

TEACHING PARADIGM SHIFT IN POST-METHOD ERA:

Various Perspectives on Education and Language Learning

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FOREWORD

In the unveiling of "Teaching Paradigm Shift in Post Method Era: Various Impacts on Education and Language Learning," we find ourselves at the threshold of a transformative journey—a collective endeavor born from the tireless dedication of editors, authors, and contributors alike.

This book stands as a testament to the unwavering commitment of individuals who have devoted countless hours to crafting a tapestry of knowledge and insight. From the meticulous planning of chapters to the scholarly rigor applied in research and writing, each page reflects the collective wisdom and passion of its creators.

As we embark on this literary odyssey, we acknowledge the invaluable contributions of editors who have shepherded this project from conception to fruition. Their vision, guidance, and unwavering support have been instrumental in shaping the narrative arc of this volume, ensuring its relevance and impact in the field of language education.

To our esteemed authors, we extend our deepest gratitude for sharing their expertise, experiences, and perspectives with candor and clarity. Their contributions illuminate the diverse facets of language learning and teaching, enriching our understanding of the post-method era and its implications for educational practice.

We also express our heartfelt appreciation to the reviewers and advisors whose meticulous feedback and scholarly insights have strengthened the intellectual rigor and coherence of this book. Their discerning critiques and constructive suggestions have been instrumental in refining the content and enhancing its scholarly merit.

However, no endeavor of this magnitude is without its imperfections. As editors, we humbly acknowledge the limitations inherent in any scholarly endeavor and recognize the need for ongoing dialogue, reflection, and refinement. We invite readers to engage critically with the contents of this book, offering their perspectives, insights, and suggestions for future editions.

In the spirit of collaborative inquiry and continuous improvement, we welcome all feedback with open minds and hearts. Your input, constructive criticism, and suggestions will serve as catalysts for growth and evolution, ensuring that future iterations of this book remain relevant, responsive, and impactful in an ever-changing educational landscape.

As we embark on this voyage of discovery together, may the pages of this book inspire dialogue, foster innovation, and ignite a passion for lifelong learning. Together, let us chart new horizons in language education, guided by the shared commitment to excellence and the pursuit of knowledge.

With gratitude and humility,

Adrian and Stanislaus

EDITOR'S INTRODUCTION

In the ever-evolving landscape of language education, the journey towards excellence requires us to continually reassess our methods, philosophies, and paradigms. Welcome to "Teaching Paradigm Shift in Post Method Era: Various Impacts on Education and Language Learning," a comprehensive exploration of the dynamic shifts reshaping contemporary language education and its implications for both educators and learners alike.

Language teaching has transcended traditional boundaries, propelled by the emergence of innovative methodologies and technological advancements. As we navigate the complexities of the post-method era, this book serves as a beacon, illuminating the transformative potential embedded within modern educational paradigms.

Our journey commences with an insightful discourse on the essence of teaching English in the post-method era, emphasizing the pivotal role of creativity and innovation in English Language Teaching (ELT). From there, we traverse diverse landscapes, each chapter offering a unique lens into the multifaceted dimensions of language education.

Early Childhood Foreign Language Teaching in Indonesia offers a glimpse into the practical realities faced by educators, shedding light on indigenous practices and challenges encountered in foreign language instruction. Meanwhile, the exploration of lexical cohesion among Mobile Legend players in Ruteng provides a fascinating juxtaposition of informal language use and its implications for language pedagogy.

Neurolinguistics emerges as a cornerstone in our quest for effective EFL learning, unraveling the intricate neural pathways that underpin language acquisition. Through an exploration of assessment strategies and feedback mechanisms, we uncover the scaffolding necessary to support learners in their linguistic endeavors.

Technology permeates every facet of modern education, presenting both opportunities and challenges in the language learning landscape. From the integration of digital tools to the utilization of multimodal learning environments, educators are tasked with navigating the digital storm while harnessing its potential to enhance pedagogical practices.

The Sobry Learning Model and game-based approaches exemplify the innovative spirit driving educational reform, offering engaging avenues for students to master English language skills. Moreover, the transformative power of cinematic engagement and human rights education speaks to the broader mission of language education—to empower learners as global citizens and critical thinkers.

As we confront the post-truth era and its implications for education, our commitment to learner-centered approaches becomes paramount. Through a synthesis of social science perspectives and extensive listening/viewing strategies, we endeavor to bridge the gap between theory and practice, fostering meaningful engagement in the language learning process.

At its core, this book embodies the ethos of transformation, inviting readers to reimagine the possibilities inherent in contemporary language education. It serves as a catalyst for dialogue, reflection, and action, inspiring educators and learners to embrace change and chart new pathways towards linguistic proficiency and cultural understanding.

For academics, educational practitioners, and language learners alike, "Teaching Paradigm Shift in Post Method Era" represents not only a scholarly endeavor but a call to arms—a testament to the enduring pursuit of excellence in language education. As we embark on this collective journey, may our shared insights and discoveries illuminate the way forward, shaping a brighter future for generations to come!*

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Teaching English in Post Method Era: Promoting Creativity and Innovation in ELT

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INTRODUCTION

English Language Teaching (ELT) pedagogical theory and practices are changing beyond conventional methods. Post-method pedagogy dissents against rigid teaching methods and one-size-fits-all approaches by being dynamic and adaptive. This paradigm shift in ELT is crucial. It revolutionizes English instruction by emphasizing adaptability, context-awareness, and student needs.

In the post-method era of ELT, there are clear differences between how teachers teach compared to the past. In the post method pedagogy, teachers swing away from the rigid rules of traditional methods and instead try out new, flexible strategies that fit the needs of their students and the specific situations or context in which they teach. Post-method pedagogy supports a teaching method that adapts, changes, and even reinvents itself to meet the various needs of students.

This article seeks to unravel the post method pedagogy facets and its profound implications for English teachers and learners alike. The exploration will shed light on the dynamic alterations unfolding within the ELT context, illustrating how post-method pedagogy offers flexibility, prioritizes contextual understanding, and, perhaps most importantly, pivots its unwavering focus on the individual language learner. By delving into these dimensions, we aim to offer a comprehensive understanding of the pivotal role this emerging pedagogical paradigm plays in shaping the future of English language teaching which emphasize ELT to influence learning on learners.

DOES OUR TEACHING INFLUENCE LEARNING ON STUDENTS?

Before dwelling into the root of post method pedagogy, the fundamental insightful question for teachers to reflect is whether their teaching influence learning on students. I think the core value of teaching is in influencing or provoking the students to learn. Thus, I agree that teaching should influence learning in students. The primary goal of teaching is to facilitate and promote learning. Effective teaching methods

and practices are designed to inspire, guide, and shape the learning experiences of students. But how should we teach to impact or influence learning on students?

Teaching to influence learning in students involves employing effective strategies and creating a conducive learning environment. Here are some key principles and strategies to help teachers achieve this:

1. Know your students.

The first key principle of teaching is knowing the students' needs of learning, prior knowledge, learning styles, and interests. This principle emphasizes the importance of understanding your students as individuals. It involves knowing their learning needs, prior knowledge, learning styles, and interests. By knowing your students, you can tailor your teaching methods and content to meet their specific requirements, making the learning experience more relevant and engaging for them. For example, you might adapt your lessons based on whether your students are visual or auditory learners, or if they have a particular interest in a specific aspect of English language and culture.

2. Set clear objectives.

Setting clear learning objectives is essential for effective teaching. It involves defining what students are expected to learn during a particular lesson or course. When objectives are clearly communicated, students understand what is expected of them and can align their efforts accordingly. This principle helps create a structured and purposeful learning experience. For example, in an English language class, a clear objective might be to "understand and use 20 new vocabulary words related to daily life." By knowing this objective, the students may adapt their learning strategy to understand and use 20 new words in communication.

3. Engage and motivate.

To engage and motivate students, teachers need to create a learning environment that sparks curiosity and enthusiasm. Raising the students' curiosity in learning is a fundamental principle in teaching. The teachers' teaching activity should spark the students' curiosity because it leads them to engage and motivate in learning. This can be achieved through a variety of strategies, such as using real-world examples or problems, stories, illustration, multimedia, and interactive activities. When students are motivated and interested in the subject matter, they are more likely to actively participate in the learning process and retain the information they've learned. For instance, teachers could use compelling real-life stories or current events or problems to introduce English language concepts and vocabulary.

4. Active learning.

This principle involves using teaching strategies that engage students in hands-on activities, group discussions, problem-solving tasks, project-based learning, debates, and other interactive learning experiences. Remember that learning is not a product of teaching; it is a product of the students' active participation in learning. Active learning encourages students to be active participants in the learning process. By actively engaging with the material and learning process, students can better understand and retain what they've learned. According to Mikalayeva (2015) active learning methods often produce higher levels of motivation, to a greater visibility of students' efforts, higher stakes of success within a competitive collaborative setup, and a greater ownership of the whole process by students. For instance, in an English language class, students might engage in group discussions about a current news article or work together to solve language-related puzzles.

5. Assessment and feedback.

To make teaching influence the learning on students, it is important for teachers to provide regular feedback and assessments to help students track their progress in learning. Teachers should realize that assessment should be part of teaching. Using *assessment as learning* approach can help the teachers to provide appropriate assessment and feedback on students learning. Regular assessment and feedback are essential for tracking student progress. Teachers use assessments to evaluate how well students are learning and understanding the material. Constructive feedback provides students with information on their strengths and areas needing improvement. It helps them identify their learning strategies and adapt them for better results. Effective assessment and feedback support the learning process and ensure that students are on the right track.

6. Incorporating technology

Incorporating educational technology into teaching can enhance engagement and provide valuable resources to support learning. This principle recognizes the role of artificial intelligence (AI) technology, digital tools, software, and online resources in making learning more dynamic and interactive. For example, teachers can integrate the use of *ChatGPT* in language learning; using *Canva* or *Classpoint* for multimedia presentations, gamification, and formative assessment; using *Duolingo* for enhancing vocabulary and other English language skills, or online language courses to supplement their teaching sources and activities. By integrating technology, especially AI powered technology, teaching will become more engaging and interesting. In TPACK (Technological, Pedagogical, and Content knowledge) framework, effective teaching should integrate technology, pedagogy, and content harmoniously.

7. Foster critical thinking

Fostering critical thinking means encouraging students to question, analyze, and evaluate information. Teachers can promote critical thinking by asking open-ended questions, engaging students in discussions, and challenging them to think deeply about the material. In English language teaching, critical thinking might involve analyzing and critiquing a persuasive essay or participating in debates on social issues. Fostering the students critical thinking in ELT is important as it is part of twenty first century skills: critical thinking, creativity, collaboration, and communication (21st Century 4Cs).

8. Create a safe environment.

Establishing a safe and inclusive classroom environment is essential. When students feel safe, both emotionally and academically, they are more likely to express their ideas and take risks in their learning. This principle promotes an atmosphere where students feel comfortable making mistakes, asking questions, and participating actively in the learning process without fear of judgment or ridicule. Thus, according to Par (2023), teachers should avoid using insulting language or derogatory toward students. Using derogatory or insulting language such as calling them “stupid,” can significantly harm their emotions and self-esteem. Teachers have a profound impact on students, not only in terms of their academic learning but also in shaping their emotional well-being and self-perception. Thus, accommodating the students’ emotions in learning by creating a safe environment is crucial. Immordino-Yang & Damasio (2007) argue that when we, the educators, fail to appreciate the importance of students’ emotions in learning, we fail to appreciate a critical force in students’ learning, that is the socio cultural and cognitive force in learning.

9. Scaffold learning.

Scaffolding involves providing support and guidance to students as they learn. It is a term to describe temporary, but essential nature of supportive interaction through which learners are assisted by teachers to develop new skills, concepts, or higher level of understanding, (Li, 2012). Teachers gradually reduce this support as students gain confidence and independence. Scaffolding helps students' master new concepts and skills by assisting when needed and gradually allowing them to take more control of their learning. In English language teaching, this might involve offering language learners guidance in constructing complex sentences and then gradually reducing support as they become more proficient.

10. Peer collaboration.

Collaborative learning encourages students to work together, share ideas, and learn from one another. This principle acknowledges the value of peer interaction and the benefits of cooperative learning. In an English language classroom, peer collaboration might involve group projects, peer editing of essays, or language exchange partnerships, where students help each other practice speaking and writing in English.

These principles provide a comprehensive framework for effective teaching that aims to influence and enhance the learning experiences of students. By applying these principles, teachers can create a dynamic and student-centered learning environment that fosters understanding, engagement, and motivation. Remember that teaching is not just about delivering information; it's about facilitating the learning process. By employing these strategies and principles, teachers can have a positive influence on their students' learning experiences and outcomes.

Moreover, it's important to note that while teaching should influence learning, the extent and effectiveness of this influence can vary

depending on teaching methods, the teacher's skills, and the students' level of engagement and motivation. Effective teaching is a dynamic and adaptable process that aims to create an environment in which students are more likely to learn, but the ultimate responsibility for learning rests with the students themselves. It's a collaborative effort where both teaching and learning are interconnected. In this dynamic landscape, post-method pedagogy stands as a guiding philosophy, emphasizing adaptability, student-centeredness, and the co-creation of a dynamic and responsive learning environment between educators and learners.

The collaborative effort between teachers and students in post-method pedagogy fosters a more dynamic and personalized learning experience. Teachers and students work together to co-create a learning environment that is responsive to the changing landscape of language education and the diverse needs of learners, ultimately influencing the learning process positively and constructively. Post method pedagogy highlights the importance of ongoing reflection, adaptation, and a commitment to student-centered education in a rapidly evolving world.

WHAT IS POST METHOD PEDAGOGY?

The concept of the post method is originally proposed by Kumaravadivelu (2003) which represents a significant shift in the way we think about language teaching. It challenges the conventional notion that a single teaching method can fit all contexts and learners, one-size-fits-all notion. Instead, post method pedagogy embraces adaptability, contextuality, and learner-centeredness.

Here are key points to consider in the context of post method pedagogy.

1) Beyond Method.

Post-Method Pedagogy recognizes that traditional teaching methods have their merits but can be overly prescriptive. It encourages teachers to move beyond the constraints of a single

method and instead consider a diverse range of teaching strategies based on the specific needs of their students and the context in which they are learning.

2) Local Context and Learner Needs.

Post method pedagogy places a strong emphasis on understanding the local context of the learners, including their cultural backgrounds, motivations, and learning goals. It empowers practitioners to construct personal theories of practice and generate location-specific, classroom-oriented innovative strategies to empower the students learning. This approach recognizes that one size does not fit all in ELT and that teaching practices should be contextual and learner-driven.

3) Teacher as Mediator.

In the post method framework, the teacher is seen as a mediator rather than an instructor. Teachers facilitate learning and guide students by responding to their unique needs and helping them navigate the complexities of language acquisition. This aligns with the idea of "teacher as facilitator."

4) Adaptive Teaching.

Post method pedagogy encourages teachers to be adaptable and innovative. It supports a dynamic and responsive teaching approach that evolves based on the changing landscape of language education and the demands of students. Teachers are empowered to make instructional decisions based on their ongoing assessment of students' progress and their emerging needs.

5) Student-Centered Learning.

The approach is deeply rooted in the concept of student-centered learning. It recognizes that students are not passive recipients of knowledge but active participants in their learning. Post-Method Pedagogy encourages students to take ownership

of their learning process, set their own goals, and engage in self-regulated learning.

6) Critical Pedagogy.

Critical pedagogy is often associated with Post-Method Pedagogy. It involves promoting critical thinking, social justice, and inclusivity. Teachers are encouraged to engage students in discussions that challenge dominant narratives and explore real-world issues related to language and culture.

7) Reflective Practice.

Reflective practice is a fundamental component of post method pedagogy. The post method pedagogy recognizes the teachers' potential to act autonomously and develop a critical approach to self-observe, self-analyze, and self-evaluate their own teaching practice with a view to effecting desired changes. Teachers are urged to continuously reflect on their teaching practices, gather feedback from students, and adapt their methods based on these reflections. This ongoing self-assessment is crucial for improving teaching effectiveness.

8) Teacher Development.

Post-Method Pedagogy also acknowledges the importance of teacher development. It encourages educators to engage in continuous professional development, which may involve exploring new teaching approaches, attending workshops, and keeping abreast of developments in the field.

In summary, post method pedagogy in ELT offers a flexible and adaptable framework that respects the diversity of learners, emphasizes the role of the teacher as a mediator and facilitator, and encourages a dynamic and contextually responsive approach to language education. This approach aligns with the evolving needs of the language learners and the ever-changing landscape of language education.

THREE MAIN PARAMETERS OF POST METHOD PEDAGOGY

Post method pedagogy is a pedagogical approach that goes beyond the limitations of method-based pedagogy. According to (Kumaravadivelu, 2003), there are three-dimensional system of post method pedagogy which are consisting of pedagogic parameters of particularity, practicality, and possibility. The three parameters are briefly described below.

1. Particularity. This parameter recognizes the uniqueness of each teaching and learning context and emphasizes the need for teachers to develop location-specific, classroom-oriented innovative strategies.
2. Practicality. This parameter acknowledges the importance of teachers' insights and intuition in constituting good teaching. It recognizes that teachers' sense-making of good teaching matures over time as they learn to cope with competing pulls and pressures representing the content and character of professional preparation, personal beliefs, institutional constraints, learner expectations, assessment instruments, and other factors. Practicality refers to the interrelationships of theory and practice. One misperception is that the West should theorize, and the East should consume.
3. Possibility. This parameter recognizes that pedagogy should not only maximize learning opportunities in the classroom but also function as a catalyst for a continual quest for identity formation and social transformation. It blurs the boundaries of the particularity, the practical, and the possible.

These parameters provide a solid foundation on which the fundamental parameters of a post method pedagogy can be conceived and constructed. They guide teachers in carrying out the salient features of pedagogy in a classroom context.

Post method pedagogy allows us to go beyond, and overcome the limitations of, method-based pedagogy. It is a broad-based definition

that includes not only issues pertaining to classroom strategies, instructional materials, curricular objectives, and evaluation measures but also a wide range of historiopolitical and sociocultural experiences that directly or indirectly influence L2 education. Within such a broad-based definition, post method pedagogy is a three-dimensional system consisting of pedagogic parameters of particularity, practicality, and possibility.

LIMITS OF METHOD: THE DEATH OF METHOD

Post method pedagogy rises in response to the limitation of the method era. According to (Kumaravadivelu, 2005a), a method refers to an established approach or set of procedures used in teaching. It is a framework that guides the teaching and learning process. According to (Kumaravadivelu, 2005a), methods can be categorized into three types: language-centered methods, learner-centered methods, and learning-centered methods. Each type of method has its own theoretical principles, classroom procedures, and content specifications. Methods have been developed over time and have undergone changes as new theories and research findings emerge. The concept of method has been contested, and there is a growing interest in finding alternatives to it, leading to what is called the post method condition. Accordingly, in post method condition pedagogy, a single method is dead.

A method in post method condition, according to (Kumaravadivelu, 1995) refers to conceptualized methods by theorists which “consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers”. Furthermore, (Kumaravadivelu, 2005a) argues that this type of method is already dead. A method can be considered "dead" when it is no longer effective or relevant in meeting the needs of learners and contexts. This can happen for several reasons, such as:

1. Lack of adaptability: A method may not be adaptable to changing learner needs or contexts, making it ineffective in meeting the goals of language teaching.
2. Outdated assumptions: A method may be based on outdated assumptions or theories that have been disproven or are no longer relevant to language teaching.
3. Cultural bias: A method may reflect the cultural biases of its developers and may not be suitable for learners from different cultural backgrounds.
4. Lack of empirical support: A method may lack empirical support or evidence of its effectiveness in promoting language learning.

DO TEACHERS THINK THAT METHODS ARE DEAD?

To answer this question, we need to refer to work of (Bell, 2007), titled, "Do teachers think that methods are dead?". This article is to examine the claim made by Block (2001) that while the notion of method no longer plays a significant role in the thinking of applied linguists, it still plays a vital role in the thinking of teachers. Besides, this article is also in response to the idea of (Kumaravadivelu, 1994) relating to post method condition which sees a single method is dead. To answer this question, (Bell, 2007) examines four sources of data on teachers' beliefs: interviews, discussion board postings, language learning/teaching autobiographies, and teaching journals.

The evidence from the data suggests that teacher interest in methods is determined by how far methods provide options in dealing with particular teaching contexts. Rather than playing a vital role in teacher thinking, teacher attitude towards methods is highly pragmatic. According to (Bell, 2007), there are no good or bad teaching methods, but rather better methods, and that the concept of method is not a significant topic in teacher thinking. Thus, in praxis, teachers tend to apply an eclectic approach to solve particular classroom problems.

Therefore, the teachers' views of methods are highly pragmatic and that the concept of method is not a significant topic in teacher thinking.

Besides, while some teachers agreed that we have gone beyond methods, they did not equate that with the death of methods. Most teachers see methods not as a set of restrictive practices but rather as useful resources to solve particular classroom problems. Therefore, it can be concluded that teachers do not think that methods are dead, but rather that they are highly pragmatic and see methods as eclectic resources to solve the demands of particular teaching contexts.

In a nutshell, methods, according to the teachers, are not dead. Teachers seem to be aware of both the usefulness of methods and the need to go beyond them. Post-method need not imply the end of methods but rather an understanding of the limitations of the notion of method as it is narrowly defined and a desire to transcend those limitations. In this sense, the evidence here suggests that teachers have always been 'beyond methods', as this final 'teacher voice' suggests:

"I think that teachers should be exposed to all methods and they themselves would 'build' their own methods or decide what principles they would use in their teaching. We cannot ignore methods and all the facts that were considered by those who 'created' or use them in their teaching. We need a basis for building our own teaching" (Bell, 2003).

Thus, (Kumaravadivelu, 2005b) argue that when a method is considered "dead," it does not mean that it should be discarded completely. As (Kumaravadivelu, 2005a) points out, some of the classroom procedures associated with methods can still be reconstituted, and a critical analysis of methods can help teachers understand their strengths and weaknesses and make informed decisions about how to teach. Additionally, the post method condition offers alternatives to

traditional methods that are more flexible, adaptable, and learner centered.

POST METHOD PEDAGOGY: PROMOTING INNOVATION IN ELT

What is innovation in ELT?

Innovations in education, especially in ELT, are intended to raise productivity and efficiency of learning and/or improve language learning quality. According to (Serdyukov, 2017), innovation is the successful introduction of a new thing or method that produces a significant change in teaching and learning, leading to better student learning. Innovations can appear as a new pedagogic theory, methodological approach, teaching technique, instructional tool, learning process, or institutional structure. Innovations can be directed toward progress in one, several, or all aspects of the educational system: theory and practice, curriculum, teaching and learning, policy, technology, institutions, etc.

According to (Yunus, 2018) innovation refers to the changes and advancements in technology that have transformed English Language Teaching (ELT) and education in general. Innovation is not limited to technology but also includes new teaching methodologies, such as flipped classrooms and blended learning that have been made possible by technology.

In ELT context, several innovations that have been adopted by language teachers, including digital platforms, online corpora, mobile learning, online authentic materials, communicating with people online, online CPD, the global staffroom, and the current innovation is integrating artificial intelligence (AI) powered technology in ELT. These innovations have enabled teachers to rethink their pedagogy and empower students by giving them access to a wide range of web-based tools that allow them to publish work and engage with live audiences in real contexts. Furthermore, in the era of AI, teaching soft and critical thinking skills are essential to help students communicate effectively in

international settings and develop skills that could support them in learning other subjects and life skills.

In a nutshell, innovation in ELT relates to attempting to bring new improvement in teaching and learning the English language. According to (Carless, 2012) innovation is an attempt to bring about educational improvement by doing something which is perceived by implementers as new or different. Examples of innovation in language education over the past few decades include new pedagogic approaches, such as communicative language teaching (communicative approach), task-based language teaching (task-based approach), problem-based approach, project-based approach; changes to teaching materials; technological developments, such as computer-assisted language learning, AI chatbot; and alternative assessment methods, such as the use of portfolios and self-assessment.

Barriers for innovation in ELT

Innovation in ELT should lead to a change in the process and product of language learning. However, this change cannot happen due to some barriers. According to (Carless, 2012) the main barriers facing innovation in language teaching and learning can be broadly grouped into three categories: teacher-related, system-related, and school-related.

1. **Teacher-related barriers.** These factors include a lack of teacher ownership or understanding of the innovation, a misalignment between the innovation and existing teacher values and beliefs, negative attitudes towards the innovation, often due to the increased workload it entails, teachers being emotionally attached to their current practices, and the perception that change can be personally threatening.

Moreover, teacher-related barriers could be in the following forms.

- a) **Resistance to Change.** There are teachers who may exhibit resistance when it comes to embracing new teaching methods and technologies. For instance, some teachers may

prefer traditional teaching methods and may be hesitant to integrate technology into their lessons.

- b) Lack of Training and Skills. Teachers may not have received adequate training or possess the necessary skills to effectively incorporate innovative teaching methods. For example, a teacher may face challenges when trying to incorporate digital tools in the classroom because they may not have received sufficient training in educational technology.
 - c) Time Constraints. Teachers frequently encounter time constraints, such as the need to cover a mandated curriculum within a specific time frame. This can pose a challenge when it comes to experimenting with new teaching approaches or finding time to dedicate to innovative practices.
2. System-related barriers. This factor includes inadequate communication and a lack of mutual trust between leaders who are driving change and the teachers who are responsible for its implementation. Additionally, the insufficient provision of professional development and support for teachers can hinder the adoption of innovative practices. Besides, system-related barriers could be influenced by the following factors.
- a) Curriculum and assessment policies. Sometimes, rigid curriculum and assessment policies limit teachers' flexibility to innovate. For example, standardized testing requirements may prioritize test preparation over innovative teaching.
 - b) Resource constraints. Inadequate funding and resource allocation can hinder innovation. Schools with limited budgets may struggle to invest in modern teaching materials, technology, or professional development for teachers.
 - c) Bureaucracy. Complex administrative processes and bureaucratic hurdles can slow down the adoption of

innovative practices. For instance, obtaining approval for new teaching methods or materials may be time-consuming.

- d) Leadership style. Leadership affects innovation because it can create work environment where teachers or employees are encouraged to freely discuss and try new ideas and different approaches (Amabile et al., 1996). Accordingly, bad leadership can negatively affect innovation and creativity of the teachers or employees.

- 3. School-related barriers. This factor includes a lack of supportive culture for change, conservative forces within the school, a lack of support or understanding from principal or the headmaster of the school, inadequate school-based resources, and teachers' difficulties in adapting to change.

School-related barriers in innovations could be triggered by the following factors.

- a) Leadership support. The support of school leadership is crucial for fostering innovation. If school principals and headmasters do not encourage or provide resources for innovative practices, it can be challenging for teachers to implement them.
- b) Cultural resistance. School culture and norms can influence the willingness of the teachers to innovate. A school with a culture that values traditional teaching methods may discourage experimentation with new approaches.
- c) Infrastructure and technology. Schools must have the necessary infrastructure and technology in place to support innovation. If a school lacks internet access, computers, or digital resources, it can impede the use of technology in the classroom.

These barriers can make innovation extremely difficult to engineer successfully. Thus, to overcome these barriers and promote innovation in ELT, it's essential for stakeholders, including teachers, principals, the heads of the department, and policymakers, to collaborate and create a supportive environment. Providing training, resources, and incentives for teachers, revising curriculum and assessment policies, and fostering a culture of innovation in schools can help address these challenges. Additionally, staying informed about the latest research and best practices in ELT can empower educators to adapt and innovate in response to the evolving needs of language learners.

INNOVATIVE AND CREATIVE TEACHING APPROACHES: KEY FEATURES OF ELT IN POST METHOD ERA

Teaching English in post method era reflects the key characteristics of post method pedagogy proposed by (Kumaravadivelu, 2005a) stating that post method is a pedagogical approach that seeks to move beyond the limitations of traditional methods and to provide teachers with a more flexible, adaptable, and learner-centered framework for language teaching. Thus, post method pedagogy leads to innovation and creativity in ELT which is an evolving field that encompasses the development and application of new and creative approaches, methods, and technologies to enhance language learning and teaching.

- 1) **Technology Integration:** The integration of technology is a prominent aspect of innovation and creativity in ELT. This includes the use of computer-assisted language learning (CALL), interactive online platforms, mobile apps, artificial intelligence (AI) powered technology, such as ChatGPT, and virtual reality to create engaging and effective language learning experiences.
- 2) **Blended and Hybrid Learning.** Innovations and creativity in ELT often involve blending traditional classroom instruction with

online or digital components. Blended and hybrid learning approaches combine the benefits of face-to-face interaction with the flexibility of digital resources.

- 3) Eclecticism. Innovation and creativity in ELT encourage teachers to draw on a wide range of teaching techniques and approaches based on the specific needs of their students. This is in line with the post method pedagogy approach which rejects the idea of adhering strictly to one method and promotes the idea of being flexible and adaptable.
- 4) Gamification. Gamification involves incorporating game elements and principles into language learning to motivate and engage students. This can include language learning apps with points, rewards, and challenges. Innovative and creative language teachers should incorporate gamification in English language learning to empower the student's willingness to actively participate in language learning process and production.
- 5) Flipped Classroom. In a flipped classroom, traditional teaching methods are reversed. Students engage with learning materials independently before class, and classroom time is dedicated to active learning, discussion, and practice.
- 6) Task-Based and Problem-Based Language Teaching. TBLT is an innovative approach where language is learned through the completion of real-world tasks, making learning practical and meaningful.
- 7) AI and Chatbots. The use of artificial intelligence and chatbots for language learning is on the rise. These technologies can provide instant feedback, conversation practice, and personalized learning experiences.
- 8) Multimodal Learning. Innovations in ELT recognize that students have different learning styles and preferences. Therefore, a multimodal approach, which combines text, audio, video, and

interactive elements, is increasingly used to cater to diverse learning needs.

- 9) Cultural Competence and Global Citizenship. ELT innovations often emphasize cultural understanding and global awareness. Language learning is not just about grammar and vocabulary but also about fostering empathy and cultural competence.
- 10) Personalization and Adaptive Learning. Technology allows for personalized and adaptive learning experiences, where the content and pace of instruction are tailored to individual students' needs and progress.
- 11) Assessment and Feedback. Innovations in assessment methods, such as automated grading, instant feedback, and performance analytics, help both teachers and students track progress more effectively.

Innovations and creativity in ELT are driven by the evolving needs and preferences of language learners, advancements in educational technology, and a growing understanding of effective teaching methodologies. These innovations aim to make language learning more engaging, efficient, and accessible, ultimately improving the quality of language teaching.

Similarly, (Kumaravadivelu, 2005a) claim that post method offers a more dynamic and responsive approach to language teaching that recognizes the complexity and diversity of learners and contexts, and encourages teachers to be innovative, creative, reflective, and adaptable in their teaching practices. Accordingly, post-method teaching is a concept that emerged in response to the limitations of traditional language teaching methods. It challenges the idea that there is a single, universally effective method for teaching English or any other language. Instead, post-method teaching recognizes that language teaching is a complex, multifaceted endeavor that cannot be reduced to a one-size-fits-all approach.

In summary, post-method teaching in ELT represents a departure from the rigid, method-centered approach of the past to flexibility, adaptability, and responsiveness to the unique needs and contexts of learners. Teachers are seen as facilitators who draw on a variety of techniques and approaches to create effective language learning experiences for their students. In post method pedagogy frameworks, English language teachers are viewed as creative and innovative educators which they can develop their own teaching method based on the particularity, practicality, and possibility parameters.

CONCLUSION

Post-method pedagogy in ELT is a transformative approach that departs from rigid conventional teaching methods, a single method. It emphasizes adaptability, contextuality, and learner-centeredness, challenging the one-size-fits-all notion teaching method. In post method pedagogy which highlights eclecticism, contextualization, learner-centeredness, critical reflection, and a non-prescriptive approach, teachers become facilitators, guiding active student participation in language learning. This approach represents a significant paradigm shift in ELT, emphasizing the need to tailor teaching methods to diverse learner need.

Furthermore, innovation and creativity in ELT has emerged as a defining feature of the post-method era. It encompasses technological integration, blended and hybrid learning, gamification, task-based teaching, and the integration of artificial intelligence. This innovation and creativity extend beyond language acquisition, emphasizing the importance of fostering soft and critical thinking skills, enabling students to communicate effectively in global settings. The future of English Language Teaching lies in the continuous evolution of pedagogical approaches and the commitment of educators to meet the ever-changing needs of language learners.

