influence the way we live and work in contemporary society. AI has brought the development of the most significant advancements in recent years, and its applications come across various fields of

industries. From autonomous vehicles to tailoring some suggestions, AI has shown its capability to transform numerous aspects of our lives. However, as AI capabilities expand, questions arise about its impact on traditional professions, including translation.

Translation aids have actually had positive and negative effects for human translators. By having a great change in technology, especially in translation studies, contrastively, it brings good fortune for the translators in all fields, such as online dictionaries like U-Dictionary and encyclopedias. Certain translators find satisfaction in using translation memory software because it makes their work more effective and efficient. Translation technology can reduce translators' independence in their work. Translation memory tools are essential in specialized translation for numerous translation agencies, clients, and institutions. This often results in reusing translations and can lead to translating segment by segment instead of approaching the entire text as a single unit for analysis.

Translation, once solely the domain of human linguists, recently faces the prospect of automation via AI-powered systems. This case raises a crucial question: will AI replace translator jobs? In this short article, we investigate the potential transformation of AI in the field of translation, exploring the challenges and opportunities it presents for language professionals. From the rise of machine translation tools to the complexities of linguistic nuances, we navigate the nuances of this debate and consider the implications for the future of language services. Will translator jobs be totally replaced by AI? To answer it, let us take a look on the following discussion.

## **DISCUSSION.**

### **WHAT IS ARTIFICIAL INTELLIGENCE (AI)?**

There are some definitions of AI given by different experts. Kaplan in Tai (2020) defined AI as the technology that allows computers and machines to function intelligently. It is the machine that replaces human labor to work for humans to get a more effective and best result. Another definition is "a system" with the ability to correctly interpret external data, to learn from such data,

and to use those learnings to achieve specific goals and tasks through flexible adaptation. Moreover, in a very complete definition given by S.A. Gbadegeshin (2021), AI is defined as “*a “system,” not only a technology that can make use of data, learn by itself, and act on its lessons to perform assigned task (s) effectively and efficiently in any environment. This system must be trained initially (either by humans or another system). It can automate a process, direct itself, and continuously learn from its activities. It can also act appropriately, independently, and intelligently with little human input. It contains different forms of software and/or devices. It is created by humans. It is built on an understanding of existing phenomena, and it acts wisely based on its understanding.*”

Based on the definition given by the experts above, it can be concluded that AI is a machine translation tool system that is able to translate a huge amount of text in a short time appropriately, independently, and intelligently only with little input from humans; it must be trained first by humans and can only work based on its understanding.

## **KINDS OF ARTIFICIAL INTELLIGENCE**

If we look from the angle of function and ability, AI can be divided into two types: weak and strong versions. Weak AI is popular as narrow AI, which was created for specific purposes like identifying faces, searching the web like Siri, or driving autonomously. Strong AI, also known as Artificial General Intelligence (AGI), has the capability to understand any intelligent task that is enabled by human beings. Strong AI is a different perception of AI in that it can be programmed to be a human mind, to possess the ability to engage in whatever task is given, including having understanding, beliefs, and also some other cognitive ability related to humans (Tai, 2020).

## DIFFERENCES BETWEEN HUMAN TRANSLATION AND ARTIFICIAL INTELLIGENCE.

**Table 1 Comparison of Human Translation and AI Tool**

<b>No</b>	<b>Human Translation</b>	<b>Machine Translation/AI Tools</b>
	<b>Quality, Empathy and Cultural Awareness</b>	<b>Speed, Scalability, and Lower Cost</b>
1	Superior in quality and accuracy. A good human translation is fluent and natural, accurate and practical than machine translation, as it considers the many complexity of language, including grammar, syntax, and context.	Machine translation software is much faster and more efficient than human translation, this make it a favored option for businesses and organizations. AI tool carry out the task faster than professional human translators
2	Professional human translators bring empathy and cultural awareness that a machine impossible to handle. As humans, they can relate with an audience better when it comes to marketing or creative material. Specialized industries, such as law and medicine, it might necessitate the expertise of a certified legal translators to be acceptable in court.	AI tools frequently falls short when it tries to convey emotional and imaginative content. Machines have no real life experience with language, they also cannot grasp the meaning of figurative languages and slang. This can lead to silly mistake in some cases.
3	It produces higher cost than machine translation. It takes a longer time than	Machine translation cost cheaper than human

	machine can do since human need to rest while machine no need to.	translation. It also can work faster than human do.
4	Human translation tends to be more creative in expressing complex ideas and meanings, while AI is more limited in this regard.	Although AI is designed to produce accurate text, it is still possible for errors or mistakes to occur in translation, while human translations can have a lower error rate, depending on the ability of the translator.
5	A skilled translator possesses in-depth knowledge of their working languages, enabling them to tailor content for the intended audience and convey the appropriate connotations within the text's context.	AI would be highly flexible, simple to create, and able to be personalized according to specific need. When AI is employed, machine provide a diverse range of choice.
6	Human translation is aware of diverse cultural values. The values of each culture are related to language. Human translators are knowledgeable about the sensitivities associated with their languages' culture and they are trained to manage them appropriately	AI may have difficulty in translating cultural nuances and figurative expressions accurately, while human translations may be better at capturing nuance and figurative languages as they experience in using the language

**Source: Modified from**

<https://www.machinetranslation.com/blog/difference-between-human-and-machine-translation>

**and**

<https://blog.pangeanic.com/exploring-the-differences-between-human-translation-and-machine-translation>

The table above shows us any differences between human translators and AI tools. Those arguments were supported by some expert opinions stated in this article. To obtain information on whether AI can totally replace translators' jobs, we need some evaluation of both translation results based on experts. It would be very crucial to make a comparison between the machine translation, in this case AI with the human translation. The comparison can be done in terms of a deeper and more comprehensive textual level, starting with words, sentences, semantics, pragmatics, and discourse. By conducting those multilevel comparisons, we can gain an overall view of the quality of AI as compared with human translation.

Some experts believed that Artificial Intelligence tools failed in the form of accuracy in grammar, complex sentences, and the structure of semantic and pragmatic. This results in nonsensical errors in grammar and meaning processing. Some languages were translated more accurately than other languages, such as French to English (Shen 2010) and Italian to English (Pecorao 2012). The formal language has the features of detachment, accuracy, rigidity, cognitive load, and dense information (Heylighen and Dewaele, 2002; Li, H., 2014). Conversely, informal language has the features of flexibility, directness, implicitness, involvement, and less information.

*It is possible to draw the conclusion that Google translation is close to human translation at the semantic and pragmatic levels. However, at the syntactic level or the grammatical level, it needs improving. In other words, Google Translation yields a decipherable and readable translation even if grammatical errors occur. Google Translation provides a means for people who need a quick translation to acquire information. Thus, computers provide a fairly good performance at translating individual words and phrases, as well as more global cohesion, but not at translating complex sentences (Li, H., Graesser, A. C., and Cai, Z., 2015, P. 195).*

From that statement, it is understood that both AI tools and human translators have good performance in translating single words and phrases, but AI would experience difficulties in translating complex sentences. Moreover, Xiu, P., and Xeauyin, L.

(2018) implied that the translation quality system may be improved by developing more sophisticated methods or by imposing certain restrictions on the input. Input text may be written in a controlled language by restricting the range of vocabulary and avoiding homonymy, polysemy, and complex sentence structure. It needs to be done pre-edited with indicators of prefixes, suffixes, word division, phrase and clause boundaries, or even different grammatical categories.

In terms of nuance and figurative language, it is said that human translations would be better at capturing them, while machine or AI tools may have difficulty translating such expressions accurately. In connection with this statement, it is argued that a text that is translated both by human translators and AI tools has an environment. In other words, a text lies among contexts. Lubis (2013) stated that the context that is outside the text is called the cultural context. In the case of translating cultural contexts, it is problematic for machines. For example, an expression of figurative language that contains cultural context, such as "*to kill two birds with a stone*" and "*blood is thicker than water*," would produce error translation result which would confuse the reader's ability to grasp the meaning if it were translated by machine. A human, on the other hand, would produce better translation since a translator is a person who must know well the culture of the target text.

Moreover, cultural awareness can only be found in human translators, like the way they translate cultural equivalents. For example, the word *tulang* in Bataknese is translated into *uncle*, not bone. A cultural equivalent, on the other hand, is not an accurate equivalent because its meaning components might be a bit different from those of the source text. But, more complicatedly, the meaning of *tulang* in Batak means one's mother's brother, while *uncle* in English is one's mother's or father's brother. However, since they are equivalent in generic meaning, i.e., one's parent's brother, the word is sufficient as an equivalent. This specific case cannot be covered by AI tools.

## **CONCLUSION.**

Translation entails the mental process of expressing the significance of a provided linguistic text from one language to another. By that statement, it is obvious that even sophisticated technology exists in the field of translation; it still cannot replace translators' jobs since there are some cultural contexts and equivalences, figurative expressions, slangs, and others that cannot be covered by machines; only humans can understand the culture of each country. While technology has advanced in the translation studies field, human translators bring cultural nuances and specific contexts that machines often find difficult to grasp. Human superiority lies in their adeptness at cultural comprehension and sensitivity, attributes that technology can replicate. Thus, human translation will never be completely replaced by AI. To maintain the quality of translation results that AI cannot cover, translators should be familiar with the rapid change in technology. It would be very possible to work side by side with an AI tool. Keep getting new information about the evolving landscape of AI and translation technology, continuously upgrade language skills, and explore opportunities for collaboration with AI to get a better understanding of translation efficiency and quality.

In the future, based on the elaboration research outlined above, human translators will continue to be relevant in the field of translation. Their position cannot be replaced by AI. However, it is recommended that translators continue learning and keep working in collaboration with AI tools to speed up their jobs and make them more effective and efficient in terms of managing time. In that attempt, the role of human translators will not shift. Human translators might have a significant impact on the development of machine translation.



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# SYMBIOTIC LEARNING: HOW AI FACILITATES COEXISTENCE IN LANGUAGE, LITERATURE, AND LANGUAGE TEACHING

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## INTRODUCTION

In Indonesia, language teaching confronts a myriad of challenges and opportunities, ripe for exploration through the lens of symbiotic learning and AI facilitation. With its linguistic diversity spanning hundreds of languages across its islands, teaching Indonesian (Bahasa Indonesia) as a second language demands adept navigation of this multilingual terrain and a nuanced understanding of language interaction and influence. Moreover, Bahasa Indonesia itself exhibits variations across regions and social contexts, necessitating educators to address these nuances and guide learners towards proficiency in both formal and informal registers.

Furthermore, Indonesians frequently engage in code-switching and code-mixing between Bahasa Indonesia and regional languages or dialects in daily communication, moreover, in English language teaching. Recognizing these linguistic phenomena presents an opportunity for language teaching approaches to promote fluency by incorporating them into pedagogical practices. Additionally, language teaching in Indonesia intertwines closely with cultural norms and practices, underscoring the importance for educators to

integrate cultural elements into instruction to foster cultural competence among learners.

In tandem with these linguistic and cultural considerations, the increasing role of technology in education offers promising avenues for Indonesian language teachers. Leveraging AI-powered tools and platforms, such as chatbots for language practice, tailored language learning apps, and AI-driven content recommendation systems, enables educators to enhance language instruction, catering to the diverse needs of learners in this rapidly evolving linguistic landscape (Cingillioglu et al., 2024; Law, 2024a; Xiao et al., 2023). Moreover, AI's capabilities extend to assisting in language proficiency assessment and providing personalized feedback, thereby addressing individual learning needs and amplifying the effectiveness of language teaching programs (Li et al., 2023; Madanat et al., 2024; Zafar et al., 2024). Through a thoughtful exploration of these language phenomena and the integration of AI technologies, educators in Indonesia can adapt and refine their approaches to better meet the evolving needs of their diverse learners.

Symbiotic learning denotes a collaborative approach where humans and artificial intelligence (AI) systems work together harmoniously to facilitate the process of learning and knowledge acquisition (Alqahtani et al., 2023; Gitasaki, 2006; Kohnke et al., 2023; Law, 2024a; Wang et al., 2023). Rather than AI serving as a standalone entity or a replacement for human educators and learners, it functions as a partner, augmenting human capabilities. This collaboration emphasizes the sharing of tasks, with AI systems providing personalized assistance, feedback, and resources to enhance the efficiency and effectiveness of learning experiences. Crucially, symbiotic learning systems adapt to individual learners' needs and preferences, tailoring materials and activities accordingly based on data analysis of learner performance. This dynamic interaction forms a continuous feedback loop, where both humans and AI systems learn from each other, ultimately empowering learners with greater control over their learning process (Aisyafahmi, 2019). In essence, symbiotic learning represents a paradigm shift away from traditional views of AI in education. It emphasizes collaboration, augmentation, adaptation, feedback loops, and

learner empowerment. By leveraging the strengths of both humans and AI systems, symbiotic learning fosters enhanced learning outcomes and deeper understanding of complex concepts, thereby revolutionizing the landscape of education and knowledge acquisition.

## **AI APPLICATIONS IN LANGUAGE LEARNING.**

In the realm of language learning, AI has revolutionized education through personalized tutoring, adaptive learning platforms, immersive language practice tools, automated assessment and feedback systems, and intelligent resource recommendation systems. Personalized tutoring employs AI-powered chatbots or virtual tutors equipped with natural language processing (NLP) capabilities to engage learners in conversation, provide feedback on language usage, and offer targeted exercises. These systems adapt to individual learners' needs, pacing, and preferences, enhancing speaking and comprehension skills through interactive dialogue and tailored feedback (Muthmainnah et al., 2023).

Adaptive learning platforms dynamically adjust content and pathways based on learners' performance, delivering customized lessons to address specific learning objectives. By analyzing interactions, these platforms identify areas of strength and weakness, maximizing learning efficiency and retention of language concepts. Language practice tools, such as apps and simulations, provide immersive experiences that reinforce vocabulary, grammar, and communication strategies through role-playing exercises and simulated conversations with AI characters.