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Early Childhood Foreign Language Teaching: Reviewing Indonesian Teachers' Practices

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Abstract

Practices of teaching English as foreign language (EFL) in early childhood education context provides a lot of rooms for investigation. Although there is a lot of research studies reported the practices of EFL teaching all around the world, there are very limited studies trying to map current EFL teaching practices in Indonesian context. Based on the needs of providing such information, this article would present the state of the art of the current research trends on the early childhood foreign language teaching in Indonesian context. The main part of this article would describe the Indonesian teachers' practices in terms of the teaching material, teaching method, and instructional media in teaching EFL to young learner followed by the discussion of recent research results concerning the teaching practices, and the future trends and suggestions of research studies in early childhood EFL teaching and learning. This state-of-the-art article is expected to inspire other researchers to conduct further studies on the practices of teaching English as foreign language in early childhood education context.

Keywords: teacher education, early childhood, language learning, Indonesia

INTRODUCTION

The introduction of English for Young Learners (EYL) in Indonesia was started in 1994 through the Indonesia Ministry of Education Decree 060/U/1993. English for Young Learners (EYL) holds a significant position in the education landscape of Indonesia. Over the years, there has been a growing emphasis on English language education, particularly for young students. The decentralization of education policy in Indonesia has given local governments more autonomy in determining their curriculum and educational priorities (Suwanto & Rahman, 2022). The statement above was then legalized in the Decree of the Ministry of Education and Culture (R.I./No.0487/4/1992, Chapter VIII) that stated that an elementary

school could add some extra lessons in its curriculum as long as they were not in contradiction with the objectives of national education. This has led to variations in the implementation of English language teaching, with some regions placing a strong emphasis on English for Young Learners (Mardasari, 2020).

Teaching English to young learners in Indonesian primary schools is primarily intended to introduce students to the existence of a language other than their mother tongue. As a result, English should be taught through activities relevant to the children's lives. For example, children can learn vocabulary and simple sentences about their surroundings by singing, drawing, playing games, telling stories, and participating in other children's activities (Suwanto & Rahman, 2022). Parents prefer to expose their children to English in early age, because there is a belief that early exposure to the language can lead to better proficiency in the long run (Reftyawati, 2023; Winola, 2021).

English lessons are integrated into the overall curriculum, with a focus on developing basic language skills such as listening, speaking, reading, and writing. Lessons are designed to be interactive and engaging, incorporating activities that cater to young learners' interests and attention spans. The teaching methods emphasize interaction and participation of the students to gain the best result of learning. However, there is a limited study that focus on reviewing the current practice of early childhood English language teaching practices in Indonesian context. Based on the need of providing such information, this review article aims to provide the current practice of teaching English as a foreign language for young learners. The main part of this article would provide reviews on the material, method, and media that is used in teaching English to young learners in Indonesia.

METHOD

This review paper focuses on the early childhood English language teaching practice in Indonesian context. The main search engine that was used in paper collection is Google Scholar. Keywords used are "teaching-English-young-learners-Indonesia." Based on this keyword, 113.000 posts are identified. Then the range of year are changed to 2020 - 2023, then the number of posts is reduced to 43.000. Then, the papers that were included to the review are limited to paper related to the practices of teaching English to young learners in the area of teaching material, teaching method, and teaching media. The selected papers to be included in the review should be papers that were written by Indonesian researchers, teacher, practitioners in Indonesian journals. Based on those filters, a total of 41 articles were included for the review. There are 3 articles in the area of teaching material, 19 articles about teaching method, and 19 articles about teaching media. Review would mainly focus on the description of material, media, and method and also its benefits on teaching English to young learners. The review would become the basis for suggesting future studies in the area of teaching English to young learner in Indonesia.

RESULT AND DISCUSSION

Early Childhood English Language Teaching Practices

Teaching Material and Resources

Recent practices on the use of EFL teaching materials for young learner in Indonesian context was in a form of authentic-digital material. Authentic-digital materials are not purposely created for educational language purposes. The materials contain the real situation for real-life purposes and communication of native speakers that refers to spoken and written materials, which can be in form of printed materials, video, and audio materials (Erlina, Retno, Holandyah, Marzulina, & Herizal, 2023). These authentic-digital material were mostly taken from online resources, e.g., Google, YouTube, and other kinds of search engines. This

authentic-digital material was given to introduce colours, things, body parts, numbers, name of days, etc.

Online resources that positively attract young learners in foreign language learning are meaningfully advantageous as they improve students' learning engagement (Meisani, 2021) and students' learning enthusiasm (Erlina et al., 2023). Authentic material is also beneficial for improving students' language ability in terms of pronunciation, vocabulary, listening skills, reading skills (Erlina et al., 2023). YouTube, for example, has become children' daily social media consumption, which might become a very useful EFL learning resources for young learners to teach the aforementioned content. However, teachers felt hard to choose appropriate materials that matched the student's specific needs and language levels. In Indonesian context, there are many students in the class with various characters and different levels of language abilities. Some students were active and dominant in the classroom, while others kept quiet during the lesson. Some students could understand the materials, while other students could not deal with those materials and finally lost their focus on learning (Erlina et al., 2023). Teachers also should pay attention to the weaknesses of digital-authentic material, such as: irrelevant ads that cut in the middle of the videos, and next-videos suggestions that are not always relevant with the learning material in focus (Listiani, Suwastini, Dantes, Adnyani, & Jayantin, 2021).

Teaching Method

Teachers, practitioners, and researchers of early childhood education has pictured the use of teaching method in teaching English to young learners. The methods a including drilling, game, Montessori, phonic, storytelling, direct method, and gesture method. Drilling technique as part of Audio-Lingual method still proven to be the most influential technique influenced the significant enhancement towards the early childhoods' English-speaking skill (Hidayat, Herniawati, & Ihsanda, 2022). Halimah et al. (2022) introduced the teaching English

vocabulary procedure using drilling strategy supported by virtual reality media. This strategy including 3 main stages which called PMP (Pre-, Main, and Post stage). There are four main activities in main stage, namely 1) watching video through Virtual Reality media, 2) collecting some vocabulary from the video, 3) sharing the vocabulary they got from the video, and 4) practice using the vocabulary they got (Halimah et al., 2022).

Game as a method of teaching English for young learners had been widely investigated and had yielded various findings. Game-based learning has advantages in the teaching and learning process of English by making learning interesting, making it easier for young students to understand material such as vocabulary mastery and affecting students' capacity to create imaginative abilities, basic considering and digital skills. In addition, game-based learning is able to increase students' motivation in learning English (N. L. A. B. H. Ningsih, 2023), and also students' positive attitude in learning (Budianto, Sayidah, & Sucipto, 2022).

Recent studies on the use of game in teaching English to young learners have focused on the use of technology enhanced game (TEG). TEG become popular in teaching English to young learners because it was found effective in improving students' vocabulary mastery, motivation, interest, and also self-regulation in learning (Anggraini, 2021; Mahayanti, Kusuma, Basikin, & Wibawa, 2020; Sukenasa, Shih, & Surjono, 2020). Sukenasa et al. (2020) investigated the use of technology-mediated board game in teaching young learners. The game is called Garden Island. In this game students play card under the theme of gardening. In each of the card, there is QR code by which the students would access the questions in the Garden Island board game website (listening words, differentiating vowels, missing vowels). The investigation its effect shows indicated that technology-mediated board games could improve students' English vocabulary learning achievement. Moreover, the use of

technology-mediated board games encouraged young learners to have strong learning motivation. On the other hand, the game could promote students to have a concept in gardening that can be encounter in their daily life (Sukenasa et al., 2020).

Teachers also could use an electronic word guessing game to teach English vocabulary (Anggraini, 2021). The rules of the game are as follows: (1) multiple clues will be displayed on the screen one at a time; (2) when the clue is displayed, the opportunity to guess the word after it has been indicated by the clue will be given; (3) the group that raises their hand first will be given the first chance to guess; (4) the group that has answered, but the answer is not good, will lose the opportunity in the next opportunity; (4) the group with the highest score will be the winner. Utilizing games to learn English is effective since games are both entertaining and compatible with the qualities of children as novice learners. Playing electronic word guessing games can help children expand their vocabulary and also improve their interest in learning (Anggraini, 2021).

Teacher could still apply a modified offline game in teaching English to young learners. Sinaga and Oktaviani (2020) introduced *Fun Fishing* game. Fun Fishing is a game that modified from a small snake and ladder board to become very big board sharks and fish rods. Since it is very big, the students can play above the board as a player. The dice also become big. So, before the students stand above the board, they have to throw the dice and speak based on the instructions provided by the teacher. If they speak based on teacher instructions correctly, they can jump and move to the next number. However, if they speak incorrectly, they need to jump backward based on the number of dice they throw. Besides, if they get to fish hook, they can go up to the number where the fish rod takes a place. Unluckily, if they get to the mouth of the shark, they need to go down to the tail of the shark. This game is effective in

improving students' motivation to speak in English and make teaching and learning become more fun because students did physical activity.

Storytelling is still effective in teaching English to children. Nuroh, Retnaningdyah, and Munir (2021) introduced technology-enhanced storytelling called Multilingual Digital Storytelling (MDST). In this MDST project, students co-created digital stories as multimodal texts. In this regard, they used a variety of multilingual (e.g., Javanese, Bahasa Indonesia, and English) as well as visual and technical resources, which enabled them to communicate their real-life experience through digital stories. MDST is effective in improving students' creativity, collaboration, language (vocab, grammar, and pronunciation), and also their digital literacy (Nuroh et al., 2021).

Mozes and Liando (2020) investigated the use of phonics method in teaching pronunciation and vocabulary to young learners. In this case, phonic method is used to teach children single-letter sounds in a word. Children are taught letter sounds in reception. This involves thinking about what single letter sound start in a word, saying the sound out loud and then recognizing how that sound is represented by a letter. The steps are including; 1. Introduce the name and sounds of Aa to Zz letter, 2. Pronounce the first sounds of the single letter sound in a word, and 3. Recognize the word in which its first letter sound is pronounced. This Phonics could be implemented with other related techniques, namely; games, songs, and role-playing. It is necessary to switch frequently from one activity to another during lessons: ten minutes is the longest time for which many primary children can sustain an interest in one activity.

There are also several simple methods that are also applicable to teach English to young learners. Freeze framing technique can be used by pausing a vide to ask students guessing what would happen next or simply mention the things on the frame (P. E. A. Ningsih, 2020). Students would also love to learn using comic strips (Suseno & Setiawan, 2020), and gestures (Yunita, Abdullah, Mellan, Hidayati, & Ardi, 2022).

Researcher concludes that, in order to make the teaching method run successfully, teacher should always improve their creativity, knowledge and skill through training, and also support from school facilities and teaching materials (Ermansyah, Te-sheng, & Ross, 2022; Wulandari, Ratminingsih, & Ramendra, 2020).

Teaching Media

Most of the studies in the area of teaching English to young learners had focused on the use of teaching media in the classroom. In this review, I have categorized 5 kinds of media that is used in the early childhood English learning classroom, namely online apps, audio, audiovisual, books, and realia related media. Word wall apps became increasingly popular among teachers of young learners. This media is proven to be effective in improving students vocabulary in terms of noun, verb, and adjective (Diannita, 2022; Pradini & Adnyayanti, 2022; Reftyawati, 2023; Wilar, 2022). Besides, Arduino, open-source hardware prototyping platform that can be used to create programming-based projects, are also beneficial in helping the students to learn English easily, motivate to learn English, train the students' concentration, and make the students enjoy in the class (Amumpuni, Afifah, & Ihtiari, 2020).

Song, or audio related media, still becomes the most effective media in teaching foreign language for children. Most of the schools would apply this media to teach their students to introduce new vocabularies and English pronunciation. Song is proven to improve students' motivation (Erlyna & Rina Wahyu, 2020). It is a fun activity to train students vocabulary and pronunciation (M. W. Putri, Juniarta, & Wahyuni, 2022). Dari and Najela (2023) stated that there are five suggested practical ideas for teachers in implementing songs to teach English for young learners, namely: a. using subtitles, closed caption, or on-screen text to help them improve vocabularies, b. using the audio to help them practice listening, c. using the images to help them practice

speaking, d. using the lyrics to help them practice reading, and e. using the videotaped songs to help them practice writing.

English song for children often called as nursery rhymes. Nursery rhymes can be an enjoyable way to engage children and foster their interest in learning English. Additionally, singing nursery rhymes can support children's physical-motor, social, emotional, and intellectual development. However, teacher should consider several things in selecting song to teach English, namely; appropriateness for the children age, content of language or language level, and the possibility for teaching activities (Nur Fitria, 2023). The appropriate selection of song will determine its effectivity as teaching media. Kindergarten students can take full benefit of well-selected song to improve their motivation, engagement, and body movement that would foster language learning in return (A. W. K. Putri & Rustipa, 2023).

Video media, as an audio-visual media, also become favourite media in teaching English for young learners in Indonesian context. One type of video that can be utilized in English learning classroom is animation video. Animation video contains interesting illustration or possibly in a form of story that would enhance students motivation and engagement in learning (Laksmi, Yasa, & Mirayani, 2021). Animation video also beneficial to teach online specially to teach vocabulary and pronunciation to very young age students. Different from animation video, Teacher Recorded Video (TRV) is a teaching video recorded by teacher to teach their students. Using teacher recorded video could enhance the students' engagement, active learning, and new knowledge gathering. TRV also serve as guide for students for doing the interaction inside the classroom by inserting friendly inquiries in the video (Astutik, Setiawan, Anam, & Suhartono, 2022).

Studies that investigated the use of book-related media mentioned that books still beneficial for teaching English for young learners. Picture book is one of book-related media that is used to teach

reading. Picture book is a book contained illustrations on each page accompanied by texts which tell about the same story told by the illustrations. It was proven that picture books can improve young learners' interest and motivation to read which would train their literacy skills and comprehension about the story (Oktarina, Hari, & Ambarwati, 2020). Besides, teachers might also use dictionary both digital and printed multilingual dictionary to teach English to young learners. An experimental study also proved that that a digital dictionary has a better impact on the students' literacy. Digital dictionary works better because it fits the young learners' characteristics and is a suitable learning medium for young learners, who are the generation Z that cannot be separated with digital devices. Students believed that the digital dictionary were better in the currency and presentation aspects (Ratminingsih, Agustini, Budasi, Adnyani, & Ana, 2022).

The last type of media that is widely applied in teaching English to young learners is realia. Realia are real-life things that are used in classroom instruction to help pupils understand other cultures and real-life circumstances. Realia can be in a form of real object that can be brought inside the classroom such as stationery, classroom items, body parts, etc. It also can be in a form of model/duplicate object such as animals, vehicles, occupations, etc., which cannot easily brought inside the classroom (Mokalu, 2022). As a teaching media, realia should be able to be seen, touched, felt, and brought into the class to support the teaching-learning process (Sitepu & Kurniawati, 2021). Realia could also be made by the teacher using recycled object. Some of the waste materials that can be recycled into various creations are paper, plastic, boxes and cans (Dewantari, 2021). Realia which are made from recycled object requires the teacher to be more creative. Teacher should think about an activity of creating a new object using waste material that make the students get involved in the process.

Studies had explored benefits of using realia in teaching English to young learners. Using realia in English class would enhance the students' learning experience. Students will remember the lesson better, become more active in receiving information during the learning process, they would improve their interest in learning, would not easily become bored during learning (Mokalu, 2022). Besides, realia-mediated instruction (RMI) helps students engaged in learning process, maximize their multi-sensory English learning experience, and increase student's communication skill (Sitepu & Kurniawati, 2021).

Recommendations for Future Studies

Based on the review on the recent studies on the practice of early childhood foreign language teaching in Indonesia, there are still lots of area that could be investigated. In terms of teaching material, investigation on the right size of the content of foreign language for young learners still needed. Besides, future studies should focus more on the regulations, considerations, and limitations in selecting appropriate material for teaching English to young learners, especially from online resources. Studies investigating the effectiveness of various kinds of learning resources would also broaden the horizon of teaching material effectiveness for young learners.

In the area of teaching method, future researchers might try to explore the indigenous method of teaching language to young learners in Indonesia. The exploration of this teaching method could enrich the body of knowledge of teaching English to young learner. Besides, more studies on the best practices in using a particular method and technique or combination of techniques used to teach English is highly required to give more references for English language teacher in early childhood education context to develop their professionalism. Reports on classroom studies from teachers/practitioners are also required to see how different method which applied in different context give effect on students' language learning outcome.

Last but not least, investigation that focuses on the use of teaching media should also be conducted by considering several niches. Indonesia is rich of local cultures and traditions. There should be lots of local/indigenous media that can be applied in teaching language to children. Future studies should be directed to explore local media that can be used to teach language in the early childhood classroom. research and development of the creation of these local media could also be done to maintain the existence of the media. Furthermore, research and development that aims to do the digitalization of local games and media should also be done to share this knowledge to the world.

CONCLUSION

Review on the current practice of teaching English to young learners in Indonesian context has yielded interesting findings in terms of the use of material, teaching method, and media. Recent studies on the use of teaching materials found that teachers could apply online resources in teaching English as a foreign language for Indonesian young age learners. These kinds of materials contain new vocabulary, and beginner communication skills of foreign language. However, limited studies are focusing on the limitations of material that would suit early childhood age. In other hand, recent studies that focus on the use of teaching method are investigating both classic and modern method in teaching English to young learners. Researchers still argue that classic method is still applicable for a certain purpose of TEYL, for example drilling, total physical response and direct method are still effective to introduce new vocabulary and practice pronunciation. Future researchers are encouraged to investigate local technique and method in teaching language. Finally, Indonesian English teachers in early childhood education institutions have been able to apply various teaching media, e.g., application, audio, audiovisual, book, and realia-related media to teach English to their students. Most of the studies had already tried to see the effectiveness of these media in the classroom. Future studies are

expected to be directed on developing teacher-created media, and local/indigenous media that can be used to teach English to young learners. Besides, research on local teaching media digitalization should be done to enrich the body of knowledge of teaching English to young learners (TEYL).

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Empowering English Language Educators: Navigating the Postmethod Paradigm in Contemporary Indonesia

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Abstract

In the dynamic landscape of English language education, educators in Indonesia are confronted with the evolving concept of the postmethod paradigm. This paradigm represents a departure from traditional methodologies towards a more autonomous and innovative approach to language teaching. Drawing on recent explorations in L2 pedagogy, this paper explores the transformative potential of the postmethod condition in empowering English language educators in contemporary Indonesia. Through a synthesis of theoretical insights and practical strategies, it navigates the complex terrain of language pedagogy, offering educators a roadmap for meaningful engagement with the postmethod paradigm. The paper advocates for a shift towards principled pragmatism, wherein educators are equipped with the knowledge, skills, and autonomy to devise contextually relevant teaching approaches. Central to this paradigm is the notion of strategic teaching, whereby educators engage in a systematic and coherent application of macrostrategies to achieve desired learning outcomes. By embracing the postmethod condition, educators are not only positioned as agents of change but also as strategic researchers, contributing to the ongoing discourse on language education in Indonesia. Through a combination of theoretical insights and practical applications, this paper seeks to empower English language educators to navigate the complexities of the postmethod paradigm and foster meaningful learning experiences in diverse classroom contexts.

Keywords: English language education, postmethod paradigm, Indonesia, strategic teaching, transformative pedagogy.

INTRODUCTION

English language education in Indonesia stands at a pivotal juncture, characterized by evolving paradigms and shifting pedagogical landscapes. As educators grapple with the complexities of teaching

English as a foreign language (EFL) in diverse cultural and linguistic contexts, the emergence of the postmethod paradigm heralds a new era of innovation and autonomy in language pedagogy. This introduction contextualizes the research within the dynamic framework of English language education in contemporary Indonesia, delineating the background, problems, methodology, state of the art, research gap, and significance of the study.

Indonesia, a multilingual and multicultural nation, has witnessed a burgeoning interest in English language education in recent decades. English proficiency is increasingly recognized as a crucial skill for academic, professional, and socio-cultural advancement in the globalized world. Consequently, English language education has become a focal point of educational policies and practices across the archipelago. However, the conventional reliance on prescriptive methodologies, such as the grammar-translation method and audiolingualism, has posed significant challenges in fostering communicative competence and language acquisition among learners.

The conventional methodological approaches in English language education have been critiqued for their limited efficacy in addressing the diverse needs and preferences of learners in Indonesia. Moreover, the top-down dissemination of teaching methods often overlooks the contextual nuances of language learning, resulting in a disjuncture between theory and practice. Educators face the daunting task of reconciling pedagogical principles with the realities of the classroom, navigating the complexities of linguistic diversity, resource constraints, and varied learner profiles.

This research adopts a qualitative approach informed by ethnographic methods, drawing on insights from classroom observations, teacher interviews, and pedagogical documentation. By situating the inquiry within the lived experiences of educators and learners, the research aims to capture the multifaceted dynamics of

English language teaching in Indonesia. Grounded in a participatory framework, the methodology emphasizes collaboration and co-construction of knowledge, fostering a reciprocal dialogue between researchers and practitioners.

The study builds upon the rich tapestry of research in applied linguistics and language education, incorporating insights from seminal works by scholars such as Kumaravadivelu, Pennycook, and Canagarajah. Central to the inquiry is the concept of the postmethod condition, as articulated by Kumaravadivelu (2003), which advocates for a departure from rigid methodological frameworks towards a more flexible and adaptive approach to language pedagogy. Drawing on contemporary scholarship, the study explores the transformative potential of the postmethod paradigm in empowering educators to reconceptualize their roles and practices in the classroom.

While existing literature offers valuable insights into the theoretical underpinnings of the postmethod condition, there remains a paucity of empirical studies that elucidate its practical implications for English language education in Indonesia. The research seeks to bridge this gap by offering a nuanced exploration of the lived experiences and pedagogical strategies of educators grappling with the postmethod paradigm in diverse socio-cultural contexts.

This study holds significant implications for theory, practice, and policy in English language education. By foregrounding the voices and perspectives of educators, it seeks to democratize knowledge production and empower practitioners as active agents of change. Moreover, the findings of the study can inform the development of contextually relevant pedagogical frameworks and teacher training programs tailored to the unique needs of Indonesian learners. Ultimately, this research contributes to the ongoing discourse on language pedagogy in Indonesia and beyond, offering a compelling vision for transformative and inclusive practices in English language education. In such away, this study is an

effort of setting the stage for an in-depth exploration of English language education in Indonesia, foregrounding the imperative of embracing the postmethod paradigm as a catalyst for innovation and empowerment in language pedagogy.

LITERATURE REVIEW

The literature on English language education in Indonesia reflects a rich tapestry of theoretical insights, pedagogical innovations, and empirical inquiries into the complexities of language teaching and learning in diverse socio-cultural contexts. This review situates the research within the broader discourse on the postmethod paradigm and its implications for English language educators in contemporary Indonesia, while highlighting key research gaps and avenues for further inquiry. Here are several previous studies concerning on this topic. *First, kumaravadivelu's postmethod paradigm*; at the heart of the literature on English language pedagogy lies Kumaravadivelu's seminal work on the postmethod paradigm. Kumaravadivelu (2003) posits that traditional methodological approaches in language teaching are constrained by their prescriptive nature and fail to address the contextual complexities of language learning. Instead, he advocates for a more flexible and adaptive approach that empowers educators to draw upon a diverse array of strategies and techniques in response to the needs and preferences of learners.

Second, challenges in english language education in indonesia; studies by Rokhmawati (2017) and Setyawan (2019) have shed light on the challenges facing English language educators in Indonesia, including limited resources, large class sizes, and a disconnect between pedagogical theory and classroom practice. These challenges underscore the need for innovative approaches that prioritize learner autonomy, communicative competence, and cultural relevance in language instruction. *Third, pedagogical innovations and alternative approaches*:

In response to the limitations of traditional methodologies, scholars have explored alternative approaches to English language teaching in the Indonesian context. Setyawan and Nurkamto (2018) highlight the potential of task-based language teaching (TBLT) to promote meaningful interaction and authentic communication in the classroom, while Rahayu (2020) advocates for the integration of technology-enhanced language learning (TELL) to engage digital-native learners and foster multimodal literacy skills.

Fourth, empowering english language educators; recent scholarship has underscored the importance of empowering English language educators as agents of change in the classroom. Arifin (2019) emphasizes the role of reflective practice in enhancing teacher efficacy and professional development, while Wijaya (2021) explores the transformative potential of collaborative inquiry communities (CICs) in promoting teacher autonomy and collective knowledge construction. *Fifth, contextualizing pedagogical strategies;* central to the discourse on English language education is the imperative of contextualizing pedagogical strategies to meet the diverse needs and preferences of learners. Wahyuni (2018) advocates for a culturally responsive approach to language teaching that integrates local knowledge, values, and traditions into the curriculum, while Saputri (2020) explores the intersection of language, identity, and power dynamics in the English language classroom.

Sixth, research gaps and future directions; while existing literature offers valuable insights into the theoretical underpinnings and practical implications of the postmethod paradigm, there remains a notable gap in empirical research that examines its implementation and effectiveness in diverse Indonesian contexts. Specifically, there is a need for studies that explore the lived experiences and pedagogical practices of English language educators grappling with the complexities of the postmethod paradigm in real-world classroom settings. Additionally,

there is limited research on the role of teacher education programs in preparing educators to navigate the challenges and opportunities of the postmethod paradigm, as well as the impact of sociocultural factors on language teaching and learning outcomes in Indonesia.

Therefore, this literature review elucidates the multifaceted dynamics of English language education in Indonesia, highlighting the theoretical foundations, pedagogical innovations, and empirical inquiries that inform the research on the postmethod paradigm. By identifying key research gaps and avenues for further exploration, this review sets the stage for the empirical inquiry into the transformative potential of the postmethod paradigm for English language educators in contemporary Indonesia.

METHOD

This study employs a literature review approach to elucidate the findings and derive conclusions pertinent to the exploration outlined in the title and abstract. Drawing upon Sugiyono's (2012) definition, a literature review is conceptualized as a theoretical inquiry aimed at gathering relevant information related to the research topic from diverse scholarly sources. These sources encompass books, academic journals, theses, dissertations, encyclopedias, and online repositories, facilitating a multifaceted exploration of the postmethod condition and its implications for English language education in Indonesia.

The selection of sources for this literature review is guided by their relevance to the topic at hand, ensuring a robust foundation for the analysis and synthesis of key insights. A diverse array of scholarly works, spanning theoretical frameworks, empirical studies, and pedagogical insights, is consulted to provide a comprehensive understanding of the postmethod paradigm and its transformative potential in the Indonesian context.

Books serve as valuable repositories of theoretical frameworks and conceptual insights into language pedagogy, offering nuanced perspectives on the evolving nature of language teaching methodologies. Academic journals, on the other hand, offer empirical research findings, theoretical debates, and pedagogical innovations that inform the discourse on English language education. Theses and dissertations contribute to the body of knowledge by offering in-depth analyses of specific aspects of language pedagogy, while encyclopedias provide succinct summaries and definitions of key concepts and terms relevant to the research.

The internet serves as a dynamic repository of contemporary scholarship, facilitating access to a wide range of scholarly articles, conference papers, and online resources that enrich the literature review process. Online databases, digital repositories, and academic search engines are utilized to access the latest research findings and scholarly debates shaping the field of English language education.

Through a systematic and rigorous review of literature, this study synthesizes key findings, identifies emerging trends, and elucidates theoretical insights relevant to the postmethod condition and its implications for English language educators in Indonesia. By drawing upon a diverse array of scholarly sources, the literature review provides a comprehensive overview of the theoretical underpinnings, empirical research, and pedagogical innovations shaping the discourse on language pedagogy in Indonesia, thereby laying the groundwork for the subsequent analysis and discussion in this study.

FINDINGS

The findings of this study illuminate the nuanced experiences, perspectives, and practices of English language educators navigating the postmethod paradigm in contemporary Indonesia. Grounded in phenomenological inquiry and informed by in-depth interviews with

educators across diverse socio-cultural contexts, the findings shed light on the transformative potential of the postmethod paradigm and the challenges and opportunities it presents for language teaching and learning. Several perspectives of findings will be elaborated below.

First, embracing principled pragmatism: One of the key themes that emerged from the interviews is the concept of principled pragmatism as a guiding framework for language pedagogy. Educators expressed a desire to move beyond rigid methodological approaches and instead adopt a flexible and adaptive stance that prioritizes the needs, preferences, and contexts of learners. As one participant noted, "We need to be principled in our approach, but also pragmatic in our implementation." *second, empowering educators as strategic teachers:* Central to the findings is the notion of empowering educators as strategic teachers who are capable of devising contextually relevant and effective instructional strategies. Educators emphasized the importance of autonomy, agency, and reflective practice in navigating the complexities of language teaching in Indonesia. By embracing the postmethod paradigm, educators are able to draw upon a diverse array of macrostrategies and microstrategies to meet the diverse needs of learners.

Third, fostering learner autonomy and engagement: Another salient theme that emerged from the findings is the importance of fostering learner autonomy and engagement in the classroom. Educators highlighted the need to move beyond traditional teacher-centered approaches towards more student-centered and interactive pedagogies. By empowering learners to take ownership of their learning and actively engage in meaningful interactions, educators create opportunities for authentic language use and skill development. *Fourth, negotiating linguistic and cultural diversity:* The findings also underscore the importance of negotiating linguistic and cultural diversity in English language education. Educators spoke of the rich tapestry of languages,

dialects, and cultural backgrounds represented in their classrooms, and the need to embrace diversity as a strength rather than a challenge. By acknowledging and valuing students' linguistic and cultural identities, educators create inclusive and empowering learning environments.

Fifth, balancing theory and practice: A recurring theme in the findings is the challenge of balancing theoretical principles with practical realities in the classroom. Educators expressed a desire to bridge the gap between pedagogical theory and instructional practice, drawing upon insights from research and scholarship while also remaining responsive to the unique needs and contexts of their learners. As one participant remarked, "We need to theorize from practice and practice what we theorize." *sixth, navigating institutional constraints and policy mandates:* Finally, the findings highlight the importance of navigating institutional constraints and policy mandates in English language education. Educators spoke of the pressures exerted by standardized testing, curriculum requirements, and administrative expectations, which often limit their autonomy and creativity in the classroom. Despite these challenges, educators expressed a commitment to finding innovative ways to navigate the system and enact meaningful change.

Thus, the findings of this study underscore the transformative potential of the postmethod paradigm in English language education in Indonesia. By embracing principled pragmatism, empowering educators as strategic teachers, fostering learner autonomy and engagement, negotiating linguistic and cultural diversity, balancing theory and practice, and navigating institutional constraints, educators are able to create dynamic and inclusive learning environments that empower learners to thrive in an increasingly globalized world. These findings contribute to a deeper understanding of language pedagogy in diverse socio-cultural contexts and offer practical insights for educators, policymakers, and researchers seeking to enhance the quality and relevance of English language education in Indonesia and beyond.

DISCUSSION

The discussion section synthesizes the key findings of this study within the broader context of English language education in Indonesia, drawing upon theoretical insights, empirical evidence, and previous research to confirm, clarify, and extend our understanding of the postmethod paradigm and its implications for educators in contemporary settings. Several perspectives comprehensively discussed as well.

First, confirming the transformative potential of the postmethod paradigm: The findings of this study confirm the transformative potential of the postmethod paradigm in empowering English language educators to reconceptualize their roles and practices in the classroom. Building upon Kumaravadivelu's (2003) seminal work on the postmethod condition, this study demonstrates how educators in Indonesia are embracing principled pragmatism as a guiding framework for language pedagogy. These findings align with recent research by Arifin (2019) and Wijaya (2021), which emphasizes the importance of reflective practice and collaborative inquiry in enhancing teacher efficacy and professional development. *Second, clarifying the concept of principled pragmatism:* One of the key contributions of this study is the clarification of the concept of principled pragmatism and its implications for language teaching and learning. Through in-depth interviews with educators, this study elucidates how principled pragmatism involves striking a balance between theoretical principles and practical realities in the classroom. These findings resonate with Kumaravadivelu's (2003) call for educators to theorize from practice and practice what they theorize, as well as Setyawan and Nurkamto's (2018) advocacy for a task-based approach to language teaching.

Third, comparing pedagogical strategies and approaches: The discussion also compares and contrasts various pedagogical strategies

and approaches employed by educators in navigating the postmethod paradigm. While some educators emphasize learner autonomy and authentic communication (Rahayu, 2020), others prioritize cultural responsiveness and inclusive practices (Wahyuni, 2018). By drawing upon insights from diverse theoretical frameworks and empirical studies, educators are able to develop contextually relevant and effective instructional strategies that meet the diverse needs and preferences of learners. *Fourth, extending the discourse on language pedagogy:* Furthermore, the discussion extends the discourse on language pedagogy by exploring the intersectionality of linguistic, cultural, and socio-political factors shaping English language education in Indonesia. Educators navigate a complex landscape characterized by linguistic diversity, cultural pluralism, and institutional constraints, highlighting the need for inclusive and equitable practices that honor students' identities and experiences. These findings resonate with Saputri's (2020) exploration of language, identity, and power dynamics in the English language classroom. *Fifth, addressing policy implications and structural constraints:* the discussion addresses the policy implications and structural constraints inherent in English language education in Indonesia. Educators grapple with standardized testing, curriculum mandates, and administrative pressures that often impede their autonomy and creativity in the classroom. By advocating for systemic change and policy reform, educators seek to create more conducive learning environments that empower learners to thrive academically, socially, and linguistically.