AI-driven assessment systems streamline language evaluation, offering immediate feedback on proficiency across skill areas like reading, writing, listening, and speaking. Through machine learning algorithms, these systems generate detailed performance metrics, aiding learners in identifying areas for improvement and tracking progress over time. Lastly, intelligent resource recommendation systems leverage data analytics to suggest relevant learning materials, enhancing learners' experiences with diverse and contextually appropriate resources. Overall, AI applications in

language learning harness machine learning, NLP, and data analytics to deliver personalized, adaptive, and immersive learning experiences, unlocking new opportunities for effective language acquisition for educators and learners alike.

#### Revolutionizing Language Learning

AI technologies have transformed language learning by offering personalized tutoring, adaptive learning platforms, and innovative language practice tools. These advancements cater to individual learners' needs, preferences, and learning styles, enhancing the effectiveness and efficiency of language acquisition. Personalized tutoring, for example, utilizes AI-powered chatbots or virtual tutors to provide tailored language instruction and feedback, enabling learners to progress at their own pace and focus on areas of difficulty.

#### Facilitating Language Acquisition

AI plays a crucial role in facilitating language acquisition across various aspects, including vocabulary, grammar, and pronunciation. Through AI-driven algorithms and natural language processing (NLP) techniques, language learning platforms can analyze learners' performance and provide targeted exercises and resources to reinforce language skills. For instance, adaptive learning platforms use machine learning algorithms to adapt content and difficulty levels based on learners' progress, ensuring optimal learning outcomes. Additionally, AI-powered pronunciation tools offer real-time feedback and correction, helping learners improve their pronunciation accuracy and fluency. Overall, AI's contribution to language acquisition is characterized by its ability to provide personalized and adaptive support, empowering learners to achieve their language learning goals effectively.

### **LITERATURE ANALYSIS AND AI.**

Literature analysis is a complex process that involves dissecting texts to uncover themes, motifs, character dynamics, and more. AI tools offer invaluable assistance in this endeavor through various techniques such as text mining, sentiment analysis, and automated interpretation.

## **Text Mining.**

AI-powered text mining tools sift through vast amounts of textual data to identify patterns, trends, and connections within literary works. By analyzing language usage, syntax, and semantic structures, these tools can extract key information and identify recurring themes, symbols, and motifs across multiple texts. Text mining enables scholars and researchers to uncover hidden insights and explore literary works from new perspectives.

## **Sentiment Analysis.**

AI-driven sentiment analysis tools analyze the emotional tone and sentiment expressed within literary texts. By examining word choice, context, and linguistic cues, these tools can categorize passages as positive, negative, or neutral and identify underlying emotions conveyed by characters or narrators. Sentiment analysis offers insights into the emotional dynamics of literary works, shedding light on character motivations, narrative arcs, and thematic elements.

## **Automated Analysis and Interpretation.**

AI technologies facilitate automated analysis and interpretation of literary texts, enabling rapid extraction of key information and the generation of insights. Natural language processing (NLP) algorithms parse and understand textual data, allowing AI systems to summarize plot structures, identify character relationships, and analyze narrative techniques. Automated analysis tools assist scholars and educators in generating annotations and interpretations, streamlining the research process, and uncovering new perspectives on literary works.

## **Potential for AI in Literary Appreciation.**

The integration of AI in literary analysis holds significant potential to transform how literary works are appreciated and understood, offering numerous benefits to scholars, educators, and enthusiasts alike (Calafato & Simmonds, 2022; Lim, 2024; F. Zhang, 2022). AI-powered analysis tools enhance efficiency and scalability in literary



studies by automating time-consuming tasks and enabling scholars to analyze large volumes of texts more quickly and comprehensively (Deryl et al., 2023; Fleckenstein et al., 2024). By automating tasks such as data collection, text processing, and pattern recognition, AI frees up scholars' time to focus on higher-level interpretation and analysis. This increased efficiency allows for a broader and more in-depth exploration of literary works, facilitating deeper understanding and appreciation.

AI-driven analysis tools generate insights and interpretations that may not be immediately apparent to human readers, enriching literary scholarship with new perspectives and discoveries. By leveraging advanced algorithms and computational techniques, AI systems can identify subtle patterns, connections, and thematic threads within literary texts, shedding light on previously unnoticed nuances and complexities (Chapinal-Heras & Díaz-Sánchez, 2023; Chiu, 2024; Pang et al., 2024). These insights contribute to a deeper understanding of literary works, enriching the literary discourse and fostering appreciation for their depth and intricacy.

AI technologies democratize access to literary analysis tools, making them more accessible to scholars, educators, and students worldwide. By providing automated analysis and interpretation capabilities, AI empowers individuals with varying levels of expertise to engage with and appreciate literary texts in new ways. This democratization of access promotes inclusivity and diversity in literary studies, enabling a broader range of voices and perspectives to contribute to the literary discourse. Additionally, AI-powered tools can assist individuals with disabilities by providing alternative means of accessing and interacting with literary texts, further enhancing inclusivity in the field.

AI-driven analysis tools can enrich the teaching and learning experience by providing interactive and engaging resources for students (Khalifa & Albadawy, 2024; Pang et al., 2024; Zhu et al., 2024). By incorporating AI-powered tools into curriculum design, educators can create immersive learning experiences that encourage exploration and critical thinking. For example, AI-powered annotation tools can help students analyze and interpret literary texts more effectively, while automated feedback systems

can provide personalized guidance and support. These interactive learning experiences foster deeper engagement with literary works, enhancing students' appreciation and understanding of literature.

So, the potential for AI in literary appreciation is vast and multifaceted, offering opportunities to enhance efficiency, generate new insights, promote accessibility and inclusivity, and enrich teaching and learning experiences. By harnessing the power of AI technologies, scholars, educators, and enthusiasts can unlock new avenues for exploration and interpretation, enriching the literary landscape and fostering a deeper appreciation for the richness and diversity of literary works.

### **AI in Language Teaching Pedagogy.**

The integration of AI technologies into language teaching pedagogy has opened up new possibilities for innovative and effective approaches to language education (Al-Khresheh, 2024; Law, 2024b; Moorhouse, 2024). By leveraging AI tools and techniques, educators can enhance student engagement, tailor instruction to individual learning needs, and promote language proficiency in diverse contexts.

The integration of AI technologies into language teaching pedagogy represents a transformative shift in the landscape of language education, offering educators a wealth of innovative tools and techniques to enhance student learning outcomes (Ou et al., 2024; Tayan et al., 2024; Z. Zhang & Huang, 2024). By harnessing the power of AI, educators can unlock new possibilities for personalized and effective language instruction.

AI tools and techniques empower educators to create dynamic and engaging learning experiences that resonate with students on a deeper level. Through interactive platforms and adaptive learning algorithms, educators can customize instruction to cater to the individual needs, interests, and learning styles of each student (AlShaikh et al., 2024; Lee et al., 2024; Shamsuddinova et al., 2024). This tailored approach not only fosters greater student engagement but also ensures that learning activities are relevant, meaningful, and impactful.

Moreover, AI-driven language teaching pedagogy transcends traditional classroom boundaries, providing students with opportunities to immerse themselves in authentic language contexts and real-world scenarios. By leveraging AI-powered virtual environments, language learners can engage in immersive language experiences that simulate authentic communication settings, such as conversations with native speakers, cultural exchanges, and role-playing scenarios. These virtual experiences not only enhance language proficiency but also promote cultural understanding and intercultural competence.

Furthermore, AI technologies enable educators to assess student progress more accurately and efficiently, providing valuable insights into individual learning trajectories and areas for improvement. Through automated assessment tools and data analytics, educators can monitor student performance, track learning outcomes, and tailor instructional interventions to address specific learning needs. This data-driven approach empowers educators to make informed instructional decisions, optimize learning resources, and maximize student achievement.

In essence, the integration of AI technologies into language teaching pedagogy represents a paradigm shift in education, offering educators unprecedented opportunities to revolutionize the way languages are taught and learned. By leveraging AI tools and techniques, educators can create dynamic, personalized, and effective learning experiences that empower students to achieve language proficiency and thrive in today's interconnected world.

### **Innovative Pedagogical Approaches.**

AI technologies enable the development of innovative pedagogical approaches that engage learners and facilitate language acquisition (Al-Khresheh, 2024; Brown & Wen, 1994; Dai, 2024; Fleckenstein et al., 2024; Jong, 2023). One such approach is gamification, where language learning is transformed into a game-like experience, incorporating elements such as challenges, rewards, and progression systems to motivate and incentivize learners. Gamification fosters active participation, problem-solving skills, and

collaboration among students, making language learning more enjoyable and effective.

AI technologies have paved the way for the creation of innovative pedagogical methods that captivate learners and expedite language acquisition. Among these approaches, gamification stands out as a particularly impactful strategy. (Gunness et al., 2023) reimagine language learning as a playful and immersive experience, borrowing elements from games such as challenges, rewards, and progression systems to motivate and engage learners.

In a gamified language learning environment, students are propelled by a sense of adventure and accomplishment as they navigate through various tasks and activities. Challenges are presented in the form of quests, puzzles, or interactive exercises, each of which is designed to reinforce language skills and concepts. As learners overcome these challenges, they are rewarded with points, badges, or other incentives, providing immediate feedback and recognition for their achievements.

The gamified approach to language learning fosters active participation and engagement among students, encouraging them to immerse themselves in the learning process. By transforming language practice into a game, learners are motivated to invest time and effort into mastering language skills, resulting in improved retention and proficiency. Additionally, gamification promotes the development of critical thinking, problem-solving, and collaboration skills as students work together to overcome obstacles and achieve common goals.

Furthermore, gamification creates a sense of community and camaraderie among learners, as they collaborate, compete, and celebrate their progress together. This social aspect of gamified language learning enhances motivation and encourages peer support, fostering a positive and inclusive learning environment. Overall, gamification makes language learning more enjoyable, interactive, and effective, empowering learners to achieve their language learning goals with enthusiasm and confidence.

Another innovative approach is interactive storytelling, where AI-powered storytelling platforms engage learners in immersive narratives that adapt to their responses and choices. Through

interactive storytelling, learners practice language skills in context, develop narrative comprehension abilities, and engage in meaningful language use within authentic scenarios.

Virtual classrooms powered by AI technologies offer opportunities for synchronous and asynchronous language learning experiences, connecting learners and educators in virtual environments. Virtual classrooms provide flexibility, accessibility, and interactivity, enabling collaborative learning activities, real-time feedback, and personalized instruction tailored to individual learning styles and preferences.

### **BENEFITS AND CHALLENGES.**

The incorporation of AI in language teaching pedagogy offers numerous benefits, including:

#### 1. Personalization.

AI technologies enable personalized learning experiences tailored to individual student needs, preferences, and learning styles. By analyzing student data and behavior, AI systems can adapt instruction, provide targeted feedback, and recommend customized learning pathways, maximizing student engagement and achievement.

#### 2. Efficiency.

AI streamlines administrative tasks, grading, and assessment processes, saving educators time and effort. Automated grading and feedback systems provide immediate, consistent, and detailed feedback to students, allowing educators to focus on instructional planning, intervention, and support.

#### 3. Accessibility.

AI-powered tools promote accessibility and inclusivity by accommodating diverse learning needs and abilities. Assistive technologies, such as speech recognition software and text-to-speech applications, support students with disabilities, learning differences, or language barriers, enabling them to participate fully in educational activities.

#### 4. Enhanced Learning Experiences.

AI enriches learning experiences with interactive and immersive technologies, such as virtual reality, augmented reality, and interactive simulations. These technologies engage students in hands-on, experiential learning, fostering creativity, exploration, and critical thinking skills.

#### 5. Data-Driven Decision Making.

AI analytics provide educators with valuable insights into student progress, performance trends, and learning outcomes. By analyzing large volumes of data, AI identifies patterns, correlations, and areas for improvement, informing instructional decisions, curriculum design, and intervention strategies.

### **Challenges.**

#### 1. Technical Complexity.

Implementing AI technologies requires technical expertise, infrastructure, and resources, which may be challenging for educators and institutions with limited technology proficiency or funding. Technical issues, such as software glitches, compatibility issues, and connectivity problems, can disrupt teaching and learning activities.

#### 2. Privacy and Security

AI systems collect and analyze vast amounts of student data, raising concerns about privacy, security, and data protection. Educators must ensure compliance with privacy regulations, such as the Family Educational Rights and Privacy Act (FERPA), and implement robust security measures to safeguard sensitive information from unauthorized access or misuse.

#### 3. Bias and Fairness.

AI algorithms may perpetuate biases and inequalities present in educational systems, such as racial, gender, or socioeconomic disparities. Biased data, algorithmic biases, and lack of diversity in AI development teams can lead to unfair outcomes, discrimination, and inequitable access to educational opportunities.

#### 4. Ethical Considerations.

AI raises ethical questions related to autonomy, transparency, and accountability in educational decision making. Educators must consider the ethical implications of AI-driven automation, algorithmic decision making, and data-driven interventions, ensuring that AI technologies align with ethical principles, educational values, and student well-being.

#### 5. Resistance to Change.

Some educators and stakeholders may resist adopting AI technologies due to concerns about job displacement, loss of autonomy, or fear of technology replacing human interaction and expertise. Overcoming resistance to change requires effective communication, professional development, and collaborative planning to demonstrate the benefits of AI in enhancing teaching and learning outcomes.

While AI offers numerous benefits for teaching pedagogy, such as personalization, efficiency, accessibility, enhanced learning experiences, and data-driven decision making, it also presents challenges related to technical complexity, privacy and security, bias and fairness, ethical considerations, and resistance to change. Educators must navigate these challenges thoughtfully and responsibly to maximize the potential of AI in supporting student success and promoting equitable and inclusive education. Despite these challenges, the integration of AI in language teaching pedagogy has the potential to revolutionize language education, offering personalized, engaging, and effective learning experiences that empower students to achieve proficiency and fluency in their target languages. By leveraging AI technologies, educators can unlock new opportunities for innovation, collaboration, and student success in language learning.