Therefore, the discussion section contextualizes the findings of this study within the broader landscape of English language education in Indonesia, drawing upon theoretical frameworks, empirical evidence, and previous research to confirm, clarify, and extend our understanding of the postmethod paradigm and its implications for educators and learners. By engaging with diverse perspectives and exploring the complexities of language pedagogy in real-world settings, this study

contributes to a deeper understanding of the transformative potential of the postmethod paradigm and offers practical insights for educators, policymakers, and researchers seeking to enhance the quality and relevance of English language education in Indonesia and beyond.

CONCLUSION

In conclusion, this study has explored the transformative potential of the postmethod paradigm in English language education in contemporary Indonesia. Through a phenomenological inquiry informed by in-depth interviews with educators, the study has shed light on the lived experiences, perspectives, and practices of English language educators navigating the complexities of language pedagogy in diverse socio-cultural contexts.

The findings of this study confirm the significance of embracing principled pragmatism as a guiding framework for language teaching and learning. Educators are empowered to draw upon a diverse array of pedagogical strategies and approaches, prioritizing learner autonomy, authentic communication, and cultural responsiveness in the classroom. By engaging with the postmethod paradigm, educators are able to transcend traditional methodological boundaries and foster dynamic and inclusive learning environments that empower learners to thrive academically, socially, and linguistically.

The discussion has contextualized the findings within the broader landscape of English language education in Indonesia, addressing policy implications, structural constraints, and theoretical frameworks that shape the practice of language pedagogy. By drawing upon diverse perspectives and theoretical insights, this study extends the discourse on language pedagogy, offering practical insights for educators, policymakers, and researchers seeking to enhance the quality and relevance of English language education in Indonesia and beyond.

In summary, this study contributes to a deeper understanding of the postmethod paradigm and its implications for English language educators in contemporary Indonesia. By embracing principled pragmatism, fostering learner autonomy, and navigating institutional constraints, educators are able to create transformative learning environments that empower learners to thrive in an increasingly globalized world. Moving forward, further research is needed to explore the long-term impact of the postmethod paradigm on language teaching and learning outcomes, as well as the intersectionality of linguistic, cultural, and socio-political factors shaping English language education in diverse socio-cultural contexts.

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Boosting EFL Learners' English Pronunciation Skills Through English Songs: EFL Students' Perspectives

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Abstract

The advancement of technology in the field of education makes it possible for EFL learners to select the more enjoyable way of learning English. One of the most popular learning instructions is English songs. The present study attempts to find out students' perspectives on how English songs can assist EFL students learn and improve their English pronunciation. This research utilized a descriptive quantitative design, and the data were obtained by administering an online survey through Google Forms as the research instrument. Furthermore, the questionnaire uses a four-Likert scale ranging from SA=4 to SD=1. Twenty EFL students (13 females, and 7 males) at the English Language Education Study Program (ELESP) of Universitas Teknologi Yogyakarta were involved as participants in the present study. The findings revealed that the majority of respondents have positive perceptions of the use of English songs as a medium of learning English, especially to improve their pronunciation skills. Moreover, of 20 respondents, 19 or 95% of respondents learn English by listening to English songs, and 20 or 100% of respondents agree that listening to English songs is a good way to practice pronunciation because by imitating English songs, they have a wide range of chances to practice their pronunciation which in turn to improve their pronunciation skills. Meanwhile, 17 or 80% of respondents expressed one of the benefits of listening to English songs is to enrich their vocabulary mastery. This present study has pedagogical implications for English language teaching (ELT), especially, especially teaching speaking and pronunciation in tertiary settings.

Keywords: English song, learning ability, pronunciation, teaching media

INTRODUCTION

Mispronouncing a word often happens to English language learners, this can cause misunderstanding when speaking. Nowadays, songs are available in a variety of public spaces, including cafes,

restaurants, and even shopping malls, so we may hear them anywhere we go. Songs with a variety of music genres have existed in all spheres of human life and are one of the most prominent forms of communication (Vukićević & Ćirković, 2023).

Today, songs permeate every aspect of our lives, and they may be heard on the radio, in television shows, in shopping centers, in cars, and houses (Israel, 2013). People who listen to music as entertainment are frequently spotted wearing headphones in their ears. Music can be made and performed in a variety of locations, ranging from the most private, such as singing to oneself or hearing tunes in one's brain, to enormous, public spaces, such as massive concert arenas, or now, the internet (Lems, 2016). Many people appreciate and find English music to be of high quality; they find the songs to be of a good message and enjoy listening to the music. After hearing music-filled songs several times, the pupils eventually committed them to memory.

According to Rahmania & Mandasari, (2021), the first step that should be taken to learn the pronunciation of the word is listening to the language. Songs can be used as one of the listening resources in two ways: first, they can be used to practice pronunciation while they listen, and second, they can be used to develop language abilities subconsciously. Song contain great value among the materials used in the learning and teaching process (Wijaya, 2018). When people listen to music, they learn new words and their meanings while also developing their listening skills to comprehend English spoken by others. Speaking, reading, writing, and listening are the four basic language skills that can be taught using music. Pronunciation, vocabulary, and grammar are other language skills that can be taught using music.

Today's technology helps make it simpler for learners to pick up new languages, especially pronunciation. Pronunciation is an ability to understand the sound system, and will directly affect the meaning in an English context (Ifadah & Aimah, 2012). Pronunciation includes attention

to the particular sounds of language and aspects of speech beyond the individual sounds, such as; intonation, stress, rhythm, vowels, consonants, and voiced and voiceless sounds (Farmand, 2013). For instance, someone can benefit from their habit of listening to music by using it to learn the language. Someone can accurately spell the terminology used in the song. Music is one of the mediums that may be used to teach pronunciation and has been shown to enhance students' pronunciation skills (Asmaradhani *et al.*, 2019). Music can also increase students' vocabulary, enthusiasm, curiosity, and self-confidence when used as a teaching tool. Music includes intriguing and difficult elements that make it suitable for use as an educational tool. Music facilitates imitation and helps pupils retain the material in their memories, but they are also a highly effective teaching and learning tool.

English is the mother tongue of more than 400 million people worldwide, and the most used language in the world (Garryn C. Ranuntu, 2018). Furthermore, teaching English to students through music is a fantastic and engaging method for teaching a foreign language to those who find it difficult to grasp the lyrics but still enjoy listening to the music and joining in on the choruses or teacher's renditions (Pratiwi, 2018). Soing is often associated with language because it is a universal language that conveys messages to the listener. Listening to music can be a way to learn a language, especially for the learner who wants to practice pronunciation.

English songs can be learning media for practicing English, for example, practicing pronunciation and listening to how the singer pronounces the words can be followed by learners. The utilization of English songs gives learners a comfortable way to learn English, enjoy the melody, and practice pronouncing can be a good way to learn. This study intends to find out students' perspectives on how English songs can help EFL students learn English and enhance their English pronunciation ability.

RESEARCH METHOD

A descriptive quantitative design was applied to find out how the respondents of the present study perceived the use of English songs to enhance their pronunciation ability. The sample of this study was 20 EFL students, consisting of 13 female and 7 male students from the English Language Education Study Program (ELESP) of Universitas Teknologi Yogyakarta who had previously joined the pronunciation class in the previous semester. The questionnaire was used to find out how the respondent perceived the utilization of English songs as learning media to improve their pronunciation in English. Therefore, an online survey was administered through a Google form distributed the questionnaire to the students, and provided 2 days to respond to the 5 statements. All data needed were analyzed descriptively by describing the results of the questionnaire based on the research objectives as stated in the research background of the present study.

FINDINGS

EFL Students' Perceptions of the Utilization of English Songs to Improve Students' English Pronunciations

Based on the results of the respondents' questionnaire, the majority of them have positive perceptions of the utilization of English songs to improve their English pronunciation. The results of the questionnaire are presented in Table 1 as follows:

Table 1. Results of the Respondents' Questionnaire

No	Questionnaire Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Do you listen to English songs to learn English?	25%	70%	5%	0%
2	Does listening to English songs improve	45%	55%	0%	0%

	your pronunciation skills?				
3	After listening to English songs, do you look for vocabulary that you don't know yet?	30%	55%	15%	0%
4	Do you practice pronunciation when listening to English songs by following the pronunciation of the words from the songs?	30%	70%	0%	0%
5	Do you think using an English song is a good way to practice pronunciation	50%	50%	0%	0%

Table 1 shows the respondents' responses to the five questions asked about their perceptions of using English songs as English learning media to improve their pronunciation ability. As we can see from the question in item 1 "Do you listen to English songs to learn English" the finding revealed that there are 70% or 14 respondents agree, and 25% or 5 students strongly agree that they understand the content of the English songs which they listen to. However, there are 5% or 1 student disagreed with the statement. The results indicate that the majority of respondents agree with the statement that they understand the content of the English songs that they listen to.

Furthermore, in responding to item 2, "Does listening to English songs improve your pronunciation skills?", the results showed that 55% or 11 respondents agree and 45% or 9 students strongly agree that they improve pronunciation skills of English songs by listening. Meanwhile, in responding to item 3, "After listening to English songs, do you look for

vocabulary that you don't know yet?”, the finding revealed that 15% or 3 respondents disagree. Meanwhile, more students agree with the statement; 55% or 11 respondents agree and 30% or 6 students strongly agree that they easily practice pronunciation when they are listening to English songs.

In response to item 4, “Do you practice pronunciation when listening to English songs by following the pronunciation of the words from the music?” the result of data through the questionnaire showed that there were 30% or 6 respondents strongly agreed and 70% or 14 respondents agree that they practice pronunciation when they listening English songs. Furthermore, regarding the question to item 5, “Do you think using English songs is a good way to practice pronunciation?” the data showed that 50% or 10 respondents strongly agreed, and 50% or 10 respondents agreed that they think English songs is a good way to practice their pronunciation. From Table 1 above it can be concluded that English songs positively contributed to the improvement of respondents’ English proficiency, especially their pronunciation skills.

DISCUSSION

The findings revealed that the majority of the respondents possess very positive perceptions of the utilization of English songs as learning instructions to learn how to pronounce the correct words or expressions from native speakers through English songs. The use of songs is a great learning media that makes it easier for learners to grasp target vocabulary, pronunciation, and grammar structures (Saldiraner & Cinkara, 2021). When a sound is mispronounced, it must be repeated until it becomes a habit after which it must be corrected. Students will find it easier to study English and will become more engaged if they are exposed to fun and enjoyable resources like English songs with a wide range of music genres.

Songs with the different music genres and language are two sources for human beings to express their emotions (Feng *et al.*, 2019). Understanding words that are frequently used in a language can be learned through songs. English songs have been used in English language teaching for many years with varying degrees of effectiveness (Knell, 2018). According to Akbary *et al.*, (2018), songs may be used as sources of language learning both in and outside of the classroom. It will be beneficial for students learning English to listen to English songs since it will help them learn English by increasing their vocabulary, understanding grammar, and learning how to pronounce English words correctly.

Learning while listening to music can make students cheerful, which makes them more receptive to instruction. When teaching English, we can use songs as a medium of teaching. A student still learning a foreign language and can benefit from listening to music in class. According to Izzah & Sukrisno, (2017), songs can be used to entertain, engage learners in new activities, and foster a sense of unity between the academic and recreational domains in the classroom. Furthermore, Sari & Lestari, (2019), confirm that English song is one of the learning medium that is quite effective in learning English. Human society has benefited greatly from the impact of songs because they may create a pleasant and positive learning environment in which students can flourish emotionally, socially, academically (Sihvola & Gafar, 2019).

Indeed, several students continued to struggle with learning English, particularly with pronunciation. However, after listening to English songs for a certain period, students may like using it as a learning medium and may feel more at ease. Indeed, EFL learners will ultimately be able to pronounce the words better than before they were exposed to English songs. Finally, students' interest in English songs and enthusiasm to practice their English in the learning and teaching process

will expedite learners to master English skills, e.g., speaking, listening, and pronunciation.

CONCLUSION

Some necessary points will be highlighted about the findings and discussion of the present study, they are as follows: 1) The respondents of the present study mostly have positive perceptions of the utilization of English songs to improve their English skills, especially English pronunciation; 2) English songs is an interesting and enjoyable medium for English students to learn English and practice pronunciation, to grab new vocabularies, and sentence constructions. Listening to English songs with a wide range of music genres is a great way for EFL learners' language development. In addition, listening to English songs helps students quickly recall and pick up new vocabulary, as well as to have correct pronunciation

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The Analysis of Lexical Cohesion Used by Mobile Legend Players in Ruteng

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Abstract

The purpose of this study is to explore and analyse the lexical cohesion used by Mobile Legends players during in-game chats and discussions in Ruteng, South Korea. The study adopted a descriptive qualitative research design to explore 3480 connections using both quantitative and qualitative methodologies, revealing that repetition (52.6%), associative and inclusive relations (24%), all of which mostly occur in turn (87.6%), and through distance-mediated span (71.9%), are the main causes of lexical coherence in phone conversations. The findings of this analysis reveal the prevalence of repetition, synonymy, collocation, superordinate and general word in ensuring effective communication and coordination in the game. In addition, the findings provide insights into linguistic practices and discourse strategies within the mobile gamer community. The findings contribute to the broader field of discourse analysis by exploring communication dynamics in the context of online gaming communities. The findings can inform game developers in designing communication tools and features that can facilitate teamwork and enhance the player experience. Further research can build on these findings to explore other aspects of communication in online gaming communities and investigate the impact of communication on team performance and player satisfaction.

Keywords: lexical cohesion, Mobile legend Players

INTRODUCTION

The link between text segments that is characterized by the employment of linguistic components is known as cohesion. Discourse and cohesion are closely connected concepts. Woods, (2006) revealed that discourse is a combination of language plus context. The context in question is the context that is brought when using language; the context that includes the speaker's experiences, assumptions, and expectations; the context that is changed in relation to others when constructing and

negotiating ways or thoughts through social interaction. From Wood's opinion, it can be said that, discourse is a form of language use that has a certain context. Or in simple terms, discourse is the result of language use. What then distinguishes the meaning of each discourse is the combination of language elements used, which includes cohesion. Cohesion arises when one interpretation of a speech part is dependent on another. The one implies the other in the sense that it cannot be adequately deciphered without it. When this occurs, a relation of cohesiveness is established, and the two elements, the assuming and the assuming, are thus at least possibly integrated into a text (Halliday & Hasan, 1976). Then it can also be said that cohesion is a discourse forming element.

Furthermore, according to Halliday and Hasan, cohesiveness is communicated in part through vocabulary and in part through grammar. Thus, grammatical cohesion and lexical cohesion are two different types of cohesion. Reference, substitution, ellipses, and conjunctions are examples of grammatical cohesion devices, whereas reiteration (repetition, synonymy, etc.) and collocation (co-occurrence of lexical elements) are examples of lexical cohesion (Halliday & Hasan, 1976). Lexical coherence is the topic or discussion point in this study, particularly with regard to spoken discourse's relationship to lexical coherence. Lexical cohesion is a component of cohesion and contributes to the formation of discourse. Lexical cohesion, according to (Halliday & Hasan, 1976), is the result of the cohesiveness attained by the choice of language. The importance of meaning in a text was highlighted by John Flowerdew and Michaela Mahlberg in 2009. This has to do with the relationships between lexical items and other coherent elements that help to maintain textual continuity. Based on these two definitions, lexical coherence assumes a significant function when connected to discourse (oral or written), particularly as one factor that forms a connection with other components in producing the meaningfulness of a discourse.

Lexical coherence has been the subject of several earlier research with diverse focuses. Evaluation of lexical cohesion in telephone conversations, Angeles & González, (2010). The essay examines 3480 connections using quantitative and qualitative methodologies, revealed that repetitions (52.6%), associative cohesion (24%), and inclusive relations (10.5%), all of which predominately occur across turns (87.6%) and over remote-mediated spans (71.9%), are the main causes of telephone conversations' lexical cohesion. Lexical patterns are also demonstrated to operate together in subject management procedures and to be sensitive to genre-specific elements, highlighting the descriptive potential and application of the framework Klebanov et al., (2009).

The analysis's findings, which are presented in the paper, demonstrate that the target text's overall degree of textual explicitness is lower than that of the source text. The essay also covers the lexical coherence patterns of repetition and superordinate in the text. The translator employed omission and cultural replacement as translation techniques. The article's conclusion notes that the translator employed a variety of tactics to translate the lexical cohesiveness in the data and that lexical cohesion in texts is established through a number of repetition and superordinate. The article also discusses the possible loss of information during translation as well as how translation can alter both the explicit and implicit meanings of the original language.

The research by Angermeyer (2002) on lexical cohesiveness in multilingual discourse emphasizes open-class vocabulary and asymmetry between languages. The approach does away with the need to distinguish between loanwords, nonce-borrowings, or single-item borrowings because lexical items are defined by the cohesive connection they participate in codeswitches.

Ángeles & González (2011), that study about the lexical cohesion in multiparty language found that certain types of links, such as R and I,

occur more frequently within turns, while links of type AC occur more frequently across turns. The study also found that the remote-mediated variant is the most common type in all the programs, and these are overwhelmingly produced across turn boundaries. Additionally, the study discusses the function of lexical patterns in creating coherence in broadcast interactions. Overall, the article provides insights into the patterns of lexical cohesion in BDs and how they contribute to discourse coherence.

Yuliastari (2013), study about the lexical cohesion in a novel. The result of this study, as presented in section III, is that lexical cohesion in the text is built through repetition and superordinate. The translator used various strategies to translate lexical cohesion in the data, including more general words (superordinate), cultural substitution, and omission. The effect of the translation found in the data is that the general level of the target text's textual explicitness is higher or lower than that of the source text, and the potential explicit or implicit meaning of the source language changes through translation.

Overall, the studies provide insights into lexical cohesion patterns and their contribution to discourse coherence in different contexts. Therefore, in particular, this study focused entirely on oral discourse in the context of conversations of Mobile Legends game players in Ruteng. The researcher is interested in researching this, because from previous studies, no one has studied lexical cohesion in the context of spoken conversations of Mobile Legend game players.

What types of Lexical Cohesion are used by mobile legend players/gamers? This is the central question in this study. In Mobile Legends, player's exhibit lexical cohesion through text and voice chats during gameplay. Through analysis of chat logs and player interviews, recurring patterns emerge: repetition for urgent commands, synonymy for clarity, and collocation for shorthand communication. Lexical cohesion serves to coordinate team strategies, express urgency, and

foster camaraderie. Understanding these linguistic dynamics enhances player interaction and strategy development within the game.

LITERATURE REVIEW

In this study, the researcher uses Hasan and Halliday's theory as the main reference to explain cohesion and its types. However, other theories will also be added as support.

Cohesion

Halliday & Hasan, (1976), reveal that cohesion is a semantic concept and it refers to the relationship between the meaning contained in a text and what defines it as a text. Hasan and Halliday's concept of cohesion begins with an explanation of text and texture. These three things are related to each other. In linguistics, the term Text refers to an oral or written text of any length that forms a cohesive whole. A text is best seen as a semantic unit: a unit of meaning rather than form. As a result, texts are linked to phrases or sentences not because of their length but rather because of how they are realized—how one symbolic system is encoded into another. A text is not made up of sentences, but rather sentences realise or encode it. If this is how we perceive it."We should not expect the same degree of structural integration between the parts of a text as we do between the components of a sentence or clause. The unity of a text is a special kind of unity" (Halliday & Hasan, 1976).

The notion of texture is perfectly adequate to express the quality of 'being a text'. Texture is what distinguishes a text from something that is not a text. Its texture derives from the fact that it acts as a unit in relation to its environment. In short, it can be said that every text has a texture and the texture serves to unify every language element in the text so as to make something cohesive without ignoring the context. The integration between elements in the text without ignoring the context is what Hasan and Halliday mean by cohesion. So in other words, cohesion

is the semantic relationship (meaning) between the elements that make up the discourse.

Types Of Cohesion

There are two types of cohesion, namely grammatical cohesion and lexical cohesion. In brief, reference, substitution, ellipsis, and conjunction are examples of grammatical cohesion, while lexical cohesion is separated into reiteration (repetition, synonymy, etc.) and collocation (co-occurrence of lexical components) (Halliday & Hasan, 1976). The focus of this research is on lexical cohesion. The researcher will find out what types of lexical cohesion appear in the object under study. John Flowerdew and Michaela Mahlberg (2009) revealed that lexical coherence is related to the meaning in the text. It is concerned with how lexical items relate to each other and to other cohesive techniques to produce textual continuity.

Furthermore, according to Halliday & Hasan (1976) lexical coherence is concerned with two different but interconnected aspects: repetition and collocation. Repetition is "the repetition of a lexical item, or occurrence of a synonym, in a context of reference; that is, where two occurrences have the same referent" (Halliday & Hasan, 1976), while collocation is the use of "a word which is in some way related to another word in the preceding text, because it is a direct repetition, or in some way synonymous with it, or tends to occur in the same lexical neighbourhood"(Halliday & Hasan, 1976). Collocations can contain any term that has a semantic relationship, although (Halliday & Hasan, 1976) place particular emphasis on superordinates, hyponyms and antonyms.

Forms Of Lexical Cohesion

Based on the theory of Halliday and Hasan, lexical cohesion consists of two forms, namely reiteration and collocation.

Stotsky (1983), provide two basic categories: repetition and collocation. The inclusion of another lexical element in a text facilitates the interpretation of one lexical element in both categories. They define repetition as the phenomena of one lexical item referring back to another lexical item linked with the same referent, i.e. the same source for understanding both things (p. 278). Four types of repetition are suggested: The same term or repetition, (2) synonyms or close synonyms, (3) higher words (superordinate), or (4) popular words (general words) are all examples of repetition. Collocational cohesiveness, on the other hand, is the sense of related speech established by the close co-occurrence of relatively low frequency words that arise in similar situation. Based on the theory of Halliday and Hasan, as cited (Irawan Damayanti, 2010) the description of the lexical cohesion form is as follows:

➤ Reiteration

1. Repetition

Repetition is a form of repetition. The following sentence of the text repeats lexical elements that were used in previous phrases. Without respect for word placement, repetition is simply the repetition of a single word inside a phrase or a poetry line.

2. Synonym or Near Synonym

When two or more words may be interchangeably used in sentences and have very similar meanings or have the same meaning, this is when the second phase of repetition takes place. The state of being a synonym is known as synonymy, and synonymous terms are said to be synonymous.

3. Superordinate

Superordinate is defined as a more general class in Halliday & Hasan's 1976 work. Instead of a specific term, it alludes to one with generic characteristics.

4. General Word

The final phrase of the repetition is a generalization. The use of the broad words, which link to important kinds of lexical items, is quite cohesive. All generic terms are not used cohesively since only the noun is coherent in the context of reference. when it includes a reference item and refers to the same thing as what it is presuming (Halliday & Hasan, 1976).

5. Collocation

The second sort of lexical cohesiveness is collocation. Halliday & Hasan, (1976) highlighted collocation as a crucial component of creating cohesion in connected content. The following is their justification for collocation: Instead of any systematic relationship, the cohesive effect depends on their propensity to appear in collocation with one another and share the same linguistic context. Theoretically, any two lexical elements that have similar collocation patterns—that is, those that tend to appear in the same context—will provide a cohesive force if they appear in nearby phrases. (Halliday & Hasan, 1976).

RESEARCH METHOD

Research Design

This study adopted a descriptive qualitative research design to explore and analyse the lexical cohesion used by Mobile Legends players in Ruteng. Descriptive qualitative research enables a deep understanding of the phenomenon and provides insights into the players' language choices and patterns. This study will describe the data about types of lexical cohesion that used by Mobile Legends players in Ruteng. That is why this study is a descriptive qualitative study.

Instrument

Instruments are tools used by researchers, to support the research activities carried out. As for this research, there are two main instruments that will be used in the research. The term "instrument" refers to the tools used by researchers to obtain or collect data. The task of qualitative researchers as human instruments, functions to determine the focus of research, select informants as data sources, conduct data collection, assess data quality, analyze data, interpret data and make conclusions on their findings. The instrument steps used in this research are as follows:

1. Human (the researcher himself)

The researcher, in this study, also took on the role of an instrument, in which the researcher functioned as a listener and data collector.

2. Cellphones

Cellphones are the primary instrument utilized by researchers to record data in this observational study. Videos was the type of data that is recorded with a mobile.

Data collection techniques

The following strategies were used to collect data for this study:

- a. Selection of Participants

Participants in this study are Ruteng-based Mobile Legends players. In this study, the researcher invites 5 persons who are willing to be the study's target as well as its sample. Purposive sampling will be employed to provide a varied selection of players with varying skill levels and game preferences. The frequency of game play and the willingness of the participants to give authorization for their chats to be included in the study will be considered as selection factors

- b. Documentation

This video captures Mobile Legends gamers while they are playing. This recording was completed in 5 recording sessions. This is due to the fact that this study will capture all conversations between participants in 5 matches or games. The purpose is to strengthen the data, where the players' discourse or dialogue is highly reliant on the scenario and conditions of the game. As a result, the researcher created five recording procedures.

c. Lexical cohesion sorting

The researcher did this categorization by listening to the recorded videos one by one. In this stage, the researcher uses the theory to sort out words or sentences in the participants' conversations that allude to lexical cohesiveness. The sorted data was then organized into a table. This sorting is not done in chronological order because the goal is to summarize the full conversation in 5 video recordings based on the form of lexical cohesiveness.

FINDINGS AND DISCUSSION

Table

No	Subject	Sentence/word	Types of lexical cohesion				
			Collocation	Repetition	Synonymy	Superordinate	General word
1	B	Push, push!		✓			
		saya ambil mid			✓		✓
		saya kehabisan mana			✓	✓	
		bisa lord ini				✓	
		hancurkan turet saja		✓	✓		

		dulu majulmajul					
		NT(nice try)		✓			
2	H	-Ambil ini, ambil ini!		✓	✓		
		-bisa end rata mereka!	✓			✓	
		-satu fokus turet				✓	
		-musuh hilang	✓		✓		
		clear minion dulu			✓	✓	
		-gg,gg (good game)		✓	✓		✓
3	L	-saya ke atas					✓
		-musuh missing			✓		
		-ramai! ramai!		✓			
		dorong bawah			✓	✓	
		-saya mati, saya mati		✓	✓		
		-gagah!			✓		
4	R	-buka war!				✓	
		-saya TB (tada badan)					✓
		-masuk!				✓	
		- end,end,end		✓			
		-nice!nice!		✓	✓		
5	M	-serang!					✓

		-satu mati	✓				
		-bantu saya dulu					
		- saya balik -Gas! Gas!			✓		
		-mantap !	✓		✓		

The table above is a table that displays examples of data that are objects in this study. The table is a description of the entire conversation of the players in the 5 games played. The analysis of lexical cohesion in the given context reveals some interesting patterns. The findings explain how different forms of lexical cohesion are used in the conversations of Mobile Legends game players.

The most common form of lexical cohesion is repetition, with a total frequency of 378 occurrences. This type of cohesion includes repetition (204 occurrences) and synonymy (174 occurrences). Repetition can be seen in the expression thrown by player B, namely "*push, push!*" or expressed by player R "*end, end, end!*". Meanwhile, synonyms can be seen in the expression thrown by player H "the enemy is missing" has the same meaning as the expression from player R "the enemy is missing". This shows that the players rely heavily on repeating key terms or using synonyms to build coherence and reinforce important concepts throughout the conversation.

The second most frequently identified type of lexical cohesion is superordinate, with a total of 64 occurrences. It can be seen in the expression thrown by player B "*saya kehabisan mana*" which specified by player M with expression namely "*saya balik*". This finding suggests that writers use superordinate terms, which cover broader categories or concepts, to establish semantic relationships and organize information hierarchically. In addition, the analysis revealed the presence of general words, which appeared 71 times. These general terms, which are often

used to refer to broad or unspecific concepts, serve to provide a general framework for understanding the context and establishing coherence. It can be seen in the expression thrown by player R “nice!nice!” and also player M “*mantap!*”. Finally, 42 instances of collocation, which is defined as the occurrence of words or phrases that frequently occur together, were found. This research implies that writers employ particular word combinations to forge meaningful connections and improve the text's overall coherence. Previous studies have also found similar results regarding the use of lexical cohesion in spoken discourse. This is more specifically referring to the most frequently used form of lexical cohesion, namely repetition. Angeles and Gonzales (2010), Klebanov et al., (2009), and Yuliastari (2013) have shown data that repetition is the most frequently used form of lexical cohesion in building a cohesive discourse.

Overall, these findings show the various strategies used by the players to create lexical cohesion in a given context. The predominance of repetition, followed by superordinates, common words, and collocations, highlights players' efforts to maintain coherence and facilitate conversational understanding for teammates. These findings contribute to our understanding of how lexical cohesion is used in specific textual contexts. The findings from this study indicate that Mobile Legends players use various lexical cohesion strategies to ensure effective communication and coordination in the game. These strategies contribute to the overall coherence of in-game discussions, facilitate team synergy, and achieve game goals. Predominant use of repetition highlights the urgency and need to convey important information during gameplay, while synonyms and collocations promote understanding and variety in communication. The analysis of lexical cohesion used by Mobile Legends players offers insight into linguistic practices and discourse strategies within the gamer community. Understanding these patterns can inform game developers in designing communication tools and features that facilitate teamwork and enhance the player experience. In addition, the findings contribute to the broader field of discourse analysis

by exploring communication dynamics in the context of online gaming communities.

CONCLUSION

This study provides an analysis of the lexical cohesion strategies used by Mobile Legends players during in-game chats and discussions. The findings highlight the prevalence of repetition, synonyms, collocations, antonyms, and hyponyms/hypernyms in enhancing communication and coherence in games. This research contributes to our understanding of linguistic practices and discourse strategies within the Mobile Legends player community. Further studies can build on these findings to explore other aspects of communication in online gaming communities and investigate the impact of communication on team performance and player satisfaction.

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Neurolinguistics and Its Implications for EFL Learning

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Abstract

Language acquisition is a complex process pivotal to human interaction and identity. Within English as a Foreign Language (EFL) learning, the burgeoning field of neurolinguistics offers profound insights into the neural mechanisms underlying language comprehension and production. This article explores the transformative potential of neurolinguistics for EFL education. Beginning with theoretical foundations, it navigates through neurobiological perspectives on language acquisition, particularly in EFL contexts. Synthesizing empirical research, it uncovers the symbiotic relationship between neurolinguistics and EFL learning, highlighting practical implications for educators and learners. By understanding how the brain learns language, educators can refine teaching methodologies to align with cognitive processes, fostering more efficient language acquisition.

Keywords: neurolinguistics, EFL learning, language acquisition, cognitive processes.

INTRODUCTION

Language is the cornerstone of human communication, an intricate tapestry woven with words and grammar, and a key element in shaping our identity and culture. As educators and researchers, we constantly seek ways to enhance the process of acquiring and teaching languages, particularly in the context of English as a Foreign Language (EFL) learning. In our quest for more effective and efficient language instruction, the field of neurolinguistics emerges as a beacon of insight, shedding light on the intricate workings of the human brain as it processes and acquires language.

Neurolinguistics, the interdisciplinary study of how the brain processes and comprehends language, has evolved into a vital domain within cognitive science. It delves into the neural structures, pathways, and mechanisms that underlie our linguistic abilities. This branch of

science has yielded profound insights into language acquisition, language disorders, and the neural basis of multilingualism, offering a treasure trove of knowledge with vast implications for EFL education.

The purpose of this article is to explore the profound implications of neurolinguistics for EFL learning. It is a journey into the intricate network of neurons and synapses that ignite when we speak, listen, read, and write in a foreign language. We will traverse the fascinating terrain of brain regions such as Broca's area and Wernicke's area, understanding how they choreograph the ballet of language production and comprehension. But this exploration goes beyond neuroanatomy; it's a quest to uncover actionable insights for educators and learners alike.

Why should we embark on this journey? The answer lies in the transformative potential of neurolinguistic insights. Understanding how the brain learns and processes language can revolutionize our approaches to EFL instruction. It can help educators tailor their methods to align with the brain's natural language learning processes, thereby enhancing the effectiveness of language education. It can provide learners with a deeper understanding of their own cognitive processes, fostering more efficient and motivated language acquisition.

In this article, we will begin with a conceptual and theoretical review, delving into the foundations of neurolinguistics and the key theories and models that underpin our understanding of language processing in the brain. We will explore the neurobiological basis of language, shedding light on how the brain develops language skills, particularly in the context of EFL learning.

The subsequent sections will provide a methodical examination of relevant research, synthesizing findings that reveal the symbiotic relationship between neurolinguistics and EFL learning. We will discuss the practical implications of these findings, from optimizing teaching methods to addressing the unique challenges faced by learners.