## **CONCLUSION.**

In conclusion, the exploration of Symbiotic Learning: How AI Facilitates Coexistence in Language, Literature, and Language Teaching reveals a landscape rich with promise and potential. Across language teaching, literature analysis, and pedagogy, AI technologies have emerged as transformative tools reshaping the

educational experience. In language teaching, AI's capacity for personalized tutoring, adaptive learning platforms, and immersive language practice tools holds the promise of tailored instruction, enhanced engagement, and accelerated proficiency. Moreover, AI-driven analysis and interpretation in literature offer new avenues for understanding and appreciating literary works, generating insights that enrich scholarly discourse and broaden perspectives.

In pedagogy, the integration of AI enables innovative approaches such as gamification, interactive storytelling, and virtual classrooms, fostering dynamic and inclusive learning environments. Despite the challenges of technical complexity, privacy concerns, and ethical considerations, the benefits of AI in enhancing efficiency, accessibility, and learning outcomes are undeniable. As educators navigate this evolving landscape, careful consideration of ethical implications, equitable access, and student-centered approaches is paramount. By embracing Symbiotic Learning and harnessing the power of AI, educators can cultivate a future where technology and humanity coexist harmoniously, enriching the educational experience and empowering learners to thrive in a rapidly changing world.



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## RECONCEPTUALIZING TEACHERS' PROFESSIONAL IDENTITY IN THE DIGITAL ERA

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### INTRODUCTION.

How an instructor demonstrates professionalism is a key component of professional teaching. Nevertheless, instructors have never before presented a professional teacher or professionalism model. Effective instructors perform the essential responsibilities of boosting student learning quality. To be effective, the instructor must exhibit professional teaching. Similarly, professional teaching is directly related to how the instructor demonstrates professionalism. However, teachers have never offered a model of a professional educator or professionalism previously (Stronge & Tucker, 2000). Occupational professionalism illuminates practitioners' self-control and expectations, as well as the internal power of participants in each professional discourse, whereas organizational professionalism requires consistency through administrative restrictions (Evetts, 2011).

According to Evans (2011), professionalism consists of behavioral, attitudinal, and cognitive elements. According to Evans, a teacher's ideas, perceptions, and beliefs shape their attitude, which influences their behavior. It portrayed the features, activities, and attitudes of excellent instructors intriguingly. This list includes functioning as a teacher, possessing classroom management and

organization skills, directing and implementing instruction, and analyzing student progress and potential. In education, lists of professional teacher characteristics have been developed, focusing on the need for successful educators as influenced by various factors. Shulman (1987) was the first to highlight the relevance of the knowledge bases of professional instructors. Subject matter knowledge, generic pedagogy, learners, educational goals, curriculum, school settings, and the application of pedagogy based on the specific content area are the seven categories of essential knowledge.

The digital transition is altering Asian education and society. As a result, new technical and soft skills are increasing relevance in the education market and as a means of full social participation. Consequently, conventional roles, content, and education methods are being questioned, and education must now prepare students for new duties and roles in the job market. In addition, today's adults require reskilling and upskilling possibilities to meet tomorrow's challenges. Given the importance of technology and professionalism in teaching English as a foreign language in the internet world, there is a need for in-depth research on the professional identity of English teachers included in teacher education programs.

## **TEACHERS' PROFESSIONAL IDENTITY IN THE DIGITAL ERA.**

Identity refers to a person's sense of self and awareness, which may be communicated through the stories a person tells. It also tells about how teachers are projected and received by others (Miller, 2009). A review of the range of identity-related themes reveals that forming one's identity is a crucial component of personal growth and development.

Individuals can accept, diminish, reject, or reinforce the traits. The sociocultural approach views professional identity as an active process of phenomenological self-construction within the flow of past and present daily actions. While teaching is debatable, it unquestionably possesses significant professional characteristics (Schimank, 2015). Many professionals feel they should be members of their institutionalized collective, and what they do daily makes up



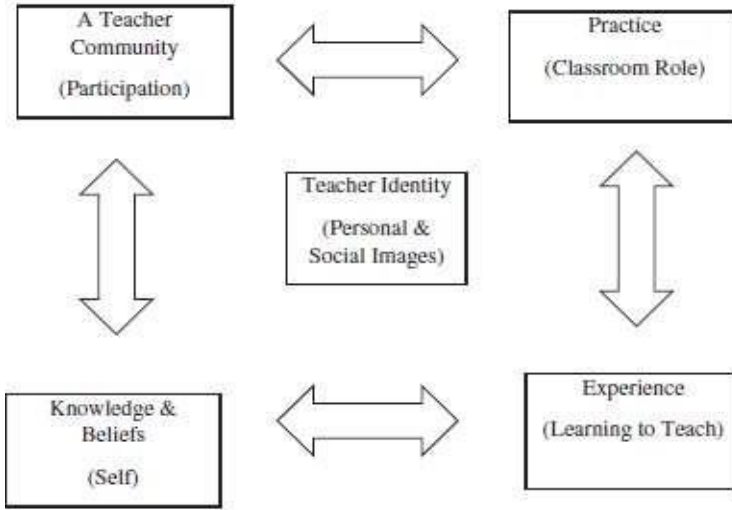
their professional identity. When either self-image or role is altered, the ensuing mismatch between them demands a process of identity building to realign them.

Teachers' professional identities are changing dramatically in the digital age. Teachers' identities have always been shaped by their physical presence and interactions in the classroom, but these days, digital tools have a bigger impact. Teachers' perceptions of their duties and professional development are altered by these technologies, in addition to the way they offer content.

With the introduction of digital tools and platforms, the classroom has become more expansive and virtual, requiring educators to learn new skills. This change requires double attention: being proficient with technology and comprehending the educational ramifications of those tools. These days, educators need to be skilled at incorporating digital tools into their lesson plans, such as educational apps, interactive software, and online collaborative platforms. Their identity is impacted by this integration because it presents them as lifelong learners who adjust to changing educational

In multiple institutional contexts, including preservice and in-service teacher education programs, the creation, reconstruction, and development of teacher identities are intrinsically social processes. Due to the three fundamental aspects of professional identity, discontinuity, and social nature, defining teacher identity is difficult, particularly regarding how teacher identity influences their schooling (Beauchamp & Thomas, 2009).

Academics have claimed, in defining teacher identity, that building teacher identity involves personal and professional aspects of becoming and acting as a teacher. Other researchers, however, claimed that the construction of teacher identity is connected to the personal and professional aspects of individual voices and community discourses that produce personal worlds and individual voices (Sfard & Prusak, 2005). Consequently, understanding teacher identity should start with the communities and the experiences teachers have had in the communities. Based on the initial concept, the domain of teacher identity could be illustrated below:



**FIGURE 5. THE DOMAIN OF TEACHER IDENTITY.**

Figure 5 represents some domains that interact and reciprocate teacher identity formation. Joining a teacher community, teaching practice, learning to teach, and reflecting on knowledge and beliefs are the major domains that contribute to the formation of personal and social images. The complexity of each domain would influence the strength of the teacher's identity as an individual.

Regarding professionalism among the primary qualities of a professional teacher, McBer (2000) identified responsibility, certainty, dependability, and respect as the primary elements of teachers' professional identity. Responsibility, autonomy, and expertise are the three most important facets of professional identity (Hoyle & John, 1995). The primary subcomponents of professional identity were hypothetical and practical competence, autonomy, ethics, available help, and discipline (David, 2000).

As detailed in the literature, professional identities are dynamic, multifaceted, socially negotiated, contextual, and developmental, among several other characteristics (Whiteman et al., 2015). Unlike the notion of a singular self-concept, professional identities are not static. Instead, they alter as the environment, job expectations, and

the person evolve. Investigations have demonstrated that the process of constructing one's professional identity includes a type of learning trajectory in which identities are modified, changed, and eventually discarded. Individuals tend to gravitate toward concentration rather than dispersion because interpersonal groupings provide a degree of consistency. As was previously said, constructing a teacher's professionalism is a continuous process, including the fusion of the personal and professional facets of becoming and working as a teacher.

Teachers bring themselves into the class, and professional identities impact their choice over what must be included in their daily routines. Therefore, teachers' professional identities play a crucial role when deciding which of the numerous policies clamoring for their attention will be handled. This decision makes a compelling argument for providing teachers with the ability to review their current knowledge and impacts on identity and will further develop these via professional development that gives chances for learning and the development of the agency.

Teachers' professional identity is equally crucial to the TPACK concept in the digital era. Drossel & Eickelmann (2017) analyzed specific technological skills that a preservice teacher must master. The findings indicated teachers' computer use frequency, ICT self-efficacy, and emphasis on teaching relevant ICT skills as potential background determinants for forming professional identities.

## **CONCLUSION.**

The digital era has made learning easier to connect, which allows educators to engage in international learning communities. Their identity is reshaped, and their professional development is enhanced by having access to a wider peer network for exchange and collaboration. Teachers now belong to a wider, more connected community that shapes their teaching beliefs and practices rather than being confined to their institutions.

Autonomy and agency are also called into question by the way digital technology and teachers' professional identities interact. There is a chance that the teacher's position as the main learning

facilitator will be diminished with a greater reliance on educational technologies. Personalized learning experiences and increased authority can be achieved through the appropriate use of digital tools, which strengthens the teacher's professional identity. In conclusion, by extending their roles, competencies, and networks, educators in the digital age have completely reinterpreted what it means to be a professional persona. Teachers must traverse this terrain while striking a balance between pedagogical integrity and technological proficiency in order to effectively shape their identities in accordance with the needs of modern education.

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## TEACHERS' VARYING THE TEACHING TECHNIQUES BASED ON CONTENT BASED MODALITY

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### INTRODUCTION.

Everybody learns differently and prefers to use different methods to learn. To perform better in the classroom, it is imperative to understand a specific learning type and how to best satisfy its needs. Students may be shocked to learn how well they can succeed in the classroom, even in areas that they previously deemed challenging,

once they have identified their learning style and found the appropriate resources to support it.

Learning styles refer to “an individual's natural habitual and preferred ways of absorbing, processing, and retaining new information and skills.” (Kinsella, 1995). Regardless of the material that the students the students are attempting to learn or the mode of education that they receive, these styles appear to endure. The students may or may not be aware of their preferred methods for taking in, analyzing, and remembering new knowledge and abilities. Consequently, learning styles describe the differences in the ways that people absorb and process knowledge. In essence, a student's preferred strategy for acquiring and applying knowledge in a certain way is determined by their learning style. There are three fundamental learning styles, according to the majority of specialists. Every person may have a single style or a mix of various learning styles. Most of the time, a learning style's traits are even discernible from a young age.

There are three categories of learning styles, according to Connell (2005): kinesthetic, auditory, and visual. A student's preferred method of learning a course or their preferred method of learning is essentially what learning styles, also known as learner preferences, address. In the classroom, learning styles play a significant role in both teaching and learning, according to certain education professionals. Some people disagree, arguing that teachers shouldn't be required to classify students based on their learning styles because they no longer accurately reflect their preferences. There are several ways in which students' modality enhances teachers' instruction. Although it is easy to assume that this is because of a student's preference, the appropriate modality for the topic is responsible for the effect. As a result, modifications in pupils' mental activity are nearly always accompanied by learning from these activities.

Learning styles have a significant impact on students' learning behaviors and academic success in the classroom (Keefe and Ferrell, 1990). When learning difficulties arise in the classroom, they are usually connected to the kind and degree of cognitive processes needed to acquire the subject matter. Chuah Chong-Cheng (1988)

made a similar argument, arguing that each person's learning style is unique and vital in academic contexts. It is corroborated by David Kolb, who points out that it is more effective for the school to create curricula based on students' learning preferences so that all types of students have a starting point to connect with the material and can then start to push their learning capabilities in learning modes that they do not prefer. Remember that learning can occur in any form, correct or wrong.

Since every person is different, there are benefits and drawbacks to each learning style. Comprehending one's learning style can facilitate learning and increase productivity. By providing them with knowledge of various learning styles and memory approaches, students can better align themselves with the most efficient and effective learning strategies for themselves. The teachers can discover which study strategies the students respond to the most favorably and which ones are least successful by using this information. They can achieve more academic achievement by making the most of the most efficient study strategies, which will also help them get the most out of study sessions.

A lot of people are aware that distinct learning styles and methods are preferred by diverse people. Individuals' common learning styles are grouped. Each person learns differently. A dominant learning style may be discovered by some individuals who use the other forms much less frequently. Individuals could discover that their approaches vary depending on the situation. There's no perfect combination. Furthermore, styles are flexible. In addition to refining their already-mastered styles, trainees can also acquire proficiency in less prevalent genres.

It is somewhat new to use learning styles in education. Education professionals have just lately begun to appreciate the value of this method. The majority of the teaching techniques utilized in traditional education were linguistic and rational. Additionally, it only employs a few teaching and learning strategies. For reinforcement and review, many schools still use classroom and book-based instruction, a lot of repetition, and stressful assessments. As a result, people who employ these methods and styles of learning are frequently referred to as intelligent. Less

preferred learning styles sometimes land students in inferior classrooms with disparaging labels and occasionally worse instruction. Positive and negative spirals that support the idea that one is "smart" or "dumb" can result from this. Through the recognition and comprehension of learning styles, students can employ strategies that are more appropriate for them. Learning gains velocity and quality as a result.

## **MATERIAL AND METHODS.**

The research method used here is qualitative. Using descriptive qualitative analysis, the author examined the data after they had been gathered and evaluated. All of the written material was connected in this phase by the author. Following that, an inductive approach was used to reach a generalized conclusion from a simple one.