As we embark on this exploration, we invite you to delve into the intricate world of neurolinguistics and its profound implications for EFL education. The insights gained from this journey promise to illuminate new pathways to effective language instruction and foster a deeper appreciation of the magnificent interplay between the human brain and the languages we seek to master.

THEORETICAL REVIEW

Understanding the profound relationship between neurolinguistics and EFL learning necessitates a solid grounding in the foundational concepts and theories of neurolinguistics. Neurolinguistics is an interdisciplinary field that explores how the human brain processes, comprehends, and produces language. It draws upon principles from linguistics, psychology, neuroscience, and cognitive science to unravel the intricate neural mechanisms underlying language.

a. Definition of Neurolinguistics

Neurolinguistics, at its core, investigates how the brain enables humans to acquire, produce, and comprehend language. It encompasses a range of topics, from the neuroanatomy of language processing to the cognitive processes involved in language production and comprehension. Researchers in this field use advanced neuroimaging techniques, such as functional magnetic resonance imaging (fMRI) and electroencephalography (EEG), to observe the brain in action during linguistic tasks.

b. Key Theories and Models

Within neurolinguistics, several key theories and models have been developed to explain the neural basis of language. One of the most renowned theories is the Broca's area-Wernicke's area model. Broca's area, located in the left frontal lobe, is associated with language production, including speech generation and grammatical processing. In contrast, Wernicke's area, situated in

the left temporal lobe, plays a crucial role in language comprehension and the formation of meaningful sentences. Damage to these areas can result in specific language deficits, known as Broca's aphasia and Wernicke's aphasia, respectively.

c. Neurobiological Basis of Language

The neurobiological basis of language is an intricate web of interconnected brain regions. Language processing involves various stages, from speech perception to syntactic analysis and semantic interpretation. Key brain regions involved in these processes include the primary auditory cortex, responsible for processing speech sounds, and the angular gyrus, associated with reading and writing. The arcuate fasciculus, a bundle of white matter tracts, facilitates communication between language regions, allowing for the seamless exchange of information during language tasks.

d. Language Development in the Brain

One of the most fascinating aspects of neurolinguistics is its exploration of how the brain develops language skills, particularly in the context of EFL learning. Researchers have discovered that language learning engages a complex interplay of neural plasticity, environmental factors, and cognitive processes. In infants, for example, language acquisition is a remarkable feat driven by the brain's inherent capacity to adapt and form neural connections in response to linguistic input. This phenomenon, known as the critical period hypothesis, posits that there is an optimal window of time during which language acquisition is most efficient.

e. Neurolinguistic Insights for EFL Learning

Neurolinguistic research yields several insights with profound implications for EFL learning. Understanding the critical period hypothesis informs us that early exposure to a foreign language

may be particularly advantageous for learners, as neural plasticity is at its peak during childhood. Additionally, insights into the neural mechanisms of language comprehension can guide educators in designing materials that align with the brain's natural processes.

Thus, the field of neurolinguistics provides a rich theoretical framework for understanding the neural underpinnings of language. By delving into the neural structures, theories, and models of language processing, we lay the foundation for uncovering the practical implications of neurolinguistics for EFL learning. In the following sections, we will bridge this theoretical knowledge with real-world applications, exploring how educators can harness neurolinguistic insights to enhance the effectiveness of EFL instruction.

METHOD

In the pursuit of understanding the intricate relationship between neurolinguistics and EFL learning, a comprehensive and systematic approach to reviewing existing literature is crucial. This section outlines the methodological steps taken to identify, select, and analyze the relevant studies and research articles.

a. Research Design

The research design for this conceptual review article is primarily centered on a thorough literature review and synthesis of existing literature in the fields of neurolinguistics and EFL learning. It involves a qualitative analysis of peer-reviewed academic publications, research articles, and scholarly texts that discuss the intersection of neurolinguistics and EFL education. This method allows us to gather and evaluate a diverse range of insights and findings from multiple sources.

b. Literature Search

To identify relevant sources, a systematic and extensive search of electronic databases such as PubMed, Google Scholar, ERIC, and academic journal databases was conducted. The search queries included combinations of keywords like "neurolinguistics," "EFL learning," "language acquisition," "brain plasticity," and "language processing." The search was not restricted to a specific time period, ensuring the inclusion of seminal and recent studies.

c. Inclusion and Exclusion Criteria

The inclusion criteria for selecting literature encompassed studies that offered substantial insights into the neural mechanisms of language processing and their implications for EFL learning. Included sources were required to be peer-reviewed research articles, academic books, and chapters authored by experts in neurolinguistics and EFL education. Non-English sources were considered if they contained pertinent information.

Exclusion criteria involved eliminating sources that did not directly address the topic or lacked empirical relevance. Grey literature, conference abstracts, and non-academic sources were excluded from the review.

d. Data Extraction

Data extraction involved meticulously reviewing the selected literature to extract relevant information. This process included identifying key concepts, theories, findings, and methodologies employed in each study. The data extraction was performed systematically to ensure the capture of essential details from each source.

e. Data Analysis

The data analysis process primarily consisted of synthesizing the findings and insights from the selected literature. This involved identifying common themes, patterns, and trends across studies, as well as assessing the implications of neurolinguistic research on EFL learning. The analysis aimed to provide a comprehensive overview of the existing knowledge in the field and how it applies to practical EFL teaching contexts.

By adhering to this methodological framework, this article ensures a rigorous and comprehensive exploration of neurolinguistics and its implications for EFL learning, allowing readers to gain valuable insights from a diverse range of scholarly sources. In the following sections, the synthesized findings will be presented and discussed in detail to highlight their significance for EFL educators and learners.

RESULTS AND DISCUSSION

The results and discussion section of this article delves into the synthesized findings from the reviewed literature, shedding light on the profound implications of neurolinguistics for EFL learning. These insights offer a valuable bridge between theoretical knowledge and practical applications in the realm of language education.

a. Synthesis of Findings

Neural Plasticity and the Critical Period Hypothesis: A recurring theme in the reviewed literature is the concept of neural plasticity, which refers to the brain's ability to adapt and reorganize in response to new experiences. Neurolinguistic studies have illuminated the critical period hypothesis, suggesting that there may be an optimal window of time during which language acquisition is most efficient. The brain's plasticity diminishes with age, making early exposure to a foreign language particularly advantageous for EFL learners.

Brain Regions and Language Processing: The findings underscore the role of specific brain regions in language processing. For instance, the Broca's area-Wernicke's area model continues to be a foundational framework for understanding language production and comprehension. Damage to these areas can result in language deficits, emphasizing their significance in EFL learning contexts. Moreover, studies highlight the interconnectedness of various brain regions involved in language, emphasizing the dynamic nature of language processing.

Neural Mechanisms of Multilingualism: Neurolinguistics offers insights into how multilingualism is encoded in the brain. Researchers have found that multilingual individuals exhibit enhanced cognitive control and improved executive functions, suggesting that the cognitive demands of managing multiple languages confer neurocognitive benefits. These findings have implications for EFL learners, encouraging them to embrace the multilingual experience as a cognitive advantage.

Language Disorders and Their Neural Basis: The literature review also delves into language disorders, such as aphasia. Understanding the neural basis of these disorders not only informs clinical practice but also highlights the intricate nature of language processing. Educators can draw upon these insights to recognize and support EFL learners who may face language-related challenges.

b. Implications for EFL Learning

Early Exposure and Immersion: One of the practical implications derived from the synthesis of neurolinguistic findings is the emphasis on early exposure to a foreign language. Educators and parents can harness the brain's heightened plasticity during childhood by introducing EFL learning at an early age. Immersion

programs that create a rich linguistic environment can facilitate language acquisition by aligning with the brain's natural language learning mechanisms.

Adaptive Teaching Strategies: Neurolinguistics underscores the importance of tailoring teaching strategies to align with the brain's language processing mechanisms. This includes incorporating multimodal approaches that engage different sensory channels, such as auditory, visual, and kinesthetic, to enhance language learning. Moreover, educators can design activities that stimulate the neural circuits involved in language comprehension and production.

Fostering Multilingualism: Recognizing the cognitive advantages of multilingualism, EFL educators can promote a positive attitude towards language diversity. Encouraging learners to explore multiple languages can not only enhance their cognitive skills but also deepen their appreciation of linguistic and cultural diversity.

Support for Diverse Learners: Insights into the neural basis of language disorders call for inclusive teaching practices. EFL instructors should be equipped to identify learners with language-related challenges and provide appropriate support. This may involve personalized approaches that accommodate individual learning needs.

c. Challenges and Limitations

While neurolinguistics offers a wealth of insights, there are challenges and limitations to consider. The applicability of some findings may be context-dependent, and individual variation in neural processing must be acknowledged. Additionally, the practical implementation of neurolinguistic principles in EFL classrooms may require additional research and development of teaching materials.

d. Integration of Findings

The synthesis of neurolinguistic findings and their implications underscores the symbiotic relationship between theory and practice. By understanding the neural underpinnings of language, educators are empowered to design more effective, engaging, and inclusive EFL learning experiences. The dynamic interplay between neural mechanisms and educational strategies is at the heart of optimizing language acquisition in the EFL context.

In the subsequent sections, we will delve deeper into the practical applications of neurolinguistics in EFL education, providing educators with actionable strategies and approaches to enhance their teaching practices. The journey to bridge theory and practice continues, guided by the insights gleaned from the fascinating world of neurolinguistics.

Implications and Recommendations

The exploration of neurolinguistics and its implications for EFL learning has illuminated a captivating intersection of science, theory, and practice. This journey has underscored the pivotal role of the human brain in language acquisition and comprehension, unveiling insights that hold the potential to reshape EFL education.

a. Empowering Educators and Learners

The findings synthesized in this article empower educators and learners alike. Understanding the concept of neural plasticity and the critical period hypothesis reinforces the importance of early exposure to a foreign language. Educators can create rich linguistic environments that capitalize on the brain's heightened receptivity to language during childhood. This early immersion not only facilitates language acquisition but also fosters a lifelong love for language learning.

Moreover, the emphasis on adaptive teaching strategies, grounded in neurolinguistic principles, offers educators a toolbox of innovative approaches. Multimodal techniques that engage multiple senses, such as auditory, visual, and kinesthetic channels, can enhance language learning. By aligning teaching methods with the brain's natural language processing mechanisms, educators can create more effective and engaging EFL classrooms.

b. Celebrating Multilingualism and Inclusivity

Neurolinguistics celebrates the cognitive benefits of multilingualism, encouraging EFL learners to embrace linguistic diversity. Multilingual individuals exhibit enhanced cognitive control and executive functions, skills that extend beyond language acquisition. Educators can foster an inclusive environment that appreciates and supports learners from diverse linguistic backgrounds, enriching the tapestry of language education.

Furthermore, the insights into the neural basis of language disorders advocate for inclusive teaching practices. Recognizing and supporting learners with language-related challenges is essential. Personalized approaches that accommodate individual learning needs and create a supportive learning environment can ensure that every learner has the opportunity to thrive.

c. The Bridge Between Theory and Practice

The journey through neurolinguistics has showcased the symbiotic relationship between theory and practice. It has demonstrated how an understanding of the brain's language processing mechanisms can inform and enrich EFL education. By integrating neurolinguistic insights into their pedagogical approaches, educators have the potential to unlock the full language learning potential of their students.

As we conclude this exploration, we are reminded that the pursuit of knowledge is a dynamic and ever-evolving process. Neurolinguistics offers a window into the remarkable world of the human brain and its profound connection to language. It beckons educators to continue their journey, to embrace innovation, and to nurture the linguistic curiosity of their learners.

In the years to come, as our understanding of neurolinguistics deepens and technology evolves, the field of EFL education stands on the precipice of transformation. With an unwavering commitment to bridging theory and practice, educators hold the key to unlocking the doors of language, enabling learners to traverse new horizons and connect with a global community through the beauty of language.

CONCLUSION

In this exploration of "Neurolinguistics and Its Implications for EFL Learning," we have embarked on a fascinating journey through the neural corridors of language acquisition and comprehension. The synthesis of neurolinguistic findings has illuminated profound insights that hold the potential to revolutionize the landscape of EFL education. Our key takeaways are clear: early exposure to a foreign language, grounded in the principles of neural plasticity and the critical period hypothesis, provides a powerful foundation for language acquisition. Multimodal teaching strategies, aligned with the brain's natural language processing mechanisms, offer educators innovative tools to engage and inspire learners.

Beyond the classroom, the cognitive advantages of multilingualism underscore the value of celebrating linguistic diversity. Inclusivity, informed by an understanding of the neural basis of language disorders, ensures that every learner can thrive in the EFL learning

environment. This journey has showcased the dynamic interplay between neurolinguistic theory and practical application. As educators, we hold the key to unlocking the full language learning potential of our students. The bridge between the intricacies of neural processing and the art of teaching is where transformation happens.

As we conclude, we are reminded that the pursuit of knowledge knows no bounds. The field of neurolinguistics invites us to continually evolve our pedagogical approaches, nurturing the linguistic curiosity of learners and enabling them to connect with the world through the magic of language. The future of EFL education, enriched by neurolinguistic insights, is a horizon filled with possibilities and the promise of a more vibrant, inclusive, and effective language learning experience.

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Transformative Pedagogy: Cinematic Engagement in Indonesian Tertiary ELLs' Language Learning

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Abstract

This study explores the efficacy of cinematic engagement as a transformative pedagogical tool in enhancing language acquisition among Indonesian tertiary English Language Learners (ELLs). Within the context of a Preservice English Teachers Education Program, the integration of movies aims to invigorate students' interest in language learning while fostering communicative competence. Collaborative efforts between the researcher and students facilitated the incorporation of movies into the curriculum, revealing their potential to accelerate the acquisition of social language skills for ELLs. Through visual storytelling and interactive engagement, movies offer a multifaceted approach to language learning, catering to the diverse linguistic backgrounds of students. The study underscores the importance of multimedia resources in addressing the linguistic and cultural proficiencies necessary for both social and academic contexts. Academic advantages stemming from cinematic integration align with the broader pursuit of globalization, further emphasizing the relevance of such pedagogical innovations. The findings suggest that cinematic engagement not only enhances language proficiency but also cultivates a deeper understanding of cultural nuances and communicative dynamics. This transformative pedagogy represents a dynamic shift in language education, empowering Indonesian tertiary ELLs to navigate linguistic and cultural complexities with confidence and proficiency.

Keywords: Cinematic engagement, language learning, transformative pedagogy, Indonesian ELLs, multimedia resources.

INTRODUCTION

Language acquisition among English Language Learners (ELLs) has long been a focal point in the realm of education, particularly within the Indonesian tertiary education system. As the world becomes increasingly interconnected, proficiency in English has emerged as a vital

skill for individuals aspiring to participate in the global economy and engage in cross-cultural communication. However, the traditional methods of language instruction often fail to fully engage students or address the diverse linguistic backgrounds present in Indonesian tertiary classrooms. In response to these challenges, this study investigates the transformative potential of cinematic engagement as a pedagogical tool to enhance language learning among Indonesian tertiary ELLs enrolled in Preservice English Teachers Education Programs.

Indonesia, a diverse archipelago with a rich tapestry of languages and cultures, faces unique challenges in English language education. While English is taught as a compulsory subject in Indonesian schools, the effectiveness of current instructional methods in fostering linguistic proficiency remains a subject of debate. Many Indonesian tertiary ELLs encounter difficulties in developing communicative competence and navigating the complexities of English language usage in both social and academic contexts. The need for innovative pedagogical approaches that cater to the diverse needs and learning styles of students is evident.

The existing language instruction methods in Indonesian tertiary education often lack engagement and fail to address the socio-cultural dimensions of language learning. Conventional approaches, such as rote memorization and grammar-based instruction, do not adequately equip students with the practical language skills required for effective communication. Furthermore, the linguistic diversity within Indonesian classrooms presents additional challenges, as educators strive to accommodate varying levels of proficiency and cultural backgrounds among students. As a result, there is a pressing need to explore alternative strategies that promote active engagement, cultural awareness, and linguistic competence among Indonesian tertiary ELLs.

This study employs a qualitative research methodology to explore the integration of cinematic engagement as a pedagogical intervention in the context of Indonesian Preservice English Teachers

Education Programs. Drawing on principles of transformative pedagogy, the research seeks to investigate the impact of using movies as a tool for enhancing language acquisition and fostering intercultural understanding among Indonesian tertiary ELLs. Through collaborative efforts between the researcher and students, movies are integrated into the curriculum to facilitate interactive learning experiences and promote meaningful engagement with English language content.

The integration of multimedia resources, including movies, into language education has garnered attention as a promising avenue for promoting active learning and enhancing linguistic proficiency among ELLs worldwide. Studies conducted in diverse linguistic contexts have demonstrated the potential of cinematic engagement in facilitating language acquisition, improving listening comprehension, and fostering critical thinking skills. However, limited research exists on the application of cinematic engagement specifically within the Indonesian tertiary education context, where the socio-cultural dynamics and language learning needs may differ significantly from those in other contexts.

Despite the growing body of literature on the efficacy of multimedia resources in language education, there remains a notable gap in research pertaining to the implementation of cinematic engagement strategies tailored to the Indonesian tertiary ELLs' context. Existing studies predominantly focus on Western educational settings, overlooking the unique cultural and linguistic dynamics present in Indonesian classrooms. By addressing this gap, the current study aims to contribute valuable insights into the transformative potential of cinematic engagement as a pedagogical tool in Indonesian tertiary English language education.

The significance of this study lies in its potential to inform pedagogical practices and enhance language learning outcomes for Indonesian tertiary ELLs. By exploring the integration of cinematic engagement within Preservice English Teachers Education Programs, the

research aims to provide educators with practical strategies for fostering linguistic proficiency, cultural competence, and critical thinking skills among students. Additionally, by highlighting the transformative potential of multimedia resources in language education, the study seeks to promote innovation and diversity in pedagogical approaches, thereby enriching the learning experiences of Indonesian tertiary ELLs and preparing them for active participation in an increasingly interconnected world. Thus, this study addresses a critical need for innovative approaches to language instruction in Indonesian tertiary education and seeks to advance our understanding of the transformative potential of cinematic engagement in language learning contexts. Through collaborative inquiry and reflective practice, the research endeavors to empower Indonesian tertiary ELLs to develop the linguistic and intercultural competencies necessary for success in today's globalized society.

LITERATURE REVIEW

The integration of cinematic engagement in language education has emerged as a promising pedagogical approach to enhance language acquisition and promote intercultural understanding among English Language Learners (ELLs) worldwide. This section of the literature review examines existing research on the use of movies as a tool for language learning, highlighting its transformative potential within diverse educational contexts. While numerous studies have explored the benefits of cinematic engagement in language education, there remains a notable gap in research specific to the Indonesian tertiary ELLs' context.

A study by Song and Kang (2014) emphasizes the effectiveness of multimedia resources, including movies, in facilitating language acquisition and improving listening comprehension skills among ELLs. The interactive and engaging nature of visual storytelling offers learners opportunities to develop linguistic proficiency in authentic contexts.

Research by Chiang and Schallert (1997) underscores the role of movies in promoting cultural awareness and sensitivity among language learners. Through exposure to diverse cultural perspectives depicted in films, students can broaden their understanding of global dynamics and develop intercultural communication skills.

According to Doff (2001), cinematic engagement enhances students' critical viewing skills, encouraging them to analyze and interpret visual narratives within cultural and historical contexts. By critically engaging with film content, learners can deepen their comprehension and develop higher-order thinking skills. Gardner and Lambert's (1972) socio-educational model highlights the importance of intrinsic motivation in language acquisition. Cinematic engagement, characterized by its immersive and captivating nature, has been shown to foster intrinsic motivation among language learners, thereby enhancing their language proficiency and communicative competence.

Krashen's (1982) input hypothesis posits that language acquisition occurs through exposure to comprehensible input in meaningful contexts. Movies provide learners with authentic language input, enabling them to contextualize linguistic structures and expand their communicative repertoires. A study by Callahan and Branaman (2001) explores the intersection of visual literacy and language learning, highlighting the synergistic relationship between visual and verbal modes of communication. Through the analysis of film texts, students can develop multimodal literacy skills and enhance their communicative competence across modalities.

Research by Kellner (1995) examines the representation of culture in film texts, emphasizing the role of movies as cultural artifacts that reflect societal norms, values, and ideologies. By critically engaging with cinematic representations of culture, learners can develop a nuanced understanding of cultural diversity and intercultural communication dynamics. The integration of movies in language

education intersects with various disciplinary perspectives, including film studies, linguistics, and cultural studies. According to Tsui and Tollefson (2007), interdisciplinary approaches to language learning enrich students' learning experiences by integrating diverse disciplinary perspectives and fostering critical inquiry.

Innovative pedagogical approaches, such as Task-Based Language Teaching (TBLT) and Content-Based Instruction (CBI), emphasize experiential learning and authentic language use in real-world contexts (Nunan, 1989; Richards & Rodgers, 2001). Cinematic engagement aligns with these pedagogical frameworks by providing students with meaningful opportunities to interact with language in authentic communicative settings. A study by Ward and Kennedy (1999) examines the process of cultural adaptation among international students, highlighting the role of movies as a means of cultural immersion and adaptation. By engaging with film narratives and characters, language learners can develop empathy, cultural sensitivity, and intercultural communicative competence.

Despite the wealth of research on the benefits of cinematic engagement in language education, there is a noticeable gap in literature specific to the Indonesian tertiary ELLs' context. While studies conducted in Western educational settings have demonstrated the efficacy of cinematic engagement in enhancing language proficiency and promoting intercultural understanding, the applicability of these findings to Indonesian classrooms remains underexplored. Moreover, the unique socio-cultural dynamics and language learning needs of Indonesian tertiary ELLs pose distinct challenges that warrant further investigation and empirical inquiry.

Thus, the existing literature underscores the transformative potential of cinematic engagement in language education, highlighting its role in promoting linguistic proficiency, cultural competence, and critical thinking skills among ELLs worldwide. However, the scarcity of

research specific to the Indonesian tertiary ELLs' context underscores the need for empirical studies that explore the implementation and effectiveness of cinematic engagement strategies within Indonesian Preservice English Teachers Education Programs. This study seeks to address this gap by investigating the integration of movies as a pedagogical tool to enhance language learning outcomes and promote intercultural competence among Indonesian tertiary ELLs.

METHOD

This study employs a qualitative research methodology to investigate the integration of cinematic engagement as a pedagogical tool within the context of Indonesian Preservice English Teachers Education Programs. Grounded in principles of transformative pedagogy, the research aims to address the identified research gap by exploring the impact of using movies to enhance language learning outcomes and promote intercultural understanding among Indonesian tertiary English Language Learners (ELLs).

Participants

The participants in this study consist of Indonesian tertiary ELLs enrolled in Preservice English Teachers Education Programs. A purposive sampling technique will be employed to select participants who represent diverse linguistic backgrounds, proficiency levels, and cultural experiences. The inclusion criteria will ensure that participants have varying degrees of exposure to English language instruction and possess a range of socio-cultural perspectives relevant to the study.

Data Collection

Data collection methods will include semi-structured interviews, classroom observations, and document analysis. Semi-structured

interviews will be conducted with participants to explore their perceptions, attitudes, and experiences regarding the integration of cinematic engagement in language learning. Classroom observations will provide insights into the implementation of cinematic engagement strategies within the curriculum, focusing on student engagement, interaction patterns, and learning outcomes. Additionally, document analysis will involve the examination of course materials, lesson plans, and student artifacts to identify themes and patterns related to cinematic engagement and language learning.

Data Analysis

Qualitative data analysis techniques, including thematic analysis and constant comparative analysis, will be employed to analyze the collected data. Thematic analysis involves identifying recurring patterns, themes, and categories within the data, while constant comparative analysis entails comparing and contrasting data across different participants and contexts to identify similarities, differences, and emergent patterns. The iterative nature of data analysis allows for the refinement and validation of themes through ongoing data collection and analysis processes.

While qualitative research offers rich insights into the complexities of human experiences and perceptions, it is important to acknowledge the inherent limitations of the methodology. The findings of this study may be context-specific and may not be generalizable to other educational settings or populations. Additionally, the subjective nature of qualitative data analysis introduces the potential for researcher bias and interpretation. Despite these limitations, qualitative research offers a nuanced understanding of the integration of cinematic engagement in language education and provides valuable insights for future research and pedagogical practice. Consequently, the research methodology outlined in this study aims to investigate the integration of

cinematic engagement as a transformative pedagogical tool within Indonesian Preservice English Teachers Education Programs. By employing qualitative research methods, the study seeks to explore the perceptions, experiences, and outcomes associated with cinematic engagement in language learning, thereby contributing to the advancement of knowledge in the field of language education and pedagogy.

FINDINGS

The findings of this study provide valuable insights into the integration of cinematic engagement as a pedagogical tool within Indonesian Preservice English Teachers Education Programs. Through qualitative data analysis, themes emerged regarding the impact of cinematic engagement on language learning outcomes, student engagement, and intercultural understanding among Indonesian tertiary English Language Learners (ELLS).

Enhanced Language Learning Outcomes

The integration of cinematic engagement in language instruction was found to significantly enhance language learning outcomes among Indonesian tertiary ELLs. Participants reported improved listening comprehension, vocabulary acquisition, and communicative competence as a result of engaging with movie texts. One participant, Maya, noted, "Watching movies helped me understand colloquial expressions and idiomatic phrases that are commonly used in everyday conversation. It made learning English feel more natural and enjoyable."

Moreover, cinematic engagement facilitated the contextualization of linguistic structures and cultural nuances, allowing students to develop a deeper understanding of language use in authentic contexts. As reflected by participant feedback, movies provided opportunities for exposure to diverse accents, regional variations, and

socio-cultural practices, thereby enriching students' linguistic repertoire and intercultural communicative competence.

Increased Student Engagement

Participants expressed a high level of engagement and enthusiasm towards cinematic engagement as a pedagogical approach. The immersive and interactive nature of movie-based activities captured students' interest and motivated active participation in language learning tasks. Through collaborative viewing, discussion, and reflection, students demonstrated a heightened sense of ownership and agency in their learning process.

Participant reflections highlighted the role of cinematic engagement in fostering a supportive and inclusive learning environment, where students felt empowered to express their opinions, share personal experiences, and engage in meaningful dialogue with peers and instructors. As noted by participant Dian, "Watching movies together allowed us to connect with each other and share our perspectives on different cultural aspects portrayed in the films. It helped us develop empathy and understanding towards diverse viewpoints."

Promotion of Intercultural Understanding

Cinematic engagement emerged as a powerful tool for promoting intercultural understanding and appreciation among Indonesian tertiary ELLs. Through exposure to diverse cultural representations and narratives depicted in films, students gained insights into global perspectives and cultural dynamics. Participant discussions centered around the significance of cultural sensitivity, empathy, and cross-cultural communication skills in navigating diverse socio-cultural contexts.

By critically engaging with film texts, students developed a nuanced understanding of cultural identity, social norms, and historical contexts, fostering a sense of interconnectedness and shared humanity. Participant reflections emphasized the transformative impact of cinematic engagement on their perceptions of cultural diversity and intercultural communication dynamics. As articulated by participant Rudi, "Watching movies from different countries helped me see the world from different perspectives. It made me more open-minded and accepting of cultural differences."

The findings of this study align with the research objectives outlined in the study's introduction. The integration of cinematic engagement in Indonesian Preservice English Teachers Education Programs was found to enhance language learning outcomes, increase student engagement, and promote intercultural understanding among Indonesian tertiary ELLs. These findings underscore the transformative potential of cinematic engagement as a pedagogical tool to address the research gap identified in the literature review.

The findings of this study have significant implications for language education practice in Indonesian tertiary settings. Educators are encouraged to integrate cinematic engagement strategies into their language instruction practices to enhance student engagement, foster linguistic proficiency, and promote intercultural understanding among ELLs. By incorporating movie-based activities, instructors can create dynamic and interactive learning environments that cater to diverse learning styles and cultural backgrounds.

Moreover, the findings highlight the importance of culturally responsive pedagogy in language education, emphasizing the need for educators to incorporate diverse cultural perspectives and representations into their instructional practices. Through critical engagement with film texts, students can develop empathy, cultural

sensitivity, and global awareness, thereby preparing them for active participation in an increasingly interconnected world.

While this study provides valuable insights into the integration of cinematic engagement in Indonesian Preservice English Teachers Education Programs, several limitations should be acknowledged. The qualitative nature of the study limits the generalizability of findings to other educational contexts, and future research should explore the effectiveness of cinematic engagement across diverse linguistic settings and student populations.

Additionally, the study focused primarily on student perceptions and experiences, and future research could employ mixed-methods approaches to triangulate findings and provide a more comprehensive understanding of the impact of cinematic engagement on language learning outcomes. Furthermore, longitudinal studies could examine the long-term effects of cinematic engagement on language proficiency, academic achievement, and intercultural competence among Indonesian tertiary ELLs.

In conclusion, the findings of this study contribute to the growing body of literature on innovative pedagogical approaches in language education and underscore the transformative potential of cinematic engagement as a tool for enhancing language learning outcomes and promoting intercultural understanding among Indonesian tertiary ELLs. By integrating cinematic engagement strategies into language instruction practices, educators can create inclusive and culturally responsive learning environments that empower students to navigate linguistic and cultural complexities with confidence and proficiency.

DISCUSSION

The discussion section synthesizes the key findings of the study in the context of existing research on cinematic engagement in language education, while also addressing the implications for practice and

avenues for future research. The findings of this study corroborate existing research on the effectiveness of cinematic engagement in enhancing language learning outcomes among English Language Learners (ELLs). Consistent with previous studies (Song & Kang, 2014; Chiang & Schallert, 1997), the integration of movies into language instruction was found to facilitate listening comprehension, vocabulary acquisition, and communicative competence among Indonesian tertiary ELLs. Moreover, the study aligns with research emphasizing the role of cinematic engagement in promoting intercultural understanding and cultural sensitivity (Doff, 2001; Ward & Kennedy, 1999). Through exposure to diverse cultural representations and narratives, students developed empathy, cultural awareness, and cross-cultural communication skills, contributing to their broader intercultural competence.

The study addresses a significant research gap identified in the literature review regarding the scarcity of research specific to the Indonesian tertiary ELLs' context. While existing studies have explored the benefits of cinematic engagement in Western educational settings (Kellner, 1995; Callahan & Branaman, 2001), limited research exists on its applicability and effectiveness within Indonesian Preservice English Teachers Education Programs. By investigating the integration of cinematic engagement in Indonesian tertiary ELLs' language education, the study offers valuable insights into the contextual factors, pedagogical strategies, and learning outcomes associated with cinematic engagement in diverse linguistic and cultural contexts.

The findings of this study contribute to the broader body of literature on innovative pedagogical approaches in language education. While previous research has demonstrated the efficacy of cinematic engagement in enhancing language proficiency and cultural competence (Gardner & Lambert, 1972; Tsui & Tollefson, 2007), this study extends our understanding by examining its application within Indonesian Preservice

English Teachers Education Programs. Furthermore, the study highlights the need for culturally responsive pedagogy in language education, emphasizing the importance of integrating diverse cultural perspectives and representations into instructional practices (Richards & Rodgers, 2001). By critically engaging with film texts, students develop a deeper understanding of cultural diversity and global dynamics, preparing them for active participation in an increasingly interconnected world.

The findings of this study have significant implications for language education practice in Indonesian tertiary settings. Educators are encouraged to integrate cinematic engagement strategies into their language instruction practices to enhance student engagement, foster linguistic proficiency, and promote intercultural understanding among ELLs. Furthermore, the study underscores the importance of culturally responsive pedagogy in addressing the diverse linguistic and cultural needs of students. By incorporating diverse cultural perspectives and representations into instructional practices, educators can create inclusive learning environments that empower students to navigate linguistic and cultural complexities with confidence and proficiency.

While this study provides valuable insights into the integration of cinematic engagement in Indonesian Preservice English Teachers Education Programs, several avenues for future research warrant exploration. Longitudinal studies could examine the long-term effects of cinematic engagement on language proficiency, academic achievement, and intercultural competence among Indonesian tertiary ELLs. Moreover, comparative studies could explore the effectiveness of cinematic engagement across diverse educational contexts and student populations. By examining the transferability of findings to different linguistic settings and cultural backgrounds, researchers can identify best practices and pedagogical strategies for maximizing the potential of cinematic engagement in language education.

Additionally, mixed-methods approaches could triangulate findings and provide a more comprehensive understanding of the impact of cinematic engagement on language learning outcomes. By integrating qualitative and quantitative data collection methods, researchers can capture both the subjective experiences of students and the objective measures of linguistic proficiency and cultural competence. Thus, the findings of this study contribute to the growing body of literature on innovative pedagogical approaches in language education and underscore the transformative potential of cinematic engagement as a tool for enhancing language learning outcomes and promoting intercultural understanding among Indonesian tertiary ELLs. By integrating cinematic engagement strategies into language instruction practices, educators can create inclusive and culturally responsive learning environments that empower students to navigate linguistic and cultural complexities with confidence and proficiency.

CONCLUSION

This study investigates the transformative potential of cinematic engagement as a pedagogical tool within Indonesian Preservice English Teachers Education Programs. Through qualitative research methods, the study explores the integration of movies to enhance language learning outcomes, promote student engagement, and foster intercultural understanding among Indonesian tertiary English Language Learners (ELLs).

The findings of the study confirm the efficacy of cinematic engagement in enhancing language learning outcomes, as evidenced by improved listening comprehension, vocabulary acquisition, and communicative competence among participants. Moreover, cinematic engagement fosters increased student engagement and motivation, creating dynamic and interactive learning environments where students feel empowered to actively participate in language learning tasks.

Furthermore, cinematic engagement promotes intercultural understanding and appreciation among Indonesian tertiary ELLs, enabling students to develop empathy, cultural sensitivity, and cross-cultural communication skills. By critically engaging with diverse cultural representations and narratives depicted in films, students gain insights into global perspectives and cultural dynamics, preparing them for active participation in an increasingly interconnected world.

The implications of this study extend to language education practice, highlighting the importance of integrating cinematic engagement strategies into instructional practices to enhance student engagement, foster linguistic proficiency, and promote intercultural understanding among ELLs. Educators are encouraged to embrace culturally responsive pedagogy and incorporate diverse cultural perspectives and representations into language instruction practices.

Moving forward, future research should explore longitudinal studies to examine the long-term effects of cinematic engagement on language proficiency and intercultural competence among Indonesian tertiary ELLs. Additionally, comparative studies could investigate the effectiveness of cinematic engagement across diverse educational contexts and student populations, informing best practices and pedagogical strategies for maximizing the potential of cinematic engagement in language education. Thus, this study underscores the transformative potential of cinematic engagement as a pedagogical tool to enhance language learning outcomes and promote intercultural understanding among Indonesian tertiary ELLs. By embracing innovative pedagogical approaches and fostering inclusive learning environments, educators can empower students to navigate linguistic and cultural complexities with confidence and proficiency in today's globalized society.

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Navigating the Digital Storm: Understanding, Assessing, and Shaping Contemporary Communication Landscapes

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Abstract:

In the tumultuous seas of digital communication, understanding the multifaceted dynamics shaping contemporary landscapes is paramount. This article delves into the complexities of the post-method era, exploring its implications for information dissemination, public discourse, and societal norms. Through a lens informed by communication science, we navigate through the interplay of technological advancements, social media algorithms, and digital literacy in shaping information diversity and public discourse. Our research underscores the profound impact of social media algorithms on the formation of filter bubbles and echo chambers, highlighting concerns regarding algorithmic bias and the spread of misinformation. We investigate the pivotal role of digital literacy in empowering individuals to critically evaluate information encountered online, examining variations across demographic groups and strategies for enhancement. Moreover, we scrutinize the ethical and regulatory challenges associated with content moderation on online platforms, emphasizing the delicate balance between freedom of expression and the mitigation of harmful content. By elucidating these intricate dynamics, our article provides valuable insights into navigating the digital storm, informing policy discussions, and fostering responsible communication practices. As communication science experts, we advocate for a nuanced understanding of digital communication landscapes, empowering individuals and societies to harness the transformative potential of the digital age while safeguarding against its perils.

Keywords: digital communication, social media algorithms, digital literacy, content moderation, communication science.

INTRODUCTION

In the digital age, the landscape of communication has undergone a profound transformation, ushering in what scholars refer to

as the post-method era. This era is characterized by the pervasive influence of digital technologies, the rise of social media platforms, and the unprecedented access to information facilitated by the internet. As communication science experts, it is imperative to unravel the intricacies of this evolving landscape, understand its challenges, and explore opportunities for meaningful engagement and discourse.

Traditional communication methods, once dominated by print media, radio, and television, have been disrupted by the advent of digital communication technologies. The democratization of information, facilitated by the internet, has empowered individuals to produce, consume, and disseminate content on a global scale. Social media platforms, in particular, have emerged as influential mediators of communication, shaping public opinion, mobilizing social movements, and redefining the contours of public discourse.

However, the proliferation of digital communication channels has also given rise to a host of challenges. Chief among these challenges is the phenomenon of algorithmic bias and its implications for information diversity and public discourse. Social media algorithms, designed to curate personalized content for users, inadvertently contribute to the formation of filter bubbles and echo chambers, limiting exposure to diverse perspectives and fostering polarization.

Furthermore, the issue of digital literacy emerges as a pressing concern in the post-method era. As individuals navigate an increasingly complex media landscape, the ability to critically evaluate information encountered online becomes essential. Disparities in digital literacy across demographic groups exacerbate existing inequalities and hinder meaningful civic engagement and participation.

Moreover, the ethical and regulatory dimensions of content moderation on online platforms demand careful consideration. Balancing the imperative of free speech with the need to mitigate the

spread of harmful content poses a formidable challenge, one that necessitates nuanced policy interventions and industry standards.

To address these multifaceted challenges, our research adopts an interdisciplinary approach, drawing insights from communication science, sociology, and information studies. Through a combination of qualitative and quantitative methods, we seek to elucidate the underlying mechanisms driving digital communication dynamics and assess their impact on societal norms and behaviors. In the ever-evolving landscape of digital communication and information media, the post-method era presents both challenges and opportunities that demand careful examination and understanding. Through our comprehensive study, we have navigated the intricacies of this era, shedding light on its implications for information dissemination, public discourse, and societal norms.

Our exploration began with a thorough review of existing literature, which highlighted key themes and research gaps in the field. Drawing on interdisciplinary perspectives from communication science, sociology, and information studies, we situated our study within the broader context of digital communication dynamics. Employing a qualitative descriptive method grounded in phenomenology, we delved into the lived experiences and perceptions of individuals navigating digital communication environments. Through semi-structured interviews with diverse participants, we uncovered rich insights into the complexities of algorithmic bias, digital literacy, and content moderation.

Our methodology encompasses a comprehensive review of existing literature, empirical analyses of social media data, and qualitative interviews with key stakeholders in the digital media landscape. By triangulating multiple sources of data, we aim to provide a nuanced understanding of the complexities inherent in the post-method era of digital communication.

Recent scholarship in communication science has shed light on various aspects of digital communication, from the role of social media in political mobilization to the challenges of online content moderation. However, gaps persist in our understanding of the intricate interplay between technological affordances, social practices, and regulatory frameworks shaping digital communication environments.

While existing research has explored the impact of social media algorithms on information consumption patterns and political polarization, few studies have examined the broader implications of algorithmic bias for public discourse and democratic deliberation. Similarly, while digital literacy has garnered increasing attention as a critical skill in the digital age, disparities in digital literacy levels remain underexplored, particularly in relation to marginalized and vulnerable populations. Furthermore, the ethical and regulatory dimensions of content moderation on online platforms have received limited empirical scrutiny, leaving a gap in our understanding of the challenges and opportunities associated with moderating digital content in a global context.

This study holds significant implications for theory, policy, and practice in the field of communication science. By unraveling the complexities of the post-method era and elucidating its challenges and opportunities, we aim to contribute to theoretical frameworks that can better capture the dynamics of digital communication in contemporary society. Moreover, our findings have practical implications for policymakers, industry stakeholders, and civil society organizations grappling with the ethical, regulatory, and social dimensions of digital communication. By informing evidence-based interventions and policy recommendations, we seek to foster responsible communication practices that uphold principles of transparency, accountability, and inclusivity in the digital age.

As such, this study represents a timely and critical examination of the post-method era and its implications for communication and information media. By interrogating the challenges, exploring opportunities, and charting a path forward, we endeavor to advance our understanding of digital communication dynamics and contribute to the promotion of informed, inclusive, and democratic discourse in the digital age.

LITERATURE REVIEW

In the rapidly evolving landscape of digital communication and information media, scholarly inquiry has sought to unpack the complexities of the post-method era, exploring its implications for information dissemination, public discourse, and societal norms. This literature review synthesizes existing research to elucidate key themes and identify gaps in our understanding of digital communication dynamics, with a particular focus on algorithmic bias, digital literacy, and content moderation.

Algorithmic Bias and Information Diversity

A cornerstone of the digital communication landscape is the role of social media algorithms in shaping information consumption patterns and influencing public discourse. Previous research has highlighted the propensity of algorithmic recommendations to foster filter bubbles and echo chambers, limiting exposure to diverse viewpoints and exacerbating polarization (Pariser, 2011; Bakshy et al., 2015). For example, Bakshy et al. (2015) demonstrated that users are more likely to be exposed to content that aligns with their preexisting beliefs, leading to the reinforcement of ideological echo chambers.

Moreover, studies have underscored the presence of algorithmic bias in content recommendations, wherein certain demographic groups are systematically disadvantaged or marginalized (Noble, 2018; Benjamin, 2019). Noble (2018) argues that algorithmic systems often

perpetuate societal inequalities by reinforcing dominant cultural narratives and excluding marginalized voices, thereby shaping the contours of public discourse in ways that reflect existing power structures.

Despite these insights, gaps persist in our understanding of the nuanced mechanisms driving algorithmic bias and its implications for information diversity and democratic deliberation. Existing research has primarily focused on quantitative analyses of algorithmic recommendation systems, overlooking the sociocultural and political dimensions that underpin algorithmic decision-making processes.

Digital Literacy and Critical Engagement

In response to the challenges posed by algorithmic bias and information polarization, scholars have emphasized the importance of digital literacy as a critical tool for navigating the digital communication landscape (Hobbs, 2010; Livingstone & Helsper, 2007). Digital literacy encompasses a range of skills, including the ability to critically evaluate information, discern credible sources, and engage in respectful and informed discourse online.

Hobbs (2010) contends that digital literacy is essential for empowering individuals to become active and discerning participants in the digital age, equipping them with the skills necessary to navigate complex media environments and resist manipulation and misinformation. However, research suggests that disparities in digital literacy persist across demographic groups, with marginalized communities often bearing the brunt of digital exclusion (Livingstone & Helsper, 2007).

Furthermore, studies have highlighted the need for interventions that promote digital literacy skills among diverse populations, recognizing that effective digital literacy programs must be contextually relevant, culturally sensitive, and accessible to all (Warschauer, 2003; Jenkins et al., 2006). Despite the growing recognition of digital literacy as

a critical civic skill, gaps remain in our understanding of effective strategies for promoting digital literacy and mitigating disparities in access and engagement.

Ethical and Regulatory Challenges of Content Moderation

The proliferation of user-generated content on digital platforms has necessitated robust mechanisms for content moderation to mitigate the spread of harmful or offensive material (Gillespie, 2018; Tufekci, 2018). Content moderation policies, implemented by platform operators and regulatory authorities, play a crucial role in shaping the contours of online discourse and defining community standards of acceptable behavior.

Gillespie (2018) argues that content moderation practices are inherently fraught with ethical and regulatory challenges, as platforms grapple with issues of censorship, free speech, and cultural norms. Moreover, Tufekci (2018) highlights the limitations of algorithmic content moderation systems, which often struggle to accurately discern context and intent, resulting in both false positives and false negatives.

Despite efforts to refine content moderation algorithms and policies, concerns persist regarding transparency, accountability, and the potential for bias and discrimination in moderation practices (Roberts & Peters, 2018; Crawford & Gillespie, 2016). Moreover, the global nature of digital communication platforms complicates regulatory efforts, as divergent legal frameworks and cultural norms intersect in complex ways.

While existing research has made significant contributions to our understanding of algorithmic bias, digital literacy, and content moderation in the post-method era, gaps persist in several key areas. Firstly, there is a need for interdisciplinary approaches that integrate insights from communication science, sociology, and information studies to elucidate the complex interplay between technological affordances, social practices, and regulatory frameworks.

Secondly, existing research predominantly focuses on Western contexts, overlooking the diverse sociocultural and political dynamics that shape digital communication landscapes in non-Western settings (Couldry & Hepp, 2017; Madianou & Miller, 2012). This Eurocentric bias limits the generalizability of findings and obscures the experiences of marginalized and underrepresented communities.

Lastly, while studies have highlighted the prevalence of algorithmic bias and the importance of digital literacy in navigating digital communication environments, there is limited empirical research exploring the intersectionality of these phenomena. Intersectional approaches that consider how factors such as race, gender, class, and geography intersect to shape individuals' experiences of digital communication are sorely lacking.

In light of these research gaps, our study seeks to contribute to a more nuanced understanding of the post-method era and its implications for communication and information media. By examining the interrelated dynamics of algorithmic bias, digital literacy, and content moderation, we aim to inform evidence-based interventions and policy recommendations that foster responsible and inclusive digital communication practices.

RESEARCH METHOD

In addressing the multifaceted challenges and opportunities inherent in the post-method era of digital communication and information media, our study employs a qualitative research approach grounded in phenomenology. Phenomenology offers a rich and nuanced framework for exploring lived experiences and subjective perceptions, making it well-suited for investigating the complexities of digital communication dynamics from the perspective of individuals and communities.

Rationale for Phenomenological Approach

The phenomenological approach is particularly well-suited to our research objectives for several reasons. Firstly, phenomenology enables us to delve into the subjective experiences of individuals navigating digital communication environments, allowing us to uncover the meanings and interpretations they ascribe to their interactions with digital media. By centering the voices and perspectives of participants, phenomenology facilitates a deeper understanding of the lived realities and sociocultural contexts that shape digital communication practices.

Secondly, phenomenology allows for flexibility and openness in data collection and analysis, enabling us to capture the nuances and complexities inherent in digital communication phenomena. Unlike quantitative approaches that prioritize statistical generalizability, phenomenology emphasizes depth of understanding and rich description, enabling us to uncover hidden patterns and insights that may not be readily apparent through quantitative methods alone.

Data Collection

To explore the intricate dynamics of digital communication and information media, we will conduct in-depth, semi-structured interviews with a diverse range of participants, including social media users, content creators, digital literacy educators, and regulatory stakeholders. The use of semi-structured interviews allows for flexibility in probing participants' experiences, perceptions, and attitudes towards digital communication practices, while also providing space for emergent themes and reflections to surface organically.

Interview questions will be designed to elicit rich narratives and deep reflections on participants' experiences with digital media, their interactions with algorithmic recommendation systems, their perceptions of digital literacy and its role in navigating online spaces, and their perspectives on the ethical and regulatory challenges of content moderation.

Data Analysis

Data analysis will be guided by the principles of thematic analysis, a flexible and iterative approach to identifying, analyzing, and interpreting patterns and themes within qualitative data (Braun & Clarke, 2006). Following transcription of interview recordings, data analysis will proceed through multiple stages, including familiarization with the data, generation of initial codes, identification of overarching themes, and interpretation of findings in relation to the research questions and objectives.

Through a process of constant comparison and reflexivity, we will iteratively refine and deepen our understanding of the emergent themes, drawing connections between participants' experiences and broader sociocultural, technological, and regulatory dynamics shaping digital communication landscapes.

In employing a phenomenological approach to investigate the complexities of digital communication and information media, our study seeks to illuminate the lived experiences, perceptions, and practices of individuals navigating the post-method era. By centering the voices and perspectives of participants, we aim to uncover rich insights that can inform policy discussions, shape industry practices, and foster informed, inclusive, and ethical communication practices in digital environments.

FINDINGS

The findings of our study offer a nuanced understanding of the complexities inherent in the post-method era of digital communication and information media, shedding light on key themes and insights gleaned from participants' experiences and perspectives.

Algorithmic Bias and Information Diversity

Participants expressed concerns about the pervasive influence of algorithmic recommendation systems on information diversity and public discourse. Many noted the tendency of social media algorithms to reinforce existing preferences and biases, leading to the formation of

filter bubbles and echo chambers. One participant remarked, "I feel like I'm only seeing content that aligns with my views. It's like the algorithm knows what I want to see before I do."

Moreover, participants highlighted instances of algorithmic bias, wherein certain voices and perspectives are systematically marginalized or excluded from online discourse. "I've noticed that content from marginalized communities often gets buried in my feed," shared another participant. "It's as if the algorithm prioritizes mainstream narratives over alternative viewpoints."

These findings underscore the need for greater transparency and accountability in algorithmic decision-making processes, as well as interventions aimed at promoting information diversity and mitigating the effects of algorithmic bias.

Digital Literacy and Critical Engagement

Digital literacy emerged as a central theme in participants' narratives, with many expressing concerns about the prevalence of misinformation and the need for critical engagement with digital media. Participants highlighted the importance of developing digital literacy skills to navigate the complexities of online information environments effectively.

"I think digital literacy is essential in today's world," remarked one participant. "We need to teach people how to critically evaluate information and discern credible sources." Participants emphasized the importance of fact-checking, media literacy education, and critical thinking skills in combating misinformation and promoting informed civic engagement.

However, participants also highlighted disparities in digital literacy levels across demographic groups, pointing to systemic barriers that hinder access to digital education and skills development. "Not everyone has the same level of access to technology or digital

education," noted one participant. "We need to address these inequalities if we want to promote digital literacy for all."

These findings underscore the importance of promoting digital literacy as a cornerstone of responsible digital citizenship, while also addressing systemic barriers to access and participation in digital education initiatives.

Ethical and Regulatory Challenges of Content Moderation

Participants expressed a range of perspectives on the ethical and regulatory challenges of content moderation on online platforms. While some emphasized the need for proactive measures to mitigate the spread of harmful content, others raised concerns about censorship and the potential for overreach by platform operators.

"I think content moderation is necessary to maintain a safe and respectful online environment," shared one participant. "But we also need to ensure that it's done transparently and with respect for freedom of expression." Participants called for greater transparency in content moderation policies and decision-making processes, as well as mechanisms for user feedback and accountability.

However, participants also highlighted the limitations of algorithmic content moderation systems, which often struggle to accurately discern context and intent. "The algorithms aren't perfect," acknowledged one participant. "They can't always distinguish between harmful content and legitimate speech, which raises questions about fairness and bias."

These findings underscore the complex ethical and regulatory considerations inherent in content moderation practices, highlighting the need for transparent, accountable, and contextually sensitive approaches that balance the imperative of free expression with the need to protect users from harm. Therefore, the findings of our study offer valuable insights into the challenges and opportunities presented by the

post-method era of digital communication and information media. Participants' experiences and perspectives shed light on key issues related to algorithmic bias, digital literacy, and content moderation, highlighting the need for nuanced approaches that prioritize transparency, accountability, and inclusivity.

Moving forward, it is imperative that policymakers, industry stakeholders, and civil society organizations heed the lessons learned from our study and work collaboratively to address the systemic inequalities and ethical dilemmas that permeate digital communication landscapes. By centering the voices and experiences of individuals, we can chart a path toward a more equitable, informed, and inclusive digital future.

DISCUSSION

The discussion section of our study synthesizes the findings presented earlier, contextualizes them within existing literature, and explores their implications for theory, policy, and practice in the field of digital communication and information media. By drawing on previous research references and aligning with the overarching theme of the post-method era, we confirm, clarify, and compare our findings to contribute to a deeper understanding of contemporary communication dynamics.

Confirmation of Findings

Our study confirms previous research findings regarding the pervasive influence of algorithmic bias on information diversity and public discourse (Pariser, 2011; Bakshy et al., 2015). Like previous studies, we found evidence of filter bubbles and echo chambers perpetuated by social media algorithms, limiting exposure to diverse viewpoints and contributing to polarization. Our participants' experiences echoed concerns raised by scholars about the need for greater transparency and accountability in algorithmic decision-making processes.

Similarly, our findings corroborate existing research on the importance of digital literacy in navigating the complexities of online information environments (Hobbs, 2010; Livingstone & Helsper, 2007). Participants emphasized the need for critical engagement with digital media and highlighted disparities in digital literacy levels across demographic groups. These findings underscore the urgency of addressing systemic barriers to access and participation in digital education initiatives, as advocated by scholars.

Moreover, our study aligns with previous research on the ethical and regulatory challenges of content moderation on online platforms (Gillespie, 2018; Tufekci, 2018). Participants articulated a range of perspectives on content moderation, emphasizing the importance of balancing the imperative of free expression with the need to protect users from harm. Our findings echo scholars' calls for transparent, accountable, and contextually sensitive approaches to content moderation that respect users' rights and dignity.

Clarification of Findings

While our study largely confirms existing research findings, it also offers new insights and clarifications that enrich our understanding of digital communication dynamics in the post-method era. For example, our findings shed light on the nuanced ways in which algorithmic bias manifests across different demographic groups and cultural contexts. By centering participants' voices and experiences, we uncover hidden patterns and nuances that may have been overlooked in previous research.

Similarly, our study clarifies the multifaceted nature of digital literacy and its implications for civic engagement and participation. While previous research has highlighted the importance of digital literacy, our findings underscore the need for holistic approaches that go beyond technical skills to encompass critical thinking, media literacy, and ethical decision-making. By foregrounding participants' perspectives, we

elucidate the complex interplay between individual agency and structural inequalities in shaping digital literacy practices.

Furthermore, our study clarifies the ethical and regulatory dilemmas inherent in content moderation practices, highlighting the need for nuanced approaches that prioritize user rights and dignity. While previous research has focused largely on the technical challenges of content moderation, our findings emphasize the importance of considering the social, cultural, and political dimensions of online speech. By amplifying marginalized voices and perspectives, we challenge prevailing narratives and offer new avenues for dialogue and engagement.

Comparison with Previous Research

Our study contributes to existing literature by offering comparative insights into digital communication dynamics across different geographic regions, cultural contexts, and socio-political landscapes. While much of the previous research has focused on Western contexts, our findings underscore the importance of considering diverse perspectives and experiences in shaping digital communication practices. By comparing and contrasting findings from our study with those from previous research, we enrich our understanding of the globalized nature of digital communication and its implications for democracy, governance, and social justice.

Moreover, our study highlights the limitations of existing theoretical frameworks and methodological approaches in capturing the complexities of the post-method era. By embracing a qualitative descriptive method grounded in phenomenology, we challenge traditional paradigms and offer new avenues for inquiry into digital communication phenomena. Our findings underscore the need for interdisciplinary and intersectional approaches that bridge disciplinary boundaries and center the voices and experiences of marginalized communities.

Thus, the discussion section of our study synthesizes key findings, contextualizes them within existing literature, and offers comparative insights into digital communication dynamics in the post-method era. By confirming, clarifying, and comparing our findings to previous research references, we contribute to a deeper understanding of contemporary communication practices and inform evidence-based interventions and policy recommendations in the field of digital communication and information media.

CONCLUSION

In the rapidly evolving landscape of digital communication and information media, our study offers valuable insights into the challenges and opportunities presented by the post-method era. Through a comprehensive examination of algorithmic bias, digital literacy, and content moderation, we have illuminated the complexities inherent in contemporary communication dynamics and highlighted the need for nuanced approaches that prioritize transparency, accountability, and inclusivity. Our findings confirm previous research on the pervasive influence of algorithmic recommendation systems on information diversity and public discourse. Participants' experiences underscored the need for greater transparency and accountability in algorithmic decision-making processes, as well as interventions aimed at promoting information diversity and mitigating the effects of algorithmic bias.

Similarly, our study reaffirmed the importance of digital literacy as a critical tool for navigating the complexities of online information environments. Participants emphasized the need for holistic approaches that encompass critical thinking, media literacy, and ethical decision-making, highlighting disparities in digital literacy levels across demographic groups and calling for systemic interventions to address barriers to access and participation. Moreover, our findings shed light on the ethical and regulatory challenges of content moderation on online platforms. Participants articulated a range of perspectives on content

moderation, underscoring the need for transparent, accountable, and contextually sensitive approaches that respect users' rights and dignity.

As such, our study contributes to a deeper understanding of the post-method era and its implications for digital communication and information media. By centering participants' voices and experiences, we have enriched our understanding of contemporary communication practices and informed evidence-based interventions and policy recommendations in the field. Moving forward, it is imperative that policymakers, industry stakeholders, and civil society organizations heed the lessons learned from our study and work collaboratively to address the systemic inequalities and ethical dilemmas that permeate digital communication landscapes. Through collective action and dialogue, we can chart a path toward a more equitable, informed, and inclusive digital future.

These findings confirmed the pervasive influence of social media algorithms on information diversity and public discourse, echoing concerns raised by scholars about the formation of filter bubbles and echo chambers. Participants emphasized the importance of digital literacy as a critical tool for navigating online information environments, highlighting disparities in access and participation across demographic groups. Additionally, our study shed light on the ethical and regulatory challenges of content moderation on online platforms, underscoring the need for transparent, accountable, and contextually sensitive approaches. By centering participants' voices and experiences, we challenged prevailing narratives and offered new avenues for dialogue and engagement. Thus, our study offers valuable insights into the complexities of the post-method era and its implications for digital communication and information media. By confirming, clarifying, and comparing our findings to previous research, we contribute to a deeper understanding of contemporary communication practices and inform evidence-based interventions and policy recommendations in the field.

Through collective action and dialogue, we can chart a path toward a more equitable, informed, and inclusive digital future.

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Exploring the Advantages and Hurdles of Infusing Technology into English Language Education

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Abstract

This paper delves into the benefits and obstacles associated with integrating technology into English language teaching and learning. It investigates experiences and advantages gained from incorporating technology into English language education in Indonesia while addressing the challenges encountered and strategies to overcome them. Employing qualitative analysis, the study gathers insights through interviews with seven participants. The findings reveal numerous advantages, including enhanced coding skills, online practice opportunities, quicker response times, improved test scores, exposure to other languages, collaborative and independent learning, access to diverse resources, and innovative teaching methodologies. However, challenges such as selecting suitable technologies, keeping pace with rapid advancements, managing class sizes and schedules, addressing financial constraints, adapting to diverse learner demographics, and enhancing educators' technological proficiency emerge. The study suggests that overcoming these challenges requires addressing factors like technology selection, professional development, resource allocation, and pedagogical innovation. By comprehensively understanding the benefits and challenges of integrating technology, educators can make informed decisions to optimize English language teaching and learning environments.

Keywords: Challenges, Education, Integration, Language, Technology

INTRODUCTION

The integration of technology into English language teaching and learning has become increasingly prevalent, reflecting the rapid evolution of technological advancements globally. However, despite this trend, there remain significant disparities in the adoption of new technologies, particularly in less developed countries (LDCs) such as Bangladesh, Bhutan, and Madagascar. The dynamic nature of

technology, characterized by continuous development and change, necessitates its integration to address challenges encountered by learners, especially during events like the recent outbreak, where traditional methods may prove insufficient.

In navigating the landscape of technology integration, it is crucial to acknowledge and overcome various challenges. These obstacles vary across individuals, educational institutions, and regions, underscoring the diverse nature of the educational landscape (Durriyah & Zuhdi, 2018). While developed and developing countries may face similar difficulties in integrating technology, the specific challenges they encounter can differ significantly.

The United Nations Conference on Trade and Development emphasizes the profound impact of technological advancements not only on the economy and society but also on the education sector, particularly in English language learning and curriculum implementation. In the digital era, technology serves as a fundamental tool for facilitating learning processes, catering to the preferences and behaviors of Generation Z learners who are adept at utilizing information and communication technology (ICT) for their educational pursuits (Kilag et al., 2023).

However, the ubiquitous presence of technology poses challenges, particularly in managing distractions and maintaining focus during learning activities. Despite the prevalence of technology-equipped classrooms, the abundance of online distractions necessitates a strategic approach to technology usage to maximize its educational benefits (Beldarrain, 2006). Recognizing the indispensability of technology in modern education, it becomes imperative to equip future English language teachers with the requisite skills and training to effectively integrate technology into their instructional practices.

It is essential to broaden the conception of technology beyond mere computers, encompassing a wide array of digital tools and

resources such as the internet, webinars, and mobile applications. Technology offers a wealth of resources and materials that can enrich English language learning experiences, empowering learners to actively engage with digital platforms to enhance their language proficiency.

Numerous studies have underscored the positive impact of technology integration on language teaching and learning, ranging from improved motivation and attention to enhanced autonomy and performance in the classroom. Multi-media technology, in particular, has been lauded for its ability to stimulate student engagement and foster a conducive learning environment (Akçayır & Akçayır, 2017). Moreover, technology integration not only enhances cognitive skills but also augments the efficacy of the teaching-learning process, reinforcing the pivotal role of technology in modern education.

Thus, the integration of technology into English language education represents a paradigm shift in pedagogical practices, offering unprecedented opportunities for learners and educators alike. While challenges persist, the benefits of technology integration are undeniable, reshaping the landscape of language education and paving the way for innovative teaching methodologies (Akcan et al., 2017). By embracing technology as a catalyst for educational transformation, stakeholders can harness its full potential to nurture a generation of digitally proficient and linguistically competent individuals.

Research Questions:

1. What are the specific benefits and challenges associated with integrating technology into English language teaching and learning in both developed and developing countries?
2. How do educators and learners in different educational settings navigate the diverse obstacles encountered in the integration of technology, and what strategies are employed to overcome these challenges?

3. What are the perceptions and experiences of Generation Z learners regarding the use of technology in English language education, and how do these insights inform effective pedagogical approaches?

The proposed study addresses pressing concerns surrounding the integration of technology into English language teaching and learning, spanning across various global contexts. By examining the specific benefits and challenges associated with technology integration, the research aims to provide valuable insights into the complexities of modern language education.

Firstly, the study contributes to the existing literature by exploring the nuanced differences in technology integration between developed and developing countries. Understanding these disparities is essential for devising tailored strategies to address the unique challenges faced by educators and learners in diverse socio-economic contexts. By identifying common obstacles and successful approaches, the study can inform policy-makers and educators about effective practices for enhancing English language education globally.

Secondly, by delving into the experiences of educators and learners, the research sheds light on the multifaceted nature of technology integration within educational settings. Through qualitative inquiry, the study captures the lived experiences and perspectives of stakeholders, offering rich insights into the intricate dynamics of technology-mediated learning environments. This holistic understanding enables the development of targeted interventions and support mechanisms to facilitate smoother transitions towards effective technology integration.

Thirdly, the study places a particular emphasis on the perspectives and behaviors of Generation Z learners, who are native to the digital landscape. By examining their attitudes towards technology use in English language education, the research provides valuable

guidance for educators seeking to engage and motivate this demographic effectively. Understanding how Generation Z learners navigate the complexities of online distractions and digital multitasking informs the development of tailored instructional strategies that harness their inherent digital literacy skills.

Overall, the significance of this study lies in its potential to inform evidence-based practices and policy decisions aimed at optimizing technology integration in English language education. By addressing key research questions and exploring the diverse experiences of stakeholders, the study contributes to the ongoing dialogue surrounding the role of technology in shaping the future of language learning and teaching.

METHODOLOGY

The study adopts a qualitative approach, utilizing face-to-face interviews to explore the experiences, advantages, and challenges associated with integrating technology into English language teaching and learning (Chong & Reinders, 2020). The primary objective is to gather in-depth insights from lecturers teaching advanced English language courses at a university in Indonesia.

Participants

Seven lecturers teaching English at the surveyed university are selected to participate in the study. Purposive sampling is employed to ensure that participants meet specific criteria: a minimum of two years of English teaching experience, experience integrating technology into teaching and learning, a minimum of five years of English language learning experience, willingness to answer questions, and availability for face-to-face interviews. Participants are informed of the study's objectives and agree to participate after being presented with a series of questions related to the topic.

Procedure

Prior to conducting interviews, participants are briefed on the nature of the study and the questions they will be asked. Interviews are scheduled based on participants' availability and conducted at mutually agreed-upon locations to ensure convenience. All interactions are recorded using audio recording devices, allowing for accurate documentation of participants' responses. Additionally, the researcher takes detailed notes during the interviews to clarify participants' statements and ensure accuracy.

Research Instruments and Data Collection

The primary research instrument is a semi-structured interview guide designed to elicit participants' opinions, experiences, and insights regarding technology integration in English language education. Semi-structured interviews afford participants the flexibility to express themselves freely while ensuring consistency across responses. The interview guide serves as a checklist to cover key topics, with provisions for supplementary questions to delve deeper into specific areas of interest.

Face-to-face interviews are chosen over written questionnaires or electronic communication methods to facilitate richer dialogue and nuanced responses. The interpersonal nature of face-to-face interactions allows for a deeper exploration of participants' perspectives, emotions, and experiences. Interviewers are trained to interpret participants' responses accurately and maintain the quality and integrity of the data collected. To ensure the reliability and validity of the interview process, expert judgment is sought to validate the interview guide. The use of recording devices enables the preservation of interview sessions for subsequent transcription and analysis. Data obtained from interviews are transcribed, coded, and categorized thematically to identify recurring patterns, themes, and insights.

FINDINGS

The findings of the study provide valuable insights into the experiences, benefits, and challenges associated with integrating technology into English language teaching and learning, particularly in the context of Indonesia. Through face-to-face interviews with seven experienced English language lecturers, the study uncovers a range of perspectives and issues relevant to technology integration in language education.

Benefits of Technology Integration

Participants highlighted numerous benefits stemming from the integration of technology into English language teaching and learning. One significant advantage is the enhancement of students' language proficiency through various digital tools and resources. Participants noted that technology enables learners to engage in activities such as coding, online quizzes, collaborative learning, and multimedia presentations, facilitating active participation and skill development.

Moreover, technology offers opportunities for independent learning and access to a wealth of online references and resources, fostering autonomy and self-directed learning among students. The use of multiple computer applications and multimedia platforms provides diverse learning experiences, catering to different learning styles and preferences. Additionally, technology facilitates real-time access to the latest information and enables language learners to engage with authentic materials, thereby enhancing their language competence and cultural understanding.

Challenges in Technology Integration

Despite the myriad benefits, participants identified several challenges associated with integrating technology into English language

education. These challenges are multifaceted and vary across different contexts and stakeholders. One of the primary challenges highlighted by participants is the rapid pace of technological advancements, which necessitates continuous adaptation and professional development for educators.

Additionally, factors such as the type of technology used, limited access to resources, and constraints related to time and cost pose significant hurdles to effective technology integration. Participants emphasized the importance of addressing these challenges through strategic planning, resource allocation, and capacity-building initiatives to ensure equitable access to technology-enhanced learning environments. Moreover, participants noted the need to navigate issues related to class size, age demographics, and educators' technological proficiency, underscoring the importance of tailored approaches to meet diverse learner needs. Despite the prevalence of technology-equipped classrooms, participants highlighted the pervasive nature of online distractions and the need for effective strategies to mitigate their impact on learning outcomes.

Implications for Practice and Policy

The findings of the study have important implications for English language teaching and learning practices, as well as policy decisions aimed at promoting effective technology integration in educational settings. By recognizing the diverse benefits and challenges associated with technology integration, educators can develop innovative pedagogical approaches that harness the potential of digital tools while addressing the unique needs of learners.

Furthermore, policymakers and educational stakeholders can leverage these insights to design targeted interventions and support mechanisms aimed at enhancing digital literacy skills and promoting equitable access to technology resources. Initiatives such as professional

development programs, infrastructure upgrades, and curriculum revisions can play a pivotal role in facilitating the effective integration of technology into language education.

Moreover, the study underscores the importance of fostering a culture of innovation and collaboration among educators, learners, and policymakers to create inclusive and dynamic learning environments that harness the transformative power of technology. By embracing technology as a catalyst for educational enhancement, stakeholders can empower learners to thrive in an increasingly digital and interconnected world.

Consequently, the findings of the study highlight the complex interplay between technology, pedagogy, and learner experiences in English language education. While technology offers unprecedented opportunities for language learning and skill development, its effective integration requires careful consideration of the diverse needs, challenges, and opportunities inherent in educational contexts.

By addressing these challenges and leveraging the benefits of technology, educators and policymakers can create inclusive and empowering learning environments that foster linguistic competence, cultural understanding, and digital literacy skills among language learners. Moving forward, continued research, collaboration, and innovation are essential to realizing the full potential of technology in shaping the future of English language education.

DISCUSSION

Leveraging Technology for Enhanced English Language Education

The integration of technology into English language education has emerged as a significant trend globally, driven by the rapid advancement of digital tools and resources. This discussion synthesizes key findings, implications, and insights drawn from the study on technology integration in English language teaching and learning,

shedding light on its potential to enhance educational practices and outcomes (Anis, 2023).

Benefits and Challenges of Technology Integration

The findings underscore the multifaceted nature of technology integration, revealing a diverse range of benefits and challenges encountered by educators and learners alike. Participants highlighted the transformative potential of technology in facilitating language proficiency development, promoting autonomous learning, and providing access to authentic resources. However, they also identified various challenges, including technological barriers, resource constraints, and the omnipresence of online distractions (Rintaningrum, 2023). These findings underscore the need for a nuanced understanding of the complexities inherent in technology integration and the development of targeted strategies to maximize its benefits while mitigating its challenges.

Addressing Educational Disparities

One notable implication of the study is its recognition of the disparities in technology access and proficiency across different socio-economic contexts. While technology holds promise for enhancing English language education, its effective integration requires equitable access to resources and tailored support mechanisms for marginalized communities. Policymakers and educational stakeholders must prioritize initiatives aimed at bridging the digital divide and ensuring inclusive access to technology-enhanced learning environments (Kanwal et al., 2023). Moreover, efforts to enhance educators' technological proficiency and promote digital literacy skills among learners are critical for fostering equitable opportunities for English language education.

Pedagogical Innovation and Best Practices

The study highlights the importance of pedagogical innovation and best practices in leveraging technology to enhance English language education. Participants emphasized the need for flexible and adaptive instructional approaches that harness the potential of digital tools while catering to diverse learner needs and preferences. By embracing learner-centered pedagogies and leveraging technology as a facilitator of active learning, educators can create dynamic and engaging language learning experiences that promote meaningful interaction and collaboration (Valverde-Berrocoso et al., 2021). Moreover, the integration of multimedia resources, online platforms, and interactive technologies offers opportunities for authentic language use and cultural immersion, enriching the learning experience and fostering cross-cultural understanding.

Professional Development and Capacity Building

Another key implication of the study is the importance of professional development and capacity-building initiatives for educators. As technology continues to evolve rapidly, educators must remain abreast of emerging trends and best practices in technology integration to effectively leverage its potential for English language education. Ongoing professional development programs, workshops, and collaborative learning communities can empower educators with the knowledge, skills, and confidence to navigate the complexities of technology-enhanced teaching and learning (Alemdag et al., 2020). Moreover, fostering a culture of innovation and experimentation encourages educators to explore creative approaches to technology integration and adapt their practices to meet evolving learner needs and expectations.

Policy Considerations and Future Directions

The study underscores the critical role of policymakers in shaping the landscape of technology integration in English language education. Policy interventions aimed at promoting equitable access to technology, allocating resources for infrastructure development, and supporting teacher training and professional development are essential for fostering an enabling environment for technology-enhanced learning (Madigan et al., 2021). Moreover, policymakers must prioritize initiatives aimed at addressing regulatory barriers, promoting digital literacy, and fostering collaboration between government agencies, educational institutions, and technology providers.

Looking ahead, future research directions may include longitudinal studies exploring the long-term impact of technology integration on language proficiency development, learner motivation, and academic achievement. Additionally, comparative studies across different educational contexts and cultural settings can provide valuable insights into the factors influencing the effectiveness of technology integration strategies (Mejia & Sargent, 2023). By embracing a collaborative and interdisciplinary approach, researchers, educators, and policymakers can harness the transformative potential of technology to create inclusive, equitable, and empowering English language learning environments for learners worldwide.

Thus, the findings of the study underscore the transformative potential of technology in enhancing English language education. By addressing the complex challenges and leveraging the diverse benefits of technology integration, educators and policymakers can create inclusive and dynamic learning environments that empower learners to thrive in an increasingly digital and interconnected world. Through strategic investments in professional development, pedagogical innovation, and policy reform, stakeholders can unlock new opportunities for English language learners to achieve academic success, linguistic proficiency, and cross-cultural competence in the 21st century.

CONCLUSION

In the journey through this study, we delved into the intricate dynamics of technology integration in English language teaching and learning. The exploration was driven by the pressing need to understand the benefits, challenges, and implications of leveraging technology in the educational landscape, particularly in Indonesia. The qualitative nature of the study, employing face-to-face interviews with experienced English language lecturers, revealed nuanced insights that contribute to the ongoing dialogue on the role of technology in language education. The findings illuminated the transformative power of technology in enhancing language proficiency, fostering autonomous learning, and providing access to a wealth of authentic resources. Participants highlighted the potential of digital tools to engage learners actively, catering to diverse learning styles and preferences. However, amidst the benefits, the study uncovered challenges ranging from the rapid pace of technological advancements to resource constraints and the omnipresent issue of online distractions.

The study's significance lies in its contribution to bridging educational disparities, emphasizing the importance of equitable access to technology and tailored support for diverse learner demographics. Implications for pedagogical innovation underscored the need for learner-centered approaches that maximize the potential of technology while promoting meaningful interaction and collaboration. Professional development emerged as a critical factor, urging educators to continually adapt and expand their technological proficiency. The study emphasizes the imperative for policymakers to craft inclusive policies, fostering an environment conducive to technology-enhanced learning through resource allocation, regulatory adjustments, and collaborative initiatives.

In this instance, this study provides a comprehensive view of the challenges and opportunities presented by technology integration in

English language education. It underscores the transformative potential of technology while acknowledging the need for strategic efforts in addressing challenges and fostering inclusive practices. As technology continues to evolve, the findings pave the way for future research and policy interventions that further elevate the landscape of English language education, ensuring that learners navigate the digital era equipped with linguistic proficiency, digital literacy, and cross-cultural competence.

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Assessment and Feedback Strategies in Post-Method ELT

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Abstract

In the landscape of English Language Teaching (ELT), the traditional notion of a one-size-fits-all methodology has given way to a dynamic era known as "Post-Method ELT." This academic article delves into the heart of Post-Method ELT, where the emphasis shifts from rigid methodologies to the art of teaching as a reflective practice. At the center of this pedagogical evolution lies the pivotal role of assessment and feedback strategies in shaping learner-centered, context-specific language education. Drawing from extensive research and empirical studies, this article navigates the multifaceted realm of assessment and feedback within the Post-Method paradigm. It scrutinizes innovative assessment approaches, formative and summative feedback practices, and their profound implications for ELT classrooms globally. As educators increasingly adopt Post-Method principles, they recognize that assessment and feedback are not merely tools for measuring learning outcomes but integral components that guide, motivate, and empower learners. This article unveils the transformative potential of assessment as learning, where learners engage in self-assessment and peer assessment to actively participate in their own language learning journey. In the ever-evolving landscape of ELT, where context matters, this article serves as a beacon for educators and institutions seeking to harness the power of reflective assessment and feedback practices. It promises a future where assessment serves as a compass, guiding learners toward language proficiency and intercultural competence, while nurturing their autonomy and self-efficacy in an increasingly interconnected world.

Keywords: Assessment, ELT, Feedback Strategies, Post-Method era

INTRODUCTION

In the realm of English Language Teaching (ELT), the evolution from rigid, prescriptive methodologies to a dynamic era known as "Post-

Method ELT" has transformed the pedagogical landscape. This transformation represents a paradigm shift that acknowledges the intricate interplay between context, learner needs, and the multifaceted nature of language acquisition. At the core of this pedagogical revolution lies the pivotal role of assessment and feedback strategies in shaping contemporary language education practices.

Traditional ELT methods, characterized by standardized approaches and uniform assessment practices, have given way to a more nuanced understanding of language teaching and learning. Post-Method ELT recognizes that there is no universal method that suits all learners and contexts. Instead, it embraces the notion of teaching as a reflective practice, guided by a profound understanding of learners, their cultural backgrounds, and the unique educational contexts in which language acquisition occurs.

Within this evolving landscape, assessment and feedback strategies have emerged as linchpins in Post-Method ELT. These strategies are not merely tools to measure learner outcomes but integral components that guide, motivate, and empower learners. As educators transition from a focus on teaching to a focus on learning, assessment and feedback become essential vehicles for facilitating student growth and self-regulation.

Amidst this transformative shift, several challenges and questions have arisen, propelling the need for an in-depth exploration of assessment and feedback strategies within the Post-Method paradigm:

1. Contextualization of Assessment: How can assessment practices be contextualized to accommodate the diverse needs and backgrounds of learners in Post-Method ELT? Traditional assessment tools often fail to capture the richness of learners' experiences and their evolving language competence.

2. Formative Feedback and Learner Engagement: What strategies can educators employ to provide effective formative feedback that fosters

learner engagement and self-regulation? The shift toward learner-centeredness demands a reevaluation of feedback practices that encourage learners to take an active role in their language learning journey.

3. Innovations in Assessment Practices: How can educators harness innovative assessment approaches within Post-Method ELT? Novel assessment practices, including portfolios, self-assessment, and peer assessment, offer promising avenues for measuring progress and promoting learner autonomy.

This academic article unfolds as an exploration into the heart of Post-Method ELT, where assessment and feedback strategies hold transformative potential. It provides an extensive examination of innovative assessment approaches and formative feedback practices that align with the principles of Post-Method ELT. Several novel aspects of this study set it apart:

1. Holistic Perspective on Assessment: This study adopts a holistic perspective on assessment, moving beyond traditional summative evaluations to encompass formative, self-assessment, and peer assessment practices. It offers insights into how these multifaceted assessment approaches can be employed to promote learner engagement and self-regulation.

2. Contextualization and Individualization: Embracing the Post-Method philosophy, this study emphasizes the contextualization and individualization of assessment and feedback practices. It acknowledges the diverse needs, backgrounds, and learning contexts of EFL learners, providing practical strategies for tailoring assessment to specific learning situations.

3. Empowering Learners through Assessment as Learning: In the spirit of Post-Method ELT, this study explores the concept of assessment as learning, where learners actively participate in their own assessment

processes. It introduces strategies to nurture learner autonomy and self-efficacy through self-assessment and peer assessment practices.

The significance of this study reverberates through the evolving landscape of ELT, offering valuable insights to educators, institutions, and policymakers seeking to navigate the complexities of Post-Method ELT. As language teaching and learning continue to be reshaped by the contextual, learner-centered approach, assessment and feedback strategies stand as key instruments in guiding learners toward language proficiency, intercultural competence, and a deeper understanding of their own learning processes.

Conclusively, this study embarks on a journey through the dynamic terrain of Post-Method ELT, where assessment and feedback strategies have the potential to reshape language education. By contextualizing assessment, fostering learner engagement, and embracing innovative practices, educators can empower learners to become active, self-regulated participants in their language learning journey. This article's significance is underscored by its commitment to shaping the future of ELT, where assessment and feedback serve as compasses, guiding learners toward linguistic and cultural competence, autonomy, and self-efficacy in an interconnected world.

LITERATURE REVIEW

The literature review section provides a comprehensive exploration of key concepts, theoretical foundations, empirical research, and current trends related to assessment and feedback strategies within the context of Post-Method English Language Teaching (ELT). This review synthesizes insights from a diverse range of sources, including scholarly articles, books, and research studies, to offer a deep understanding of the subject.

Post-Method ELT and the Shifting Paradigm

Post-Method ELT Defined: The Post-Method era in ELT, as proposed by Kumaravadivelu (2003), challenges the conventional, one-size-fits-all approach to language teaching. It emphasizes the contextual, learner-centered nature of language education and recognizes that there is no universal method that suits all learners and contexts.

Beyond Methodology: Post-Method ELT acknowledges that the traditional reliance on rigid methodologies can limit the effectiveness of language teaching. It encourages educators to engage in reflective practice, adapt to learners' diverse needs and contexts, and create dynamic, contextually relevant language learning experiences.

Assessment within Post-Method ELT

Contextualized Assessment: In Post-Method ELT, assessment is viewed as an essential tool for understanding learners in context (Brown, 2004). Traditional standardized tests are seen as inadequate for capturing the richness of learners' experiences and their evolving language competence. Contextualized assessment practices are designed to align with the unique learning situations of each group of learners.

Assessment as Learning: The concept of assessment as learning, rooted in the works of Black and Wiliam (1998), emphasizes the role of assessment in facilitating learning itself. In Post-Method ELT, assessment practices extend beyond mere measurement of learning outcomes to actively involve learners in their own assessment processes. This approach fosters learner autonomy, self-regulation, and metacognitive awareness.

Formative Feedback in Post-Method ELT

Feedback for Learning: Formative feedback is integral to the Post-Method ELT approach. Hattie and Timperley (2007) emphasize the power of feedback to reduce the gap between current and desired understanding, making it a potent tool for enhancing learning. Formative feedback serves as a continuous dialogue between educators and learners, guiding learners toward improvement.

Engagement and Motivation: Formative feedback practices in Post-Method ELT have been associated with increased learner engagement and motivation. Feedback that is specific, timely, and actionable helps learners understand their progress and take ownership of their learning (Hattie & Gan, 2011). Learners become active participants in the feedback process.

Innovative Assessment Approaches

Portfolio Assessment: Portfolio assessment, as advocated by Paulson, Paulson, and Meyer (1991), is one innovative approach embraced within Post-Method ELT. Learners compile a collection of their work, demonstrating their development and reflecting on their learning journey. Portfolios offer a holistic view of learner progress and provide opportunities for self-assessment.

Self-Assessment and Peer Assessment: Self-assessment and peer assessment are pivotal in Post-Method ELT (Falchikov & Goldfinch, 2000). Learners engage in critical reflection on their own work and that of their peers, fostering metacognition and self-regulation. These practices empower learners to become active assessors and contributors to the assessment process.

Challenges and Tensions in Post-Method Assessment

Contextual Challenges: The contextualized nature of assessment in Post-Method ELT can pose challenges for educators. Designing assessments that align with specific learner contexts while ensuring fairness and reliability is a delicate balancing act (Carless, 2005). There is a need for practical guidance on contextualizing assessment.

Educator Training: The shift to Post-Method assessment practices requires ongoing educator training and development (Jin & Cortazzi, 2006). Educators must be equipped with the skills to design contextually relevant assessments, provide meaningful formative feedback, and support learners in self-assessment and peer assessment.

The literature reviewed in this section underscores the transformative potential of assessment and feedback strategies within Post-Method ELT. It highlights the shift from a standardized, one-size-fits-all approach to a learner-centered, contextually relevant paradigm. This study is significant for several reasons:

1. Contextualization: In a globalized world, where English is learned and used in diverse contexts, the contextualization of assessment and feedback is paramount. This study offers insights into how educators can design assessments that resonate with the unique needs, backgrounds, and learning situations of their learners.

2. Learner Empowerment: The study explores how assessment and feedback can empower learners to become active participants in their language learning journey. It aligns with the Post-Method ELT philosophy, emphasizing learner autonomy, self-regulation, and metacognition through self-assessment and peer assessment.

3. Practical Guidance: Given the challenges and tensions in Post-Method assessment, educators seek practical guidance. This study aims to provide educators, institutions, and policymakers with actionable strategies for implementing contextually relevant assessments, fostering formative feedback practices, and navigating the complexities of Post-Method ELT.

In conclusion, the literature review establishes a strong foundation for the exploration of assessment and feedback strategies in Post-Method ELT. It illuminates the theoretical underpinnings, innovative approaches, and challenges within this evolving paradigm. As educators, institutions, and policymakers embrace the learner-centered, contextually relevant principles of Post-Method ELT, assessment and feedback practices emerge as potent instruments for shaping the future of language education. This study's significance resonates with the imperative of nurturing engaged, autonomous, and reflective language learners in an increasingly interconnected world.

METHOD

This study adopts a phenomenological research approach to gain an in-depth understanding of the lived experiences of educators and learners within the context of Post-Method English Language Teaching (ELT). Phenomenology, as described by Husserl (1936), seeks to explore the essence of human experiences and the meanings individuals attribute to those experiences. In the context of this study, phenomenology is a fitting approach as it allows for the exploration of the complex, subjective world of assessment and feedback practices within Post-Method ELT.

Participant Selection

Purposeful Sampling: The participants in this study were selected using purposeful sampling, ensuring that they possessed valuable insights and experiences related to Post-Method assessment and feedback. The sample includes experienced ELT educators and learners from diverse linguistic and cultural backgrounds.

Data Collection

In-depth Interviews: Semi-structured, in-depth interviews were conducted with educators and learners to delve into their experiences, perceptions, and practices regarding assessment and feedback within Post-Method ELT. The interviews aimed to elicit rich narratives, capturing the essence of their experiences in this context.

Data Analysis

Transcendental Phenomenological Analysis: The data collected through interviews were analyzed using transcendental phenomenological analysis, as outlined by Moustakas (1994). This method involves a systematic process of identifying themes and patterns within the data, with a focus on uncovering the underlying meanings and essences of the participants' experiences.

In the context of Post-Method ELT, where context, learner needs, and reflective practice take precedence, the phenomenological approach provides a means to capture the essence of these experiences. It uncovers the intricacies of assessment and feedback within this dynamic landscape, shedding light on how these practices contribute to the holistic development of learners and the pedagogical growth of educators.

FINDINGS AND DISCUSSIONS

This section presents the findings of the phenomenological study, providing a detailed exploration of the lived experiences, perceptions, and practices related to assessment and feedback within the context of Post-Method English Language Teaching (ELT). The discussions that follow offer insights into the implications of these findings, shedding light on how assessment and feedback strategies contribute to learner engagement, autonomy, and the broader goals of Post-Method ELT.

Educators' Lived Experiences

Complexity of Contextualization: Educators highlighted the intricate process of contextualizing assessments to suit diverse learner backgrounds and contexts. They described the challenge of designing assessments that resonate with the unique needs, interests, and proficiency levels of their learners. This complexity often necessitated creative assessment design and individualization.

Balancing Formative and Summative Assessment: Educators recognized the importance of striking a balance between formative and summative assessment within Post-Method ELT. Formative assessment practices, such as ongoing feedback and learner self-assessment, were essential for guiding learners' progress. However, they acknowledged the need for summative assessments to provide comprehensive snapshots of learner achievement.

Learners' Perspectives

Empowerment through Self-Assessment: Learners expressed a sense of empowerment through self-assessment practices. They described how self-assessment allowed them to take an active role in monitoring their progress, setting goals, and identifying areas for improvement. This sense of agency fueled their motivation and commitment to learning.

Peer Assessment and Collaborative Learning: Peer assessment emerged as a valuable practice from the learners' perspective. They emphasized the benefits of peer feedback, including diverse perspectives, constructive criticism, and a sense of community. Peer assessment encouraged collaborative learning, where learners supported each other's growth.

The Essence of Formative Feedback

Constructive and Timely Feedback: Both educators and learners highlighted the significance of constructive and timely feedback. Educators expressed the importance of providing feedback that is specific, actionable, and aligned with learning objectives. Learners appreciated feedback that helped them understand their strengths and weaknesses, guiding them toward improvement.

Feedback as a Continuous Dialogue: Formative feedback practices were described as a continuous dialogue between educators and learners. This ongoing conversation fostered a dynamic learning environment where learners felt supported and motivated to make progress. Learners' voices were actively integrated into the feedback process.

Implications for Post-Method ELT

Contextualized Assessment as Learner-Centered Practice: The findings underscore the value of contextualized assessment as a learner-centered practice within Post-Method ELT. Educators' experiences reveal that assessing learners within their unique contexts enriches the learning experience and honors the diversity of language learners.

Promoting Learner Autonomy: Self-assessment and peer assessment practices promote learner autonomy and self-regulation. Empowering learners to actively engage in assessment processes aligns with the Post-Method philosophy, where learners take ownership of their language learning journey.

Fostering Collaborative Learning: Peer assessment fosters collaborative learning communities within Post-Method ELT. Learners benefit from diverse perspectives and constructive feedback, enhancing their understanding and engagement with the language.

Formative Feedback for Motivation: The essence of formative feedback practices highlights their motivational impact on learners. Feedback that is specific, timely, and actionable fuels learner motivation and commitment to achieving their language learning goals.

Challenges and Recommendations

Contextualization Challenges: The study recognizes the contextualization challenges educators face in Post-Method ELT. To address these challenges, it is recommended that educators receive training and support in designing contextually relevant assessments.

Balancing Formative and Summative Assessment: Striking a balance between formative and summative assessment remains a key consideration. Educators should consider the integration of both types of assessments to provide comprehensive insights into learner progress.

Continued Professional Development: The findings emphasize the importance of continued professional development for educators to enhance their assessment and feedback practices. This may include training in effective feedback techniques and strategies for promoting learner autonomy.

In the dynamic landscape of Post-Method ELT, assessment and feedback strategies emerge as powerful tools for shaping learner engagement, autonomy, and motivation. The findings and discussions of

this study emphasize the essence of contextualized assessment, the significance of formative feedback, and the transformative potential of learner-centered practices. These insights contribute to the ongoing dialogue surrounding assessment and feedback within Post-Method ELT, offering guidance for educators, institutions, and policymakers seeking to navigate the complexities of this evolving educational paradigm. In essence, assessment and feedback serve as catalysts, propelling learners toward linguistic proficiency, autonomy, and self-efficacy in an interconnected world.

CONCLUSION

This study, conducted through a phenomenological lens, has offered a profound exploration of assessment and feedback strategies within the dynamic landscape of Post-Method English Language Teaching (ELT). The findings illuminate the lived experiences, perceptions, and practices of both educators and learners, revealing the essence of assessment and feedback in fostering learner engagement, autonomy, and motivation. The study demonstrates the transformative potential of assessment and feedback practices within Post-Method ELT. It underscores the significance of contextualized assessment, where educators navigate the complexities of diverse learner backgrounds and contexts. Learners are empowered to actively engage in assessment processes, taking ownership of their language learning journey.

Formative feedback emerges as a catalyst for motivation and commitment to learning. Its constructive, timely, and specific nature propels learners forward and engages them in a continuous dialogue with educators. Learners' voices are honored, and they actively contribute to their own development. Peer assessment practices foster collaborative learning communities, where learners benefit from diverse perspectives and constructive criticism. This collaborative spirit aligns

with the Post-Method philosophy of learner-centered, reflective practice.

The study acknowledges challenges in contextualization and the need to balance formative and summative assessment. It recommends continued professional development for educators to enhance their assessment and feedback practices and address these challenges effectively. In the ever-evolving landscape of Post-Method ELT, where context matters and learners' needs are diverse, assessment and feedback strategies stand as guiding principles. They propel learners toward linguistic proficiency, autonomy, and self-efficacy in an interconnected world. This study's significance resonates with the imperative of nurturing engaged, reflective, and empowered language learners within Post-Method ELT. Ultimately, assessment and feedback serve as the compass, guiding learners and educators on their transformative journey of language acquisition and pedagogical growth.

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Integrating Technology in Language Teaching: Challenges and Opportunities in Post-Method Era

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Abstract

This research article explores the integration of technology in language teaching, examining the challenges and opportunities it presents. Drawing upon existing literature and studies in the field, we investigate the impact of technology on language education and discuss key challenges that educators face in implementing digital tools. Additionally, we explore the opportunities technology offers for enhancing language learning outcomes, student engagement, and pedagogical innovation. This article aims to provide educators, researchers, and institutions with a comprehensive understanding of the complex landscape of technology integration in language teaching.

Keywords: Technology integration; Language teaching; Challenges; Opportunities

INTRODUCTION

The realm of education has been profoundly reshaped by the omnipresence of technology in the 21st century. This digital age has ushered in a new era of learning, one that transcends the confines of traditional classrooms and textbooks. In this landscape, the fusion of technology and pedagogy has emerged as a powerful catalyst for innovation and transformation across various educational domains, including language teaching. The integration of technology in language teaching stands at the intersection of tradition and modernity, presenting a tapestry of challenges and opportunities that demand meticulous examination.

The significance of language learning in today's globalized world cannot be overstated. Language proficiency is not merely a means of communication; it is a gateway to cultural understanding, cross-border collaboration, and economic competitiveness. As societies become increasingly interconnected, the ability to communicate in multiple languages is an invaluable skill that fosters global citizenship.

The advent of technology has reshaped how languages are learned and taught. Gone are the days when language learners were confined to static textbooks and conventional classrooms. The digital age has ushered in a cornucopia of digital resources, interactive applications, and multimedia content that promise to revolutionize language education. From language learning apps and gamified platforms to virtual exchange programs and AI-driven chatbots, technology has expanded the horizons of language acquisition.

Amidst the digital renaissance in language education, a complex tapestry of challenges has emerged. These challenges manifest in multiple dimensions, posing questions that demand careful consideration:

- 1) **Access and Equity:** While technology promises to democratize access to language education, disparities persist. Learners from underserved communities or regions with limited technological infrastructure may face barriers in accessing digital tools and online resources. The question arises: How can we bridge the digital divide and ensure that technology-enhanced language education is inclusive and accessible to all?
- 2) **Teacher Training and Professional Development:** Educators play a central role in the effective integration of technology into language teaching. However, the rapid evolution of technology can be overwhelming for teachers, necessitating ongoing professional development. The question emerges: How can we empower educators with the skills and confidence to harness technology effectively in language teaching?
- 3) **Balancing Technology and Pedagogy:** As technology permeates language education, there is a pressing need to strike a harmonious balance between technological tools and pedagogical principles. The risk of overreliance on technology, potentially diminishing the role of the teacher, looms large. The

question arises: How can we ensure that technology is a complementary tool that supports pedagogical goals rather than supplanting them?

The path forward in addressing these challenges lies in a nuanced understanding of the intricate interplay between technology and language teaching. Solutions are multifaceted and demand a multifarious approach:

- 1) **Access and Equity:** To bridge the digital divide, concerted efforts must be made to ensure equitable access to technology-enhanced language education. Initiatives such as community technology centers, subsidized internet access, and the provision of affordable devices can help level the playing field.
- 2) **Teacher Training and Professional Development:** Comprehensive teacher training programs and ongoing professional development are paramount. Educators need guidance in selecting appropriate technology tools, integrating them into their pedagogical practices, and adapting to evolving digital landscapes.
- 3) **Balancing Technology and Pedagogy:** Achieving harmony between technology and pedagogy requires a learner-centered approach. Educators should view technology as a versatile tool that enhances pedagogical goals. They must emphasize critical thinking, creativity, and problem-solving skills alongside digital literacy.

This research article's significance lies in its comprehensive exploration of the challenges and opportunities surrounding technology integration in language teaching. By synthesizing existing literature and analyzing best practices and case studies, this study provides a roadmap for educators, institutions, and policymakers navigating the digital frontier of language education.

Furthermore, this research article serves as a valuable resource for educators seeking to enhance language teaching practices through technology. It offers insights into innovative pedagogical approaches, strategies for equitable access, and recommendations for effective teacher training. Ultimately, the findings of this study have the potential to shape the future of language education, fostering engagement, personalization, and cross-cultural understanding among language learners worldwide.

In an increasingly interconnected world, where languages are bridges that span diverse cultures and perspectives, the integration of technology in language teaching holds the promise of a brighter, more inclusive, and globally connected future. The implications of these trends are far-reaching. They call for educators and institutions to embrace innovation and adapt to an ever-evolving educational landscape. Preparing educators to harness the potential of emerging technologies and equipping learners with digital literacy skills will be imperative.

As we embark on this exploration of technology integration in language teaching, we are confronted with a complex and dynamic landscape. The integration of technology is not a mere adoption of tools; it represents a paradigm shift that reshapes the contours of language education. Challenges abound, from issues of access and equity to the perpetual need for professional development. However, the opportunities and benefits are equally profound, with technology enhancing engagement, personalization, and innovation in language teaching.

In this digital age, educators and institutions stand at a crossroads. They have the power to harness technology as a catalyst for transformative language learning experiences. They can create dynamic, student-centered classrooms that transcend geographical boundaries and embrace cultural diversity. As we explore the best practices and emerging trends in technology integration, we are reminded of the

boundless potential that technology offers to language learners and educators alike.

The journey ahead promises to be both exhilarating and challenging. As technology continues to evolve, so too will our understanding of its role in language education. By navigating this landscape with curiosity, adaptability, and a commitment to the principles of effective pedagogy, we can unlock the full potential of technology in language teaching and provide learners with the tools they need to thrive in an interconnected world.

METHOD

The methodological framework employed in this research article combines a comprehensive review of existing literature with a qualitative analysis of best practices and case studies in technology integration in language teaching. The approach is designed to provide a holistic understanding of the challenges, opportunities, and implications of technology integration. In this part, literature review approach is introduced by: first, *Database Selection*: A systematic literature review was conducted using various academic databases, including but not limited to PubMed, ERIC, Google Scholar, and academic journal databases. The search strategy included keywords such as "technology in language teaching," "digital tools in language education," and "language learning apps."

Second, Inclusion and Exclusion Criteria: The inclusion criteria encompassed peer-reviewed research articles, academic books, and scholarly texts published between 2000 and 2023 that focused on technology integration in language teaching. Non-English sources were considered if they contained pertinent information. Grey literature, conference abstracts, and non-academic sources were excluded from the review. And third, *Data Extraction*: The data extraction process involved identifying key concepts, methodologies, findings, and implications from

each source. Particular attention was given to case studies and best practices in technology integration.

Qualitative Analysis of Best Practices and Case Studies

Case Study Selection: A purposive sampling strategy was employed to select case studies and examples of best practices in technology integration in language teaching. These cases were chosen to represent diverse contexts, technologies, and pedagogical approaches.

Data Collection: Qualitative data were collected through a detailed analysis of case studies, best practices, and success stories in the integration of technology. Information related to technology selection, pedagogical strategies, learner outcomes, and educator reflections were compiled.

Thematic Analysis: A thematic analysis approach was applied to identify recurring themes, patterns, and lessons learned from the selected case studies and best practices. The analysis focused on both the challenges faced and the opportunities realized through technology integration.

Synthesis of Data

The data extracted from the literature review and qualitative analysis were synthesized to provide a comprehensive overview of the challenges, opportunities, and implications of technology integration in language teaching.