## **RESULTS AND DISCUSSION.**

Differentiating instruction for students according to their learning styles can help them retain the material in a class. Depending on what is most challenging for them or what is easiest for them to learn, students can be taught according to this stage of differentiation. For example, some students may learn best by reading about a topic or by practicing reading, while others may learn best by listening or by manipulating objects related to the topic. The teacher may choose to use any available techniques or resources to communicate the information in a variety of ways. To offer learning possibilities, many educators exploit areas of multiple intelligences.

According to Levy (2008), all teachers have implemented differentiated teaching in some capacity since they first entered the classroom. By offering students additional time to complete assignments, letting them select what to read, and using a variety of assessment methods and other strategies, teachers can diversify their instruction. To make classrooms more responsive to students' needs, teachers should differentiate instruction more methodically. This statement also supports the use of students' learning styles in the classroom.

By contrast, Hayes and Allinson (1997) argue that when teachers assign assignments that are not aligned with the learning styles of their students, it can help students acquire the skills needed to handle a variety of learning requirements. Students' comprehension of studying the course information is therefore not significantly affected by exposing their preferences during the learning process. Further research on the impact of learning environments and learning styles on distance learning students in the physiotherapy department was conducted by Daniel, Price, and Merrifield (2002). Their findings indicated that while students may vary in their aptitude for various modalities, learning environments (interactive TV and computer-assisted instruction) did not affect academic achievement.

The impact of learning style self-awareness on the choice of learning tactics and the growth of students' comprehension processes in comprehending the materials that teachers have taught them is the subject of another study conducted by Werner (2003). His study's conclusions demonstrate that the learning kinds (strategies) that the participants selected based on their learning styles were not the best ones. This finding indicates that applying a specific approach, method, or technique at the right time and location matters more than just choosing a style to utilize when designing learning spaces. There are strengths and drawbacks associated with each learning style, and while some kids can learn using multiple methods, others may only be proficient in one or two.

As such, learners who use more than one learning method typically receive more and higher marks than those who just use one. Therefore, having a successful teaching strategy is crucial for educators, and they can assess the unique needs and characteristics of their pupils by creating an educational approach that takes into account the variety of learning styles. Although this theory offers the hope of optimizing each student's learning by designing distinct lessons for each type of learner, it also contradicts the notion that students learn best when content is presented in their preferred modality, makes sense, and is supported by classroom experiences.

The optimal modality for the content is crucial because, while some memories are retained as visual and aural cues, the majority

of memories are retained in terms of their meaning. Moreover, the many mental representations that are auditory, visual, and meaning-based cannot be substituted for one another. It's likely true that students' visual and auditory memory skills vary, but in most cases, this doesn't matter in the classroom. It is nearly always the goal of educators to have their students remember meaning rather than appearance or sound. The pupil must take in and retain the meaning of the material, whether it is delivered visually or audibly. A precise visual or audio depiction is useful for a select few sorts of materials. Thus, students' superior memory in a specific modality does not give them an advantage just because the material is presented in their preferred modality because the mind uses different representations to store different types of information and they cannot be substituted for each other.

Learning style gives the teachers an easily understood way to think about the differences among students, and it offers an easy adjustment to teaching practice, which may provide a boost to students who are struggling. Furthermore, everyone else believes it. Although false, the truth of modality theory has become "common knowledge," and most teachers would not believe the theory if it did not seem consistent with their own experience.

Using the best modality for the topic has numerous significant consequences for instructors. First, student differences are not a concern for teachers. Second, while learning styles influence learning, this influence is constant across all students and isn't contingent on personal preferences. Thirdly, a modality's innovation might offer a welcome change of pace that helps pupils focus on the course again. Fourth, while visual aids like images help students recall information better and are a useful memory-boosting technique, having a strong visual memory does not automatically translate into a better memory for meaning. Pupils who report particularly vivid visuals do not appear to perform any better than those who describe images of lower quality when it comes to visual memory exercises.

## **CONCLUSION.**

In summary, the researchers think that teachers should focus on the best modality for the material rather than the best modality for the students since it counts for learning whether the students are taught based on meaning, not their preferences. Although there are options for students regarding how they learn, there are other aspects of their skills, interests, and past knowledge that need to be taken into account to teach and learn the material. By regularly assessing the strengths and shortcomings of their pupils, teachers can continuously modify their teaching methods in the classroom. In addition to carrying out a continuous process of identifying the needs of their pupils, educators should keep giving the subject material to them in the most appropriate way.

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## **READING LOG AS A RECORDING AND REFLECTION TOOL IN EXTENSIVE READING**

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### **INTRODUCTION**

Foreign language education continues to evolve, especially in the teaching and learning of English as a foreign language (EFL). One aspect that attracts attention is the development of EFL students' reading skills. Reading is a critical foundation in language exploration, which brings an increase in linguistic skills as well as cultural insight. This key opens up a wider world of knowledge and a deep understanding of a language beyond simple communication skills. Birjandi and Noroozi (2008) stated that mastering reading skills is essential for students who want to learn a second or foreign language because this is the main foundation in the targeted language learning process.

By practicing reading skills, students can develop vocabulary, grammar, and a thorough understanding of the language they are learning. A solid reading foundation is critical to acquiring fluent and convincing language skills. In addition, reading activities help students gain a deeper understanding of sentence structure and patterns in language, which are crucial elements in communicating effectively. Moreover, through reading, students can also experience first-hand original texts and authentic materials, deepening their

understanding of the culture and context in which the language is used in real time.

Fitria (2023) also explained that reading is a journey to understanding, where the reader strings the meaning of the symbols engraved in the text to convey a message. As the readers explore the pages, they combine the information from their previous knowledge or experience, building a fabric that connects the two worlds. By exploring and reading widely, students can enrich their vocabulary and deepen their understanding of language more complexly. The impact increases confidence in communicating and hones the ability to convey messages more smoothly and precisely in various situations.

Extensive reading involves reading large amounts of relevant and exciting material and has been recognized as an effective strategy for improving students' language comprehension and vocabulary (Fitria, 2023). However, challenges arise in motivating students to do extensive reading outside of the classroom environment. Although it has proven beneficial, inspiring students to participate in extensive reading activities can be challenging for teachers. Motivating them to explore a variety of materials outside the curriculum requires innovative strategies and strong encouragement. By facing these challenges, educators can drive improved language comprehension and student vocabulary development through extensive reading. One effective approach is to provide a selection of reading materials so that students can choose works that match their interests. In addition, setting clear goals and monitoring progress can help keep students' morale up and maintain their dedication to reading practice.

Keeping reading notes is valuable for tracking reading progress for learners of English as a Foreign Language (EFL). By taking notes on books read, vocabulary learned, and improved comprehension skills, teachers can adapt their teaching approach more effectively to meet the individual needs of each student. This approach is not only motivating for reading but also provides a clear way to evaluate progress over time. Taking notes also helps students set and achieve their reading goals, fostering a sense of accomplishment and encouragement. Periodically ruminating on reading notes with

students can also spark conversations about their reading preferences and habits, enriching their language learning experience.