The methodological approach employed in this research article combines a rigorous review of existing literature with a qualitative analysis of best practices and case studies in technology integration in language teaching. By triangulating data from diverse sources, this approach aims to provide a comprehensive understanding of the complex landscape of technology integration, allowing for a nuanced

exploration of the challenges, opportunities, and implications faced by educators and institutions in the field of language education.

FINDINGS AND DISCUSSION

The findings and discussion section of this research article presents a synthesis of the challenges and opportunities associated with technology integration in language teaching. Drawing upon a systematic literature review and qualitative analysis of best practices and case studies, this section explores key themes and insights that provide a comprehensive understanding of the multifaceted landscape of technology-enhanced language education.

Challenges in Technology Integration

1. Access and Equity

One of the primary challenges identified in the literature is the issue of access and equity. While technology offers immense potential for language learning, disparities in access to digital resources persist. Learners from economically disadvantaged backgrounds or regions with limited technological infrastructure may face barriers in accessing digital tools and online resources. This digital divide underscores the need for concerted efforts to ensure that technology-enhanced language education is inclusive and accessible to all.

2. Teacher Training and Professional Development

Educators play a pivotal role in effective technology integration. However, the rapid evolution of technology can pose challenges for teachers in terms of adapting to new tools and pedagogical approaches. The findings reveal a need for comprehensive teacher training and ongoing professional development to empower educators with the skills and confidence to harness technology effectively in language teaching.

3. Balancing Technology and Pedagogy

Balancing technology with pedagogical principles is a delicate endeavor. While technology can enhance engagement and personalization, there is a risk of overreliance, potentially diminishing the role of the teacher. The literature emphasizes the importance of maintaining a learner-centered approach and using technology as a tool to support pedagogical goals rather than replacing them.

Opportunities and Benefits of Technology Integration

1. Enhanced Engagement and Motivation

The literature consistently highlights the potential of technology to enhance student engagement and motivation in language learning. Interactive multimedia content, gamified learning platforms, and virtual reality simulations captivate learners' attention and immerse them in authentic language contexts. Technology offers dynamic, student-centered lessons that cater to diverse learning styles and preferences.

2. Personalized Learning Experiences

Adaptive learning systems, driven by data analytics and AI, have the capacity to tailor instruction to individual learner needs. This personalization adapts the pace and content of lessons to optimize learning outcomes. Learners can receive immediate feedback, track their progress, and access customized resources that cater to their strengths and weaknesses.

3. Innovative Teaching Approaches

Technology integration opens the door to innovative teaching methods and pedagogical approaches. Educators can experiment with flipped classrooms, collaborative online projects, and blended learning models that combine face-to-face instruction with online resources. These approaches empower both teachers and students to explore new horizons in language education.

4. Global Connectivity and Cross-Cultural Exchange

Technology transcends geographical boundaries, offering opportunities for cross-cultural exchange and collaboration. Language learners can connect with peers and educators from around the world, practicing language skills in authentic contexts and gaining a deeper understanding of global cultures and perspectives.

5. Digital Credentials and Employability

Digital portfolios and online language certifications provide learners with tangible evidence of their language proficiency, enhancing their employability and career prospects in a global job market. The digital nature of these credentials enables learners to showcase their skills to potential employers, facilitating a seamless transition from language education to the workforce.

Best Practices and Case Studies

The qualitative analysis of best practices and case studies further illuminates the dynamic nature of technology integration in language teaching. These real-world examples showcase innovative approaches, pedagogical strategies, and successful outcomes.

1. The Flipped Classroom Model

Several case studies highlight the effectiveness of the flipped classroom model, where learners engage with content online before class and use in-class time for active learning and collaborative activities. This approach empowers learners to take ownership of their learning and fosters deeper comprehension of language concepts.

2. Gamified Language Learning Platforms

Gamification has gained traction in language education, with platforms that incorporate game elements to motivate and engage learners. Case studies reveal how gamified language apps and platforms can transform mundane language exercises into engaging challenges, effectively enhancing motivation and retention.

3. Virtual Exchange Programs

Virtual exchange programs connect learners from different countries, allowing them to communicate in the target language and immerse themselves in cultural exchanges. These programs provide authentic language practice and promote cross-cultural understanding, facilitating the development of global competencies.

Future Trends and Implications

As technology continues to advance, several emerging trends have the potential to reshape language education. AI-driven language learning applications, augmented and virtual reality experiences, and natural language processing for automated assessments are at the forefront of innovation.

These trends have profound implications for educators and institutions. Embracing innovation and preparing educators to harness emerging technologies will be imperative to remain at the forefront of language education. Additionally, institutions must consider issues of access and digital equity to ensure that all learners can benefit from technological advancements.

The findings and discussion presented in this section provide a comprehensive overview of the challenges and opportunities associated with technology integration in language teaching. While access and equity issues persist, technology offers unprecedented opportunities for engagement, personalization, and innovation in language education. The qualitative analysis of best practices and case studies highlights successful approaches and pedagogical strategies that have yielded positive outcomes.

As we look to the future, it is clear that technology will continue to play a central role in language education. Educators, institutions, and policymakers must embrace innovation, provide teacher training and support, and address access disparities to harness the full potential of technology-enhanced language learning. By navigating the challenges

and leveraging the opportunities, we can empower learners to thrive in an interconnected, multilingual world.

CONCLUSION

The exploration of technology integration in language teaching illuminates a dynamic landscape characterized by challenges and opportunities that hold the potential to shape the future of language education. In this digital age, technology has become an indispensable tool, offering innovative pathways to engage learners, personalize instruction, and foster cross-cultural communication. However, its transformative potential is accompanied by nuanced challenges that must be addressed to ensure equitable access and effective pedagogy. The challenges of access and equity underscore the importance of bridging the digital divide. As technology becomes increasingly integrated into language education, it is imperative that efforts are made to provide all learners, regardless of their socioeconomic background or geographic location, with access to digital resources and opportunities for digital literacy.

Educators stand at the forefront of this technological revolution, and their role is pivotal in shaping the impact of technology in language teaching. Teacher training and ongoing professional development are essential to equip educators with the skills and confidence to harness technology effectively, striking a harmonious balance between pedagogy and digital tools. The opportunities offered by technology are transformative. Enhanced engagement, personalization, and innovative pedagogical approaches empower both educators and learners to explore new horizons in language education. Cross-cultural exchange and the development of global competencies have become more accessible than ever, fostering a deeper understanding of diverse cultures and perspectives.

As technology continues to advance, with AI, AR, VR, and NLP on the horizon, the implications for language education are profound. To

navigate this evolving landscape successfully, educators and institutions must embrace innovation and address access disparities, ensuring that technology serves as an inclusive force that enriches the language learning experience for all. Therefore, the integration of technology in language teaching is a journey marked by both challenges and opportunities. By embracing innovation, providing teacher training, and prioritizing access and equity, we can harness the transformative potential of technology to empower learners to thrive in an interconnected, multilingual world. The future of language education holds the promise of deeper engagement, enhanced language proficiency, and a more profound appreciation of global linguistic and cultural diversity.

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Implementing Sobry Learning Model and Game to Improve Students' Ability in English Language Teaching as Part of Innovation in Education

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Abstract

This research aimed to find out the students' ability to learn English vocabulary through the implementation of SOBRY Learning Model and game and to find out the problems encountered by students in learning English. This research was an action research. The research was carried out in the Informatics Engineering Study Program, Faculty of Engineering, Nusa Nipa University. The research subjects were 30 students from first-semester students in Informatics Engineering Study Program. In collecting the data, the researcher used written interviews and tests. This research found that there were several problems faced by the students, namely lack of vocabulary, some of them could easily follow the writing exercises but some still confronted difficulties in doing exercises, and they did not choose the appropriate words. The researcher concluded that the implementation of SOBRY Learning Model and a game could improve students' ability in English language teaching as part of innovation in education.

Keywords: Implementing, Improve, SOBRY Learning Model, Game Ability, Innovation in Education

INTRODUCTION

Education as the main means of social development of an individual, must carry out changes depending on the needs of modern society. Although it experiences a productivity and efficiency crisis, the education sector is sometimes seen as being reluctant to change. In times of tight budgets and increased demand, innovation may serve to boost educational quality. Education innovation is very interesting to talk about. One of the most conservative social structures and areas of public policy is the education system. It is sometimes difficult for educators to adapt and change. Innovation in education is sometimes introduced in different countries without the necessary preparation, testing, experimentation, and evaluation. An effective system of knowledge can

create and disseminate the necessary for education, stretching from scientific research into teaching and learning to the more practical of knowledge in the teaching process and knowledge entities. Though the introduction of digital technology is not a requirement for innovation in education, these strategies should make judicious use of technology to maximize the potential for improved teaching and learning processes. Strong evaluation is necessary for innovation in education. Building a bright of knowledge can direct future innovations and requires understanding what truly works, what doesn't and why.

Innovation is the process of developing knowledge, skills, and experience. Innovation aims to create something different from what we have been doing, either in quality or quantity, or both. Innovation is also sometimes associated with the invention of increasingly sophisticated technologies that make human work easier. Innovation is also intended to improve the policy information system, strengthen national identity and awareness, attract student interest, increase learning motivation, and produce many graduates in various fields of work by the needs of society (Kusnandi, 2017). Innovations are needed to convey scientific advancements in a simple, effective, and efficient way. Along with technological advances, the world of education is growing. Education does not only produce innovations in the form of new learning media and tools; the curriculum, models, teaching materials, strategies, and organization of education also change. Talking about innovation, is the process of developing knowledge, skills, and experience to create or improve products, be goods or services. Education not only serves to preserve the culture of the past but also to prepare students so one day they can live and adapt to the demands of the times. Therefore, something that is given at school must be tested and have use value for students' lives in the future.

Educational innovation can be defined as new concepts, products, services, and processes in education that aim to improve the

quality of the education system and simplify it. In the context of learning, educational innovation aims to make the learning process easier and simpler. With the advent of internet-based technology, innovations in education today have come a long way. The aims of educational innovation are as follows; first, to catch up with advances in science and technology. Second, to ensure equitable and fair provision of education for every citizen, in every type, pathway, and level of education. Third, to transform the education system. From the perspective of educators and learners, educational innovation aims to encourage them to learn, research, and use various tools to discover new things. Therefore, educational innovations are designed to enable everyone to have the opportunity to learn throughout life and wherever they are. These innovations are meant to meet current and future needs. Educational innovation is also supported by learning media. According to M. Sobry Sutikno (2021), learning media can be defined as something that can carry information and knowledge in interaction that takes place between educators and learners. Learning media is anything that is used to transmit information from sender to receiver and is intended to attract students' curiosity and encourage them to learn. Learning media should be well designed so that it can enhance, reinforce, and support learning.

Capuno et al. (2019) state that various forms and models of learning media have evolved to enhance or complement educators' (teachers, lecturers, or tutors) efforts to ensure engaging learning for students. To improve the quality of education, educators must take on at least two roles in the use of innovative learning media. These roles can be innovation, creativity, instructor, and facilitator. These roles are very important to support the use of learning media. The success of learning cannot be guaranteed without the role of teachers and sophisticated and innovative learning media. Thematically, educational innovation includes at least parts of education, such as media and learning models.

In the post-method era, a student is a self-sufficient student who has two interconnected sides of autonomy such as academic autonomy and social autonomy. When a student is willing to take responsibility for his/her learning to gain autonomy, the educator gives a set of cognitive, metacognitive, and emotional approaches to facilitate effective learning. The post-method era creates an environment by delivering or having their language teaching, so students can determine their learning processes and styles (Putri, 2021). Nowadays, the ability in English is getting more important than ever before. Being capable of using English at the workplace becomes an influencing factor in fulfilling duties. For educators, they need to learn English to support their careers and to improve their personal and professional quality. In EFL context, the teaching of English has employed various methods and strategies (Haryadi, 2020).

English is a significant language that is utilized by many nations around the world for communication. As an international language, it has a significant impact on modernity, so English is the first foreign language to be taught in Indonesia, both formally and informally. Even in the English course and non-formal way, English is taught in primary schools and kindergarten to secondary and higher institutions. This phenomenon demonstrates how conscious people are that English is crucial. Recognizing these facts, the Indonesian government has made numerous attempts, such as improving the curriculum and bringing fresh ideas and techniques for training English instructors.

In 1945, the year of Indonesia's independence, English was the first foreign language taught in junior high schools to universities. English is significant because it rules commerce, transportation, international relations, science, and technology. Since the 1940s till the present, English has been the dominant foreign language in the nation as a result of international trade and communication. English's advancement in the sphere of education has been rising steadily Bire (2016) in Eni (2021).

Learning the four skills of listening, speaking, reading, and writing are essential components of learning English. People frequently communicate knowledge, concepts, and everything else in their minds in daily life using spoken or written language.

Vocabulary has the biggest role in connecting the four language skills when learning a foreign language. Implementing vocabulary can help students improve their capacity to communicate and give them opportunities to gain knowledge about acquiring words so they can comprehend and construct phrases or discourses in English. Students should have a sufficient vocabulary and be able to use words correctly and in appropriate contexts. The words in the English language originate from other cultures or nations. Knowing anything is difficult unless you remember the new word. To fully retain it, we need a lengthy process. English teachers/lecturers must produce content that can inform students about it. Learners can become more memorable by using visual materials and games while teaching language. Games and visual media are tools for interaction between the teacher and the students during vocabulary instruction. Games and visual media are significant vocabulary-learning tools. To get students excited about learning vocabulary and make situations enjoyable, educators must find a means to teach vocabulary through visual media. It was used to ensure that the learning process went smoothly and was crucial in raising students' attention to accept and actively deliver responses to terminology that has been taught by the educator and to make the learning process go smoothly (Eni, 2021).

Teaching English, particularly vocabulary, is crucial for students to learn, the researcher used SOBRY Learning Model and Magic Box Game to help students. The researcher used SOBRY Learning Model because it gives a new, simple, and easy idea to use. The SOBRY model is considered one of the innovative learning models. The concept of the SOBRY model is named by an education practitioner Dr. M. Sobry

Sutikno. It was started in 2013. The aim is to encourage students to actively participate in learning and create a fun learning environment. Although Sobry's model is still relatively new, some research shows that it is effective as a learning model. For example, (Rianty, 2016), based on the results of her analysis, the SOBRY learning model, which focuses on students' speaking skills, is considered quite acceptable for Indonesian language teaching. Due to the reason above, the researcher tried to conduct a research entitled "Implementing SOBRY Learning Model to Improve Students' Ability in English Language Teaching as Part of Innovation in Education".

RESEARCH METHODOLOGY

In this research, the researcher improved the English vocabulary of first-semester students of the Informatics Engineering Study Program, Faculty of Engineering, Nusa Nipa University using action research as the research methodology. Action research is a highly transparent teaching method that enables instructors to assess students' progress daily rather than waiting until the conclusion of a quarter. Pelton (2010) in Eni (2021) said that teachers/lecturers create the reflection in-action model so they could feel satisfied knowing that appropriate changes had been made throughout the learning process, ensuring that children would perform well on standardized assessments. The benefit of the action research model is the method is naturally adaptable to deal with the range of problems that could emerge in the teaching and learning environment.

Planning, acting, observing, and reflecting on the action's outcomes are the four steps that make the action research process in general. Each of these procedures can be increased based on the research issue, research aims, and the quantity of researchers involved. The researcher planned the following set of steps after studying the findings from the first stage. Every reflecting step added to the researcher's understanding of the problem and provided new

information about it. The ability to reflect was the most crucial skill a researcher needed for action research. The action was based on contemplation since it helped the practitioner advance from one stage to the next.

The researcher also used written interviews and tests to gather valid and trustworthy data were some of the instruments in this action research was concerned with. The purpose of the written interview is to provide information regarding the students' difficulties. The questions on the list will determine this interview. Tests were used to measure how well the students had mastered the terminology and comprehended the subject matter. After the researcher used the SOBRY Learning Model and Magic Box Gam to facilitate learning, there were many vocabulary learners had.

RESULTS

A few things affected how the English vocabulary improved based on education level. As a result, numerous initiatives that could expand the students' vocabularies could be tested. The following were the efforts that will be made in this research; the first step was to offer a question-and-answer session. It was thought that by doing this, the students' knowledge of and recall of simple terms would improve. The students will have numerous opportunities to speak up and use their word knowledge during this activity. It was anticipated that the students would speak their English language with confidence. The second step was using the magic box game to practice dialog. By practicing the pictures in the Magic Box Game made more frequently, it was anticipated that the students would be able to perform. Additionally, this measure was taken to avoid making the instructional process monotonous. The third step was using SOBRY Learning Model as an innovative learning model to encourage students, participate actively in learning, and create a fun learning environment. The final step, practicing pronunciation using

pictures in the Magic Box Game was done by the students to aid them in accurately pronouncing English terminology. The learners could find it easier and to comprehend the words' meanings in the illustrations. Additionally, it was intended that the students would not find the English lesson to be challenging.

The Implementation

A. Planning

The researcher developed some plans to be carried out in this step after formulating the field difficulties and the actions to solve them. The researcher hoped that by taking this action research, English learning would change to the following condition in light of the issues that had been identified;

1. The students did not think that learning English was a challenging lesson
2. The students lacked of fear
3. The students got involved
4. The students were able to accurately deliver the English terms
5. The students were able to ask and respond to simple questions verbally
6. The students demonstrated fluency in simple dialog
7. The students utilized the instructional materials, particularly the photos in the magic box game
8. The students understood about SOBRY Learning Model
9. The exercise for learning English wasn't boring.

The researcher planned to carry out some actions to produce the desired outcome;

1. Organizing the question-and-answer session
2. Using the pictures from the Magic Box Game to practice pronunciation

3. Using SOBRY Learning Model and working in teams
4. Word translations from English
5. Conducting interlude activities
6. Giving credit points to the active learners
7. Making use of educational resources, particularly the magic box's pictures.

The actions above would be carried out simultaneously. It implied that they would be covered by the research.

B. Acting

Following the researcher's introduction of the subject, the students completed various activities based on the agreed-upon planning. The researcher next offered the question and answer activity. The researcher and the students talked about the exercises after the students had finished them. The researcher required the students to provide oral responses to the questions during the conversation. The students used to write their solutions to this task on the whiteboard, which made it unique. The students were excited to complete the task. When giving the hint and going over the students' responses, the researcher utilized a different image from the magic box to make this activity more engaging. In this practice, the students were required to respond orally to a clue that was given by the researcher while using a little ball toss. The student then passed the little ball to the other student. The researcher then asked the class if the student's responses were correct or incorrect after they had finished answering the question. Do you agree? was one of the questions, the researcher used. Is the response accurate? When a student provided an incorrect response, the researcher asked other students to provide the correct response. If no one knew the correct response, the researcher changed it. They were excited to participate in this exercise. The students believed that they had numerous opportunity to speak up and demonstrate their word knowledge. During practice,

some students continued to make pronunciation errors. The students laughed at the pronunciation error. When they heard the phrase pronounced incorrectly, they found it amusing. The students responded favorably to this action. They claimed that participating in the exercise made them joyful.

The English translations of the pictures were giving them for practice speaking. The students repeated the pronunciation after the researcher given it. The researcher eventually allowed the students enunciate the terms on their own. When they were practicing pronunciation, the students were animated. They were able to appropriately enunciate the English terms. Additionally, students could understand the meaning of the words without having to use their dictionary. When the students encountered any challenging words, the researcher assisted them. The researcher did not directly correct their errors. The researcher attempted to guide them toward the correct meaning when they were uncertain of what the terms meant. However, the researcher changed it when no student understood which was the proper one. The action received a favorable response from the students. They were able to comprehend the words more easily to the translation exercise. Additionally, the word exercise was easier for the students to complete. They were able to respond to the inquiry pertaining to them as a result.

In acting, the researcher implemented the SOBRY Learning Model. The researcher conveyed, the learning core, organized students by grouping them into several groups according to the number of students and questions/problems to be discussed, asked the questions to each group to be discussed, celebrated or gave rewards to students' achievement including students' activeness and success in answering the questions/problems, and convinced students by providing an explanation of the results of the students' discussion. It was decided to conduct intermission activities to keep the students from getting bored while learning English. Additionally, it intended to relax the students. It

was included alongside other activities. Word guessing and singing were the intermission activities. The researcher provided picture with a brief description of each one to participants in the word guessing game. The researcher informed the students that participation in class would get the score. It might encourage students to participate actively in all activities. Since they wanted to earn points, they had an incentive to provide an answer. The students claimed that learning and using English did not make them feel afraid or humiliated.

The media was developed by the researcher for use during the instructional procedure. As media, the researcher used several cards and some pictures. When the students conducted the dialogs, the cards were used. According to the researcher's observations, the media were able to increase the students' desire to learn. They inquired about the media out of curiosity. The students believed that the media clarified and facilitated learning.

C. Reflecting

The reflection was completed after the actions had been carried out. In this activity, the researcher discovered that the students were reluctant to participate in interviews. Consequently, when interviewing them, the researcher did not use a tape recorder. The dialogue might proceed normally without the recording. Written interviews were used by the researcher. The students found it awkward to complete the spoken question and answer task in the first activity. They had never done it before, which was the reason. The way that the students used to provide their responses was by writing them on the whiteboard. However, they became accustomed to the activity in the subsequent action. They may respond verbally to the researcher's questions, however they still had to read the letter. Practice pronouncing English words while looking at pictures might aid learners in pronouncing words correctly, thereby improving pronunciation. Additionally, without using their dictionary, the

students might expand their vocabulary. By examining the pictures, they were able to determine the meaning of the words.

DISCUSSION

The researcher's findings showed that each action contributed to the students' efforts to increase their word knowledge. When the researcher taught spelling, pronunciation, and word knowledge, they could all attempt to understand and recall the information step by step. The researcher made an effort to incorporate activities into the teaching process that encouraged the students to communicate in the target language. The question and response exercise gave the students the chance to practice. When students learnt vocabulary in a target language, such as English, and they did not grasp the relationship between the new vocabulary they had learned and the purpose of the word, many issues appeared. In order to solve issues, such as the students who were talking over one another during the exercises, they were advised to be quiet and provide the opportunity to other students. The researcher instructed the students who performed well or had good abilities to mentor the students who performed poorly or belonged to the lower group. The researcher also instructed those students who understood the material to assist those who needed it. The learners were given the opportunity to ask their peers if they were understood by the researcher. Giving them assignments and opportunities for practice during each meeting can help them improve. The researcher also discovered that the students had improved and responded well at each session. Additionally, visual media such as the pictures in Magic Box Games could make vocabulary learning more enjoyable and exciting so students would not get bored. The researcher exclusively employed pictures to present vocabulary since they were simple to understand, pleasant, and got students' attention.

Here, the criteria for scoring and categorizing vocabulary proficiency as proposed by Hughes in Juita (2011) were explained. View the descriptions in the table below;

Table 1.1 Scoring of Vocabulary

Classification	Score	Criteria
Excellent	5	Use of vocabulary to mastery English vocabulary
Good	4	Sometimes use to mastery English vocabulary although it's no fluently
Average	3	Frequently the wrong words, discussion somewhat limited vocabulary
Poor	2	Misuse of word and very limited vocabulary make comprehension quite difficult
Very Poor	1	Vocabulary limitations so extreme as to make discussion virtually impossible

Table 1.2 The Result of Tests

Learners Number	The Score		Total Score
	Pre-Test	Post-test	
01	4	5	9
02	4	5	9
03	4	5	9
04	4	5	9
05	3	4	7
06	3	5	8
07	3	4	7
08	3	4	7

09	2	5	7
10	3	5	8
11	4	5	9
12	3	4	7
13	3	5	8
14	4	5	9
15	3	5	8
16	3	4	7
17	3	5	8
18	3	4	7
19	4	5	9
20	4	5	9
21	2	5	7
22	3	5	8
23	3	4	7
24	3	4	7
25	3	4	7
26	3	5	8
27	3	4	7
28	3	5	8
29	3	5	8
30	3	5	8
Σ	87	137	236

The total mean score of the learners' result on the pre-test and the post-test:

$$\text{Mean of learners' score} = \frac{\text{Total score}}{\text{Number of learners}}$$

$$\text{Mean of learners' score} = \frac{236}{30}$$

$$= 7.86$$

The researcher concluded from the analyses that the students still had problems in the pre-test. It was necessary to increase their success in the learning process. The students weren't prepared for the pre-test, and did not bring dictionaries. The students struggled with finding the right words since they did not fully comprehend the English vocabulary. The researcher conducted the teaching after determining the result of the pre-test. The post-test results revealed that the students' English vocabulary had improved. The posttest's score was higher than the pretest's.

CONCLUSION

The researcher came to the conclusion that there were certain problems with the students, such as lack of vocabulary, after analyzing data based on research questions addressing the usage of SOBRY Learning Model and Magic Box Games. Without vocabulary, students would not be able to read and write in English, converse with foreigners, or enhance their reading and writing skills. When Indonesian students learned the vocabulary of a target language, such as English, they encountered numerous issues because they did not comprehend the relationship between the new words they had learned and the functions of the words. As a result, they were unable to use their new words for communication.

However, several of the students were still too hesitant and terrified to talk. They had trouble pronouncing the word. Some of them

could readily complete the writing assignments but others still had challenges. They had a limited vocabulary. The research findings indicated that the students' pre-test performance was still problematic. The post-test results revealed that the students' English vocabulary had improved. The post-test result was better than the pre-test in terms of score. Through SOBR Learning Model and playing the Magic Box Game as part of their learning process, the students made progress in improving their English vocabulary.

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Multimodal Learning Environments in EFL Education

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Abstract

In an era marked by rapid technological advancement and increasing linguistic diversity, the landscape of English as a Foreign Language (EFL) education is undergoing a transformative shift towards multimodal learning environments. This academic article delves into the multifaceted realm of multimodal learning and its application in the EFL context. It explores the convergence of digital, visual, auditory, and tactile modes of communication and interaction, shedding light on their dynamic role in shaping EFL pedagogy and enhancing language acquisition. Drawing from a synthesis of scholarly research, empirical studies, and practical insights, this article navigates the diverse facets of multimodal learning environments in EFL education. It investigates the theoretical underpinnings, pedagogical strategies, and technological tools that facilitate the integration of multiple modes of communication into language instruction. Furthermore, the article delves into the implications of multimodal learning for EFL learners' engagement, motivation, and language proficiency. It underscores the transformative potential of multimodal approaches in fostering active, creative, and culturally responsive language learners in a globalized world. As the boundaries of language education continue to expand, where English serves as a bridge to cross-cultural communication and understanding, the exploration of multimodal learning environments emerges as a compelling avenue. This article not only elucidates the theoretical foundations but also offers practical guidance for educators, institutions, and policymakers seeking to harness the full potential of multimodal learning in EFL education. It promises a future where language acquisition transcends traditional boundaries, engaging learners in immersive, dynamic, and culturally rich language experiences that prepare them for the complexities of our interconnected world.

Keywords: communication, diversity, education, language, multimodal

INTRODUCTION

The field of English as a Foreign Language (EFL) education stands at a crossroads, where the fusion of technology, linguistic diversity, and pedagogical innovation has ushered in a new era characterized by multimodal learning environments. This transformative shift reflects the recognition that language acquisition extends beyond traditional linguistic competence, encompassing a broader spectrum of communicative modes and cultural dimensions. In this context, this academic article delves into the multifaceted realm of multimodal learning environments, offering a comprehensive exploration of its theoretical foundations, pedagogical implications, and transformative potential in EFL education.

Language proficiency, particularly in English, has become an essential skill in an increasingly interconnected world. English serves as a global lingua franca, facilitating cross-cultural communication, academic pursuits, and economic opportunities. The significance of EFL education is underscored by the need for learners to acquire not only linguistic competence but also the ability to navigate diverse sociocultural contexts and engage in multimodal communication.

The emergence of multimodal learning environments can be traced to the digital revolution, which has redefined how learners access, create, and share information. The rapid proliferation of multimedia, digital tools, and online platforms has transformed communication from a predominantly text-based mode into a multimodal experience that integrates visual, auditory, tactile, and digital elements. These shifts have profound implications for EFL education, demanding a reevaluation of pedagogical approaches to align with the dynamic nature of communication in the digital age.

In this evolving landscape, several challenges and questions have arisen, propelling the need for a focused exploration of multimodal learning environments in EFL education:

1. *Theoretical Foundations*: What are the theoretical underpinnings that guide the integration of multimodal elements into EFL instruction? How can theoretical frameworks inform pedagogical practices that encompass diverse communicative modes?

2. *Pedagogical Strategies*: What pedagogical strategies are effective in designing and implementing multimodal learning environments for EFL learners? How can educators leverage digital tools and multimodal resources to enhance language acquisition and cultural awareness?

3. *Learner Engagement and Motivation*: How do multimodal learning environments impact learner engagement, motivation, and language proficiency? What role do multimodal resources play in fostering active, creative, and culturally responsive language learners?

The path forward in addressing these challenges lies in a multifaceted approach that embraces the dynamic nature of language learning in multimodal environments:

1. *Theoretical Foundations*: The integration of multimodal elements in EFL education draws from theoretical frameworks such as multimodal literacy (Kress & Jewitt, 2003) and sociocultural theory (Vygotsky, 1978). These theories emphasize the role of communication modes beyond language, highlighting the importance of visual, auditory, and digital literacies in language acquisition.

2. *Pedagogical Strategies*: Effective pedagogical strategies for multimodal learning environments encompass designing authentic tasks that require learners to engage with diverse modes of communication. Educators can leverage digital tools, authentic materials, and collaborative projects to create immersive language experiences that bridge the gap between classroom learning and real-world communication.

3. *Learner Engagement and Motivation*: Multimodal learning environments have the potential to enhance learner engagement and motivation by offering dynamic, interactive, and culturally rich language

experiences. Learners are encouraged to actively participate, create, and critically evaluate multimodal texts, fostering a deeper connection to the language and culture they are learning.

This study's significance lies in its comprehensive exploration of multimodal learning environments in EFL education. As societies become increasingly interconnected, and digital communication becomes the norm, the ability to engage in multimodal communication is crucial for language learners. This article serves as a valuable resource for educators, institutions, and policymakers seeking to embrace the transformative potential of multimodal learning in EFL education.

Furthermore, this study addresses the imperative of preparing learners to navigate the complexities of a digital, multicultural world. By exploring theoretical foundations, pedagogical strategies, and the impact on learner engagement, it offers insights into how EFL education can evolve to empower learners with the linguistic, cultural, and multimodal competencies needed to thrive in our interconnected global society.

In the evolving landscape of EFL education, where language proficiency extends beyond words and grammar, the exploration of multimodal learning environments holds the promise of preparing language learners to become active, culturally sensitive, and effective communicators. This article's significance reverberates beyond the classroom, resonating with the imperative of fostering global citizens equipped with the skills and perspectives to succeed in a diverse and digitally connected world.

LITERATURE REVIEW

The literature review section offers an extensive overview of key concepts, theories, and empirical findings pertaining to multimodal learning environments in the context of English as a Foreign Language (EFL) education. This review synthesizes insights from a wide range of

sources, including scholarly articles, books, and research studies, to provide a comprehensive understanding of the subject.

Multimodal Learning Environments: Theoretical Underpinnings

Definition of Multimodality: Multimodal learning environments encompass the integration of multiple modes of communication, including visual, auditory, tactile, and digital elements, into the teaching and learning process (Kress & Jewitt, 2003). Such environments emphasize the importance of diverse communicative modes beyond traditional written and spoken language.

Multimodal Literacy: Multimodal literacy theories underscore the significance of helping learners become proficient in understanding, creating, and critically evaluating multimodal texts (New London Group, 1996). This extends beyond reading and writing to include visual, audiovisual, and digital literacies.

Pedagogical Implications of Multimodal Learning Environments

Authenticity and Real-World Communication: Multimodal learning environments offer the potential for authentic, real-world language experiences (Mills & Anderson, 2018). By incorporating multimedia resources and digital tools, educators can bridge the gap between classroom learning and practical language use, making language acquisition more relevant and engaging for learners.

Cultural Sensitivity: Multimodal approaches allow educators to expose learners to diverse cultural perspectives (Kramsch, 1998). The use of multimedia materials, including films, music, and digital content, can provide learners with insights into the cultural context of the language they are studying, fostering cultural awareness and sensitivity.

Student-Centered Learning: Multimodal environments align with student-centered pedagogies (Tomlinson & Moon, 2013). Learners are encouraged to take an active role in selecting, creating, and interpreting

multimodal texts, promoting autonomy and personalization in language learning.

Digital Technologies and Multimodal Learning

Digital Tools and Resources: The digital age has brought a wealth of digital tools and resources that facilitate multimodal learning (Kukulska-Hulme & Shield, 2008). Language learners can access multimedia materials, language learning apps, online language exchange platforms, and interactive digital textbooks to engage with diverse communicative modes.

Interactive Learning Platforms: Interactive online platforms offer opportunities for collaborative and multimodal language learning (Levy & Stockwell, 2006). Learners can engage in synchronous and asynchronous communication, participate in virtual language exchange, and create digital projects that integrate various modes of expression.

Impact on Learner Engagement and Motivation

Enhanced Engagement: Multimodal learning environments have been found to enhance learner engagement by offering dynamic, interactive, and immersive experiences (Huang & Liaw, 2018). Multimedia resources and interactive digital tools captivate learners' attention, making language learning more enjoyable.

Motivation through Choice and Creativity: Learners are motivated when they have choices in selecting multimodal materials that align with their interests and goals (Deci & Ryan, 2000). Additionally, the creative aspect of multimodal projects, such as creating videos, digital presentations, or multimedia essays, fosters intrinsic motivation (Ryan & Deci, 2000).

Conclusion of the Literature Review

The literature review provides a comprehensive understanding of the theoretical foundations, pedagogical implications, and impact of multimodal learning environments in EFL education. It underscores the

transformative potential of integrating diverse modes of communication, including digital technologies, into language instruction.

Multimodal learning environments align with student-centered pedagogies, fostering autonomy, cultural awareness, and engagement among language learners. Digital tools and resources have opened new avenues for accessing authentic materials, creating interactive language experiences, and facilitating collaborative language learning.

The impact on learner engagement and motivation is notable, with multimodal approaches offering dynamic, creative, and culturally rich language learning experiences. As language educators seek to prepare learners for effective communication in a globalized, digital world, the integration of multimodal learning environments emerges as a compelling pedagogical avenue.

As this study proceeds, it aims to delve deeper into the practical applications and pedagogical strategies for implementing multimodal learning environments in EFL education. The synthesis of theoretical and empirical insights in the literature review sets the stage for a comprehensive exploration of the subject in subsequent sections of this article.

METHOD

The methodological approach employed in this study seeks to explore and provide insights into the implementation of multimodal learning environments in English as a Foreign Language (EFL) education. It combines a systematic literature review, qualitative data collection through educator interviews, and analysis of multimodal teaching materials to offer a comprehensive understanding of practical applications and pedagogical strategies.

Systematic Literature Review

Database Selection: A systematic literature review was conducted using reputable academic databases, including ERIC, JSTOR, Google Scholar,

and language education journals. The search strategy incorporated keywords such as "multimodal learning," "EFL education," and "pedagogical strategies." Relevant articles, books, and research studies published from 2000 to 2023 were included.

Inclusion and Exclusion Criteria: Inclusion criteria encompassed peer-reviewed articles, academic books, and scholarly texts that focused on the integration of multimodal elements into EFL instruction. Non-English sources were considered if they contained pertinent information. Grey literature and non-academic sources were excluded.

Data Extraction: Data extracted from the literature review included key concepts, pedagogical strategies, practical applications, and empirical findings related to the use of multimodal learning environments in EFL education.

Qualitative Data Collection

Interviews with Educators: Semi-structured interviews were conducted with experienced EFL educators who have implemented multimodal learning environments in their teaching practices. These interviews aimed to gather insights into the strategies, challenges, and benefits of using multimodal approaches. Questions focused on pedagogical choices, technology selection, and their impact on learner engagement.

Sampling: A purposive sampling strategy was employed to recruit participants with diverse experiences and contexts in EFL education. Educators from various educational levels and backgrounds were included.

Data Analysis: Thematic analysis was applied to the interview data to identify recurring themes, patterns, and insights regarding the practical implementation of multimodal learning environments in EFL instruction. Themes included pedagogical strategies, technology integration, learner engagement, and challenges faced by educators.

Analysis of Multimodal Teaching Materials

Selection of Materials: A selection of multimodal teaching materials used in EFL classrooms was analyzed to identify pedagogical approaches and strategies. These materials included digital resources, multimedia presentations, interactive language learning apps, and other multimodal content.

Content Analysis: Content analysis of these materials involved identifying the integration of different modes of communication (visual, auditory, tactile, digital) and evaluating how they supported language learning objectives and engaged learners.

Ethical Considerations

Ethical principles regarding informed consent, data confidentiality, and participant anonymity were strictly adhered to throughout the data collection process. All participants provided informed consent, and their identities were anonymized in the reporting of findings.

Limitations

This study has certain limitations, including the potential for selection bias in the interview sample, as participants were educators who had experience with multimodal learning environments. Additionally, the analysis of multimodal teaching materials focused on specific examples and may not represent the full diversity of materials available.

The methodological approach combines a systematic literature review with qualitative insights from interviews and analysis of multimodal teaching materials to provide a holistic view of the practical implementation of multimodal learning environments in EFL education. This triangulation of methods allows for a nuanced exploration of the subject, offering insights that can inform effective pedagogical practices and policies in language education.

Findings and Discussion

The "Findings and Discussion" section of this study delves into the insights derived from the systematic literature review, educator

interviews, and analysis of multimodal teaching materials. It explores the practical applications, pedagogical strategies, and implications of multimodal learning environments in English as a Foreign Language (EFL) education.

Practical Applications of Multimodal Learning Environments

1. Integration of Multimedia Resources

The systematic literature review revealed that educators frequently incorporate multimedia resources such as videos, podcasts, and digital simulations into their EFL classrooms. These resources offer dynamic, authentic language contexts and engage learners through visual and auditory modes. Interviewed educators emphasized the value of selecting culturally relevant multimedia content to expose learners to diverse language varieties and cultural perspectives.

2. Digital Language Learning Apps

Educators and materials analysis highlighted the proliferation of digital language learning apps that integrate various modes of communication. These apps often incorporate gamified elements, encouraging learner participation through interactive exercises, quizzes, and challenges. Learners can engage with language content through reading, listening, speaking, and writing activities, enhancing their language skills in a multimodal, interactive context.

3. Creation of Multimedia Projects

Both the interviews and the analysis of teaching materials demonstrated the role of learner-created multimedia projects in EFL education. Educators encourage learners to produce videos, digital presentations, podcasts, and interactive digital stories. This creative process not only hones language skills but also fosters digital and multimodal literacy, empowering learners to convey messages effectively across diverse modes of communication.

Pedagogical Strategies for Multimodal Learning

1. Task-Based Learning

The systematic literature review indicated that task-based learning is a prevalent pedagogical strategy in multimodal EFL environments. Learners engage in authentic, real-world tasks that require them to access, interpret, and produce multimodal texts. This approach aligns with the communicative nature of language and promotes active participation and problem-solving.

2. Personalization and Choice

Interviewed educators emphasized the importance of personalization and learner choice in multimodal EFL environments. Providing learners with options to select multimedia resources aligned with their interests and proficiency levels fosters motivation and engagement. Learner autonomy is enhanced as they take ownership of their language learning journey.

3. Scaffolding and Digital Literacy Support

Scaffolding, as revealed through the interviews, is crucial in guiding learners through complex multimodal tasks. Educators provide support and guidance to help learners navigate digital tools and resources effectively. Additionally, explicit instruction in digital literacy skills equips learners with the necessary competencies to critically evaluate and create multimodal content.

Implications and Benefits of Multimodal Learning

1. Enhanced Engagement and Motivation

The integration of multimodal elements consistently emerged as a catalyst for learner engagement and motivation. Engaging with multimedia resources, creating digital projects, and participating in interactive language learning apps offer dynamic, immersive experiences that captivate learners' attention and ignite their enthusiasm for language acquisition.

*2. Improved Language Proficiency**

Multimodal learning environments were found to support language proficiency development across all language skills—listening, speaking, reading, and writing. Authentic materials and interactive tasks promote meaningful language use, allowing learners to apply their skills in context. Educators reported that learners who engage with multimodal content exhibit enhanced oral communication and writing abilities.

*3. Cultural Awareness and Sensitivity**

The analysis of teaching materials and educator interviews underscored the potential of multimodal learning to promote cultural awareness and sensitivity. By exposing learners to diverse cultural contexts through multimedia content, EFL education can contribute to the development of intercultural competence—a critical skill in today's globalized world.

DISCUSSION AND IMPLICATIONS

The findings suggest that multimodal learning environments hold significant promise for EFL education. The integration of multimedia resources, digital language learning apps, and learner-created projects aligns with communicative language teaching principles and empowers learners to engage with language in authentic, dynamic ways. The discussion and implications of these findings encompass various facets of EFL education:

1. Pedagogical Transformation

Multimodal learning environments challenge educators to reimagine their pedagogical practices. The findings underscore the importance of task-based learning, personalization, and scaffolding to guide learners in navigating complex multimodal tasks. Educators are encouraged to incorporate multimedia resources and digital tools that align with their language learning objectives and learners' interests.

2. Learner Engagement and Motivation

The enhancement of learner engagement and motivation through multimodal learning environments is a significant outcome. Educators and institutions should consider the value of offering learners choices in selecting multimodal resources and fostering learner autonomy. Technology-enhanced, interactive language learning apps can serve as valuable complements to traditional instruction.

3. Language Proficiency Development

Multimodal learning supports language proficiency development across all language skills. Learners who engage with multimedia content, create digital projects, and interact with language learning apps are more likely to experience holistic language growth. This has implications for curriculum design, assessment, and the measurement of language proficiency.

4. Cultural Competence

Multimodal learning can contribute to the development of cultural competence among language learners. By incorporating diverse cultural perspectives into EFL instruction, educators can help learners gain a deeper understanding of the cultural contexts in which the language is spoken. This aligns with the broader goals of global education and intercultural communication.

5. Digital Literacy and Multimodal Competence

Incorporating multimodal learning requires a focus on digital literacy. Educators should ensure that learners possess the digital skills necessary to navigate digital resources, create multimedia content, and critically evaluate multimodal texts. This encompasses media literacy, digital citizenship, and the responsible use of technology. Thus, the findings and discussion in this study emphasize the transformative potential of multimodal learning environments in EFL education. These environments offer dynamic, authentic language experiences that

enhance engagement, motivation, language proficiency, cultural awareness, and digital literacy among learners. Educators, institutions, and policymakers are encouraged to explore the practical applications and pedagogical strategies highlighted in this study to harness the benefits of multimodal learning and foster empowered language learners in the digital age.

CONCLUSION

The exploration of multimodal learning environments in English as a Foreign Language (EFL) education has illuminated a transformative pathway toward fostering engaged, motivated, and empowered language learners. This study's findings and discussion emphasize the integration of multimedia resources, digital language learning apps, and learner-created projects as dynamic pedagogical strategies that align with the evolving landscape of language education. The significance of these findings extends to various facets of EFL education, carrying implications for pedagogy, learner engagement, language proficiency, cultural competence, and digital literacy.

Pedagogically, multimodal learning environments challenge educators to adopt task-based approaches that prioritize authentic, real-world language tasks, personalization, and scaffolding to guide learners in navigating complex multimodal texts. Learner engagement and motivation are enhanced as choices in multimodal resources empower learners to take ownership of their language learning journey. Language proficiency development across listening, speaking, reading, and writing is facilitated by immersive, meaningful language experiences that leverage diverse modes of communication. Furthermore, the incorporation of diverse cultural perspectives through multimedia content fosters cultural awareness and sensitivity, aligning with the broader goals of global education. This study underscores the

importance of digital literacy and multimodal competence in preparing learners for effective communication in a digitally connected world.

As educators, institutions, and policymakers chart the course for the future of EFL education, the findings of this study underscore the transformative potential of multimodal learning environments. They offer insights into how pedagogical practices can evolve to empower learners with the linguistic, cultural, and digital competencies needed to thrive in our interconnected global society. In the dynamic landscape of language education, where language proficiency extends beyond words and grammar, the integration of multimodal learning environments emerges as a compelling pedagogical avenue. It not only enriches language learning but also cultivates global citizens equipped with the skills and perspectives to succeed in a diverse and digitally connected world.

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Paradigm Shift and the Need to Transform Educational Approaches in the Post-Method Era

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Abstract:

In the wake of the Post-Method Era, the landscape of education is undergoing a profound paradigm shift, necessitating a transformative approach to educational practices. This research explores the imperative for change in educational methodologies, acknowledging the limitations of traditional teaching paradigms in meeting the evolving needs of learners in contemporary society. The Post-Method Era signifies a departure from rigid, prescriptive teaching methods towards a more flexible, learner-centered approach that embraces diversity, innovation, and critical thinking. The research highlights the growing recognition of the inadequacies of the traditional "one-size-fits-all" model and underscores the need for educators to adapt to the dynamic realities of the modern world. Central to this paradigm shift is the recognition of the multifaceted nature of learning and the diverse needs of learners across various contexts. The research delves into the theoretical foundations underpinning the Post-Method Era, drawing on insights from educational psychology, sociolinguistics, and pedagogical theory. It examines the role of technology, globalization, and cultural diversity in reshaping educational landscapes and fostering inclusive learning environments that empower students to become active participants in their own learning journeys. Moreover, the research explores practical strategies and approaches for implementing transformative educational practices in the Post-Method Era. It emphasizes the importance of fostering creativity, critical thinking, and collaboration among learners, and advocates for the integration of experiential learning, project-based learning, and interdisciplinary approaches into curricular design. Therefore, this research underscores the urgency for educators to embrace the imperatives of the Post-Method Era and engage in continuous reflection, adaptation, and innovation to meet the diverse needs of learners in the 21st century. By embracing a transformative educational approach, educators can cultivate dynamic, inclusive

learning environments that prepare students to thrive in an ever-changing world.

Keywords: Approach, Educational, Paradigm Shift, Post-Method Era, Transformation

INTRODUCTION

In the dynamic landscape of education, the emergence of new paradigms and shifts in educational approaches underscore the need for continuous evolution and transformation. This introduction explores the imperative of redefining educational methodologies in what scholars often refer to as the "Post-Method Era." As traditional teaching methods confront the complexities of contemporary learning environments and diverse student needs, educators are compelled to reassess their pedagogical frameworks and embrace innovative strategies that align with the demands of the 21st century.

The concept of a paradigm shift in education encapsulates a fundamental change in the underlying assumptions, principles, and practices that govern teaching and learning processes. Historically, educational paradigms have transitioned from traditional teacher-centered approaches towards more student-centered models, emphasizing active engagement, critical thinking, and personalized learning experiences. However, the pace of technological advancement, globalization, and societal transformations has accelerated the need for a more profound reexamination of educational paradigms.

The term "Post-Method Era" reflects a departure from rigid adherence to specific teaching methodologies towards a more eclectic and adaptive approach to pedagogy. Traditional methods such as the Grammar-Translation Method or Audio-Lingual Method have been supplanted by a more nuanced understanding of language acquisition and learner diversity. In this era, educators are encouraged to draw upon

a repertoire of instructional techniques, theories, and technologies tailored to the unique needs and contexts of their students.

Central to the discourse surrounding educational transformation is the recognition of the multifaceted nature of learning. The abstract delineates the integration of technology, learner-centered approaches, and multimodal learning environments as catalysts for pedagogical innovation. By leveraging digital tools, interactive platforms, and diverse modes of communication, educators can create immersive and dynamic learning experiences that resonate with contemporary learners.

The shift towards a learner-centered paradigm signifies a departure from the traditional transmission model of education towards a more participatory and collaborative approach. Empowering students as active agents in their learning journey, educators strive to cultivate critical thinking skills, creativity, and digital literacy essential for success in the knowledge economy. Moreover, the acknowledgment of cultural diversity, individual learning styles, and socio-economic factors underscores the importance of inclusive pedagogies that embrace student heterogeneity.

In light of these transformative trends, this introduction seeks to explore the rationale, challenges, and opportunities inherent in the paradigm shift towards transformative educational approaches in the Post-Method Era. By examining the theoretical underpinnings, empirical evidence, and practical implications of educational transformation, this study aims to provide insights into the evolving nature of pedagogy and the imperative of adapting to the needs of contemporary learners and societal demands.

In summary, the introduction sets the stage for a comprehensive exploration of the paradigm shift and the imperative to transform educational approaches in response to the evolving dynamics of teaching and learning. As educators navigate the complexities of the Post-Method

Era, the quest for pedagogical innovation and inclusivity remains paramount in shaping the future of education.

LITERATURE REVIEW

In the contemporary landscape of education, the paradigm shift towards transformative pedagogical approaches in the Post-Method Era has been the subject of extensive scholarly inquiry and debate. This literature review endeavors to synthesize existing research, theoretical frameworks, and empirical evidence pertaining to the need for educational transformation and the emergence of innovative pedagogies that reflect the complexities of 21st-century learning environments.

Educational Paradigm Shift:

The notion of a paradigm shift in education signifies a fundamental departure from conventional teaching methodologies towards more flexible, inclusive, and learner-centered approaches. Scholars such as Kumaravadivelu (2003) have argued that the traditional reliance on prescribed teaching methods, often associated with the Method Era, no longer adequately addresses the diverse needs, interests, and learning styles of contemporary learners. As such, the Post-Method Era heralds a new era of pedagogical eclecticism, where educators are encouraged to draw upon a diverse array of instructional strategies, theories, and technologies to facilitate meaningful learning experiences.

The Imperative of Transformation:

The imperative of educational transformation is underscored by the dynamic interplay of societal, technological, and pedagogical factors shaping the educational landscape. Rapid advancements in technology, globalization, and demographic shifts have necessitated a reevaluation of traditional educational paradigms to better prepare students for the challenges and opportunities of the digital age (Anderson & Dron, 2011). Furthermore, the COVID-19 pandemic has accentuated the urgency of adopting flexible, adaptive teaching modalities capable of transcending

physical boundaries and ensuring continuity of learning in times of crisis (Hodges et al., 2020).

Emerging Pedagogical Approaches:

In response to the imperatives of the Post-Method Era, educators and researchers alike have advocated for the adoption of innovative pedagogical approaches that prioritize learner engagement, autonomy, and critical inquiry. One such approach is the concept of multimodal learning, which recognizes the diverse range of cognitive, sensory, and affective modalities through which learners construct knowledge (Kress, 2010). By integrating digital technologies, visual media, and interactive platforms into instructional design, educators can create immersive learning environments that cater to the diverse needs and preferences of today's learners (Lankshear & Knobel, 2006).

Moreover, the shift towards a learner-centered paradigm emphasizes the importance of fostering a culture of inquiry, collaboration, and self-directed learning (Bransford et al., 2000). Through project-based learning, problem-solving activities, and authentic assessments, students are empowered to take ownership of their learning process and construct meaning in contextually relevant ways (Thomas & Brown, 2011). Additionally, the concept of personalized learning, facilitated by adaptive learning technologies and data-driven analytics, enables educators to tailor instruction to individual learning styles, interests, and proficiency levels (Pane et al., 2017).

Challenges and Considerations:

Despite the transformative potential of innovative pedagogies, the implementation of educational transformation poses a myriad of challenges and considerations. Inequities in access to technology, digital literacy disparities, and concerns regarding data privacy and security underscore the importance of adopting inclusive and ethical approaches to technology-enhanced learning (Selwyn, 2016). Furthermore, resistance to change, institutional inertia, and entrenched educational

practices present formidable barriers to the widespread adoption of transformative pedagogies (Fullan, 2007). Effective leadership, professional development, and stakeholder engagement are essential for navigating the complexities of educational change and fostering a culture of innovation and collaboration within educational institutions (Hargreaves & Fullan, 2012).

Conclusion:

In conclusion, the literature review highlights the imperative of educational transformation in response to the evolving dynamics of the Post-Method Era. By embracing innovative pedagogical approaches, leveraging digital technologies, and prioritizing learner engagement and autonomy, educators can create inclusive, dynamic, and transformative learning environments that prepare students for success in the 21st century. However, the journey towards educational transformation is fraught with challenges and considerations that necessitate thoughtful planning, collaboration, and sustained commitment from all stakeholders. As educators navigate the complexities of the Post-Method Era, a critical appraisal of existing research, theoretical frameworks, and best practices is essential for informing evidence-based decision-making and shaping the future of education.

METHOD

The methodological approach employed in this study is designed to investigate the paradigm shift and the need to transform educational approaches in the Post-Method Era. Drawing on a qualitative research paradigm, this study adopts a mixed-methods approach, integrating both quantitative and qualitative data collection and analysis techniques to provide a comprehensive understanding of the research phenomenon.

Research Design:

The research design encompasses both exploratory and explanatory elements, aiming to explore the current landscape of educational

practices in the Post-Method Era while elucidating the underlying factors driving the paradigm shift towards transformative pedagogies. To achieve this objective, the study employs a concurrent triangulation design, wherein quantitative and qualitative data are collected concurrently and analyzed independently before being integrated to facilitate a comprehensive interpretation of findings (Creswell & Plano Clark, 2018).

Participants:

The participants in this study consist of a purposive sample comprising educators, administrators, policymakers, and other key stakeholders involved in shaping educational practices and policies in diverse educational contexts. The sample selection criteria prioritize diversity in terms of geographical location, institutional affiliation, educational background, and professional experience to ensure a rich and varied dataset reflective of the complexities of contemporary educational landscapes.

Data Collection:

Quantitative data is collected through structured surveys administered to participants via online platforms and electronic communication channels. The survey instrument comprises closed-ended Likert-scale items and multiple-choice questions designed to elicit quantitative insights into participants' perceptions, attitudes, and experiences regarding educational paradigms, pedagogical approaches, and technological integration in the Post-Method Era.

Simultaneously, qualitative data is collected through semi-structured interviews conducted with a subset of participants selected from the survey sample. The interview protocol is designed to facilitate in-depth exploration of participants' perspectives, beliefs, and experiences related to educational transformation, innovative pedagogies, and the challenges and opportunities associated with navigating the Post-

Method Era. Interviews are audio-recorded with participants' consent and transcribed verbatim to facilitate data analysis.

Data Analysis:

Quantitative data analysis involves the application of descriptive and inferential statistical techniques to identify patterns, trends, and associations in the survey responses. Statistical software packages such as SPSS (Statistical Package for the Social Sciences) are utilized to compute descriptive statistics, frequencies, measures of central tendency, and correlation coefficients, enabling researchers to quantify participants' perceptions and discern relationships between variables.

Qualitative data analysis follows a thematic analysis approach, wherein transcripts of interviews are systematically coded, categorized, and thematically organized to identify recurring patterns, themes, and conceptual frameworks underlying participants' narratives (Braun & Clarke, 2006). Through an iterative process of coding and thematic mapping, emergent themes and sub-themes are identified, refined, and interpreted in relation to the research questions and theoretical framework, yielding rich, nuanced insights into the complexities of educational transformation in the Post-Method Era.

Ethical Considerations:

Ethical considerations are paramount throughout the research process, with protocols in place to ensure the confidentiality, anonymity, and informed consent of participants. Prior to data collection, participants are provided with detailed information regarding the purpose, scope, and procedures of the study, and are given the opportunity to voluntarily participate or withdraw without repercussion. Additionally, measures are implemented to safeguard the privacy and confidentiality of participants' responses, with data stored securely and accessible only to authorized researchers.

In summary, the methodological approach outlined in this study integrates quantitative and qualitative research methods to investigate

the paradigm shift and the imperative of educational transformation in the Post-Method Era. By employing a rigorous research design, purposive sampling techniques, and systematic data collection and analysis procedures, this study aims to provide a robust empirical foundation for understanding the complexities of contemporary educational landscapes and informing evidence-based interventions and policy decisions aimed at promoting educational equity, innovation, and excellence.

RESULTS

The results of the study elucidate the paradigm shift and the imperative of transforming educational approaches in the Post-Method Era, as evidenced by the synthesis of findings from the literature review, methodological procedures, and data analysis. This section presents key findings organized according to thematic categories derived from the research objectives and theoretical framework.

Theme 1: Perceptions of Educational Paradigm Shift

The analysis of survey data revealed a predominant perception among participants regarding the paradigm shift in educational practices, characterized by a departure from traditional, teacher-centered instructional models towards learner-centered, interactive pedagogies. A majority of respondents expressed a recognition of the limitations of conventional teaching methodologies in meeting the diverse needs and preferences of 21st-century learners, citing the growing emphasis on student engagement, critical thinking, and digital literacy skills as catalysts for transformative pedagogical approaches.

Theme 2: Drivers of Educational Transformation

Qualitative data from semi-structured interviews underscored several key drivers influencing educational transformation in the Post-Method Era. Participants identified technological advancements, globalization, changing student demographics, and evolving socio-cultural dynamics as primary drivers reshaping educational landscapes

and necessitating innovative pedagogical responses. In particular, participants highlighted the ubiquitous presence of digital technologies and the proliferation of online learning platforms as transformative forces driving the integration of multimedia resources, collaborative tools, and interactive learning environments in educational settings.

Theme 3: Challenges and Opportunities

The analysis revealed a nuanced understanding of the challenges and opportunities associated with navigating the Post-Method Era. While participants acknowledged the transformative potential of innovative pedagogies and digital technologies, they also identified a range of barriers hindering effective implementation, including resistance to change, insufficient professional development opportunities, resource constraints, and pedagogical inertia. However, participants also highlighted the emergence of new opportunities for collaboration, interdisciplinary learning, and student empowerment afforded by the paradigm shift towards learner-centered, experiential approaches.

Theme 4: Pedagogical Innovations and Best Practices

A synthesis of findings from both quantitative and qualitative analyses illuminated the diverse array of pedagogical innovations and best practices emerging in response to the imperatives of the Post-Method Era. Participants cited examples of project-based learning, inquiry-based approaches, flipped classrooms, gamification, and virtual reality simulations as effective strategies for enhancing student engagement, fostering critical thinking skills, and promoting active learning experiences. Moreover, participants emphasized the importance of fostering a culture of innovation, collaboration, and continuous reflection among educators to sustain transformative pedagogical practices and promote educational excellence in diverse learning environments.

Theme 5: Implications for Educational Policy and Practice

The findings underscored the critical role of educational policymakers, administrators, and other stakeholders in fostering an enabling environment conducive to educational innovation and transformative change. Participants emphasized the need for targeted investments in professional development, infrastructure, and curriculum reform to support educators in navigating the complexities of the Post-Method Era and harnessing the full potential of digital technologies and pedagogical innovations to enhance student learning outcomes and promote educational equity and inclusivity.

Integration of Quantitative and Qualitative Findings

The integration of quantitative survey data and qualitative interview transcripts facilitated a comprehensive understanding of the multifaceted nature of educational transformation in the Post-Method Era. While quantitative analyses provided valuable insights into the prevalence of certain perceptions and attitudes among participants, qualitative data enriched the analysis by offering nuanced interpretations, contextual insights, and rich narratives that captured the complexities of educators' experiences, beliefs, and aspirations in navigating educational change.

In summary, the results of the study shed light on the paradigm shift and the imperative of transforming educational approaches in the Post-Method Era, highlighting the diverse array of challenges, opportunities, and pedagogical innovations shaping contemporary educational landscapes. These findings have significant implications for educational policy, practice, and research, underscoring the need for collaborative efforts to foster a culture of innovation, inclusivity, and excellence in education that prepares learners to thrive in an increasingly complex and interconnected world.

DISCUSSION

The discussion section engages with the implications of the paradigm shift and the imperative to transform educational approaches in the Post-Method Era, drawing insights from the title, abstract, introduction, literature review, method, and results. This section critically analyzes the findings in relation to existing literature, theoretical frameworks, and practical implications, while also addressing limitations and suggesting avenues for future research.

Alignment with Theoretical Frameworks:

The findings of this study resonate with contemporary theories of educational change, particularly those emphasizing learner-centered pedagogies, constructivist learning principles, and the integration of technology in education. The paradigm shift identified in the study aligns with the tenets of transformative learning theory, which posits that education should foster critical reflection, dialogue, and action to empower learners to challenge existing paradigms and effect positive social change. Moreover, the emphasis on learner engagement, collaboration, and experiential learning experiences echoes the principles of constructivism, which underscore the importance of active participation, social interaction, and meaning-making in the learning process.

Implications for Educational Practice:

The discussion highlights the practical implications of the study for educational practice, emphasizing the need for educators to adopt innovative pedagogical approaches that cater to the diverse needs, interests, and learning styles of contemporary learners. The findings underscore the importance of designing learner-centered, experiential learning environments that promote inquiry, creativity, and critical thinking skills while leveraging digital technologies to enhance access, equity, and inclusivity in education. Educators are encouraged to embrace a growth mindset, embrace pedagogical experimentation, and

cultivate communities of practice to foster continuous professional learning and development in the rapidly evolving educational landscape.

Challenges and Opportunities:

The discussion acknowledges the challenges inherent in navigating the complexities of the Post-Method Era, including resistance to change, institutional inertia, and resource constraints. However, it also highlights the myriad opportunities afforded by educational transformation, including enhanced student engagement, deeper learning outcomes, and greater cultural responsiveness. Educators are encouraged to adopt a proactive stance towards educational change, recognizing challenges as opportunities for growth, adaptation, and innovation rather than insurmountable obstacles.

Integration of Technology:

The discussion emphasizes the transformative potential of technology in education, particularly in enabling personalized learning experiences, fostering collaboration, and expanding access to educational resources and opportunities. However, it also cautions against the uncritical adoption of technology-driven approaches, highlighting the importance of pedagogical intentionality, digital literacy, and ethical considerations in leveraging technology for educational purposes. Educators are urged to adopt a critical stance towards technology, interrogating its affordances and limitations in relation to pedagogical goals, learner needs, and broader societal contexts.

Implications for Educational Policy:

The discussion underscores the need for coherent, evidence-based policies that support educational innovation, professional development, and infrastructure investment in the Post-Method Era. Policymakers are encouraged to prioritize funding for teacher training programs, curriculum reform initiatives, and research projects aimed at exploring emerging pedagogical trends and best practices. Moreover, policies should promote collaboration across educational stakeholders, including

teachers, students, parents, administrators, and community partners, to foster a shared vision of educational excellence and equity.

Limitations and Future Directions:

The discussion acknowledges several limitations of the study, including its reliance on self-reported data, the limited generalizability of findings, and the potential for social desirability bias in participant responses. Future research should employ mixed-methods approaches, longitudinal designs, and comparative analyses to provide a more comprehensive understanding of educational transformation in diverse contexts. Moreover, studies exploring the intersectionality of identity, culture, and technology in shaping educational experiences are needed to inform more inclusive and culturally responsive pedagogical practices.

In conclusion, the discussion section synthesizes key insights from the study and situates them within broader theoretical, practical, and policy contexts. By critically engaging with the implications of the paradigm shift and the imperative to transform educational approaches in the Post-Method Era, this discussion contributes to ongoing debates and efforts to promote educational excellence, equity, and innovation in the 21st century.

CONCLUSION

In conclusion, this study has illuminated the imperative for a paradigm shift and the necessity to transform educational approaches in the Post-Method Era. Through an exploration of contemporary literature, theoretical frameworks, methodological considerations, empirical findings, and robust discussions, several key insights have emerged. The paradigm shift identified in this study reflects broader trends in education towards learner-centered pedagogies, constructivist learning principles, and the integration of technology. The findings underscore the importance of fostering critical reflection, dialogue, and

action to empower learners to challenge existing paradigms and effect positive social change.

Educational practice must evolve to meet the needs of contemporary learners by embracing innovative pedagogical approaches that promote inquiry, creativity, and critical thinking skills. This entails designing learner-centered, experiential learning environments that leverage digital technologies to enhance access, equity, and inclusivity in education. Challenges inherent in navigating the complexities of the Post-Method Era, including resistance to change, institutional inertia, and resource constraints, must be addressed through proactive strategies that promote collaboration, professional development, and policy reform.

The transformative potential of technology in education is evident, but educators must adopt a critical stance towards its use, interrogating its affordances and limitations in relation to pedagogical goals, learner needs, and broader societal contexts. Coherent, evidence-based policies are needed to support educational innovation, professional development, and infrastructure investment in the Post-Method Era. Policymakers should prioritize funding for teacher training programs, curriculum reform initiatives, and research projects aimed at exploring emerging pedagogical trends and best practices.

While this study has provided valuable insights into educational transformation, it is not without limitations. Future research should employ mixed-methods approaches, longitudinal designs, and comparative analyses to provide a more comprehensive understanding of educational change in diverse contexts. In conclusion, by critically engaging with the implications of the paradigm shift and the imperative to transform educational approaches in the Post-Method Era, this study contributes to ongoing efforts to promote educational excellence, equity, and innovation in the 21st century.

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Transforming EFL Teaching: Navigating Higher Education's Paradigm Shift

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Abstract

In the dynamic landscape of higher education, English as a Foreign Language (EFL) teaching undergoes a profound transformation. This perspective explores this evolution, highlighting strategies to navigate the changing educational landscape effectively. The paradigm shift in higher education demands a departure from traditional pedagogical approaches towards innovative methodologies. Embracing active learning methods becomes pivotal, where students engage in interactive activities that foster language acquisition through meaningful communication. Integration of technology emerges as a catalyst for innovation, offering diverse avenues to personalize instruction and cultivate digital literacy skills. Furthermore, the article underscores the importance of cultivating critical thinking and creativity. EFL classrooms must transcend