Reading logs has become a topic of interest in second language education, especially for students studying English as a foreign language (EFL), for instance, Dincer (2020) and Riqza & Hafizh (2013). In this context, the extensive reading approach has received significant attention as a strategy to improve the reading ability of EFL students. As a note-taking and reflection tool, the reading log is emerging as a promising instrument for facilitating effective reading learning and as a reflective tool. This paper explored the use of the reading log in the context of extensive reading in English language learning.

## **EXTENSIVE READING AND ENGLISH LEARNING.**

Many students see reading as a significant challenge in learning English for specific reasons that make it less desirable for them (Pongsatornpiat, 2022). Despite the vital ability to read in mastering the language, many students struggle in this regard while in English class. Some find reading time-consuming, complicated, or even less exciting, so they are less motivated and engaged in classroom learning. Improving reading skills takes consistent practice and a variety of reading materials. Teachers are essential in helping students by providing exciting and appropriate reading material, implementing strategies to increase understanding, and creating a supportive learning environment.

Reading diverse texts through extensive reading is vital to gaining English proficiency (Alzu'bi, 2013; Khadidja, 2016; Man, 2023). Learners engage with different vocabulary, grammatical structures, and writing styles during this process. From novels to articles, they hone their reading comprehension skills and dive deeper into language. This approach enriches linguistic skills and fosters critical thinking, creativity, and cultural understanding. By immersing themselves in this activity, learners train themselves in real-life situations, building fluency and confidence in English. Furthermore, it extends new knowledge and perspectives in various subject areas through multiple genres and topics. Overall,

exploration through reading not only improves language skills but also broadens the horizons of knowledge. By permeating various texts, learners hone their language skills and gain valuable insights into different cultures and perspectives.

The extensive reading approach has become a significant focus in teaching English as a foreign language (Bamford & Day, 2004). Through comprehensive and continuous reading, students can improve their understanding of language structure (Nişancı, 2017; Rezaee & Nourzadeh, 2011), vocabulary (Liu & Zhang, 2018), and natural contexts. It also contributes to developing better reading skills and overall language acquisition (Delfi & Yamat, 2014). Extensive reading emphasizes regular and diverse reading and is becoming popular in teaching English as a foreign language. Students can improve their fluency and understanding of the language by imagining themselves in different text genres. More than just enriching vocabulary and understanding language structure, it also encourages a deeper respect for language and cultural richness. In addition, reading widely allows students to discover how language is used in everyday life, helping them understand the natural context of words and phrases. Moreover, this approach can also improve students' critical thinking skills as they interact with different texts and points of view.

### **READING LOG AS A RECORDING AND REFLECTION TOOL.**

In this ever-evolving world, reading has an increasingly important role in life. Not only as a source of knowledge, reading also opens the door to unlimited imagination and expands one's view of the world. However, often, readers get caught up in the daily grind and other activities, making it difficult to monitor and reflect on what has been read. This is why the importance of having a recording and reflection device for reading, such as a reading log, must be considered. Reading logs are not just a record of the books that have been read but also a reflection of the reader's intellectual and emotional journey. By recording and reflecting on what has been read, readers can better understand and appreciate each literary experience gained.

A reading log is more than simply a reading voyage; it is also a writing experience (Riqza & Hafiz, 2013). It bridges them and the literary world, bringing their background knowledge to life and introducing ways for overcoming obstacles in setting, narrative, plot, characters, and themes. Students share their difficulty with difficult words, map the path of their reading journey, and discuss problems encountered.

A reading log is a very useful tool for keeping track of the books that have been read and reflecting on a reader's reading comprehension and experience. By taking such notes, one can track the progress of their reading and find patterns that may have been missed. It can also help evaluate reading preferences and create a list of recommendations for the future. Using a reading journal not only enlivens the spirit of reading but also invites students to explore the world of literacy more deeply. Although some posit that recording every reading can be a burden, this practice helps keep track of their literary journey and boosts broadening horizons (Salsabila et al., 2021).

As note-taking and reflection tools, reading logs have emerged as a promising solution for increasing student motivation to read (Wigati, 2018). By using the reading log, students are expected to record their reading experience, reflect on their understanding of the text read, and develop problem-solving skills in reading. Reading logs can be beneficial as a reflection tool for extensive reading. This allows readers to systematically reflect on their understanding of the various books they have read. By writing about their themes, characters, messages, and personal reflections, readers can dig deeper into their reading experiences and make connections between different books. It helps broaden horizons and supports better literacy development. In addition, reading logs can also help identify reading patterns, preferences, and considerations for future reading, allowing readers to become more aware and skilled readers.

There are several advantages to the use of reading logs for extensive reading. One of them is recording progress. With a reading log, readers can keep track of the books they have read and the number of pages they have browsed. It helps monitor progress



and achieve one's reading goals. In addition, reading logs can also be used to reflect on understanding. The notes in the reading log allow the reader to reflect on their reading knowledge. Readers can write about themes, characters, and messages from each book. Readers can also find reading patterns by extensively utilizing reading logs in the reading process. Looking back at the notes in the reading log, one can see patterns one may not have noticed before, such as the most preferred genre or favorite author. Additionally, it can help in evaluation. The reading log allows the reader to evaluate his/her reading preferences and determine if any areas need improvement or further exploration.

Besides the advantages, reading logs also has several disadvantages. One of the disadvantages is that it takes time. Creating and updating reading logs takes time and dedication. Some people may find it challenging to fill out these notes consistently. In addition, reading logs can also interfere with the reading process. For some people, stopping the reading process to take notes can disrupt the flow and preoccupation with reading. Reading logs are also considered inflexible. Having a reading log can feel limiting for those who prefer to read spontaneously and without pressure. This can make reading feel like a chore rather than a hobby. Moreover, reading logs can also be suitable for some students. This approach may only be ideal for some. Some people may find other, more effective ways to reflect on their reading comprehension without taking regular written notes.

Recording reading progress using reading logs has become a common practice in education. While adherence to structure and recording in the reading log may benefit some students, others find other approaches more suitable to improve their reading comprehension. Therefore, the use of reading logs must be adjusted to the needs and preferences of each student. Some prefer to engage in discussions or create visual representations to deepen their understanding of the material. Consequently, educators must provide students with various options to choose methods that support their learning styles and individual preferences. Whether or not to use a reading log depends on each individual's preferences

and reading style. The most important thing is to find the most suitable and personally beneficial method.

## **CONCLUSION.**

The use of reading logs in extensive reading offers excellent potential for improving the reading skills of EFL students and strengthening their involvement in the English learning process. An effort to record reading progress through the reading log has become an established practice in teaching English as a Foreign Language (EFL), serving as a reflection and guide for learning progress. While it has great potential to improve reading skills and student engagement levels, its success is often hampered by a lack of consistent use among EFL students. Understanding the purpose of using reading logs and tailoring them to students' preferences may be vital to optimizing their benefits in the English learning process. In addition, providing clear direction and feedback on using a reading log can help ensure that students understand its importance and are motivated to use the tool regularly.

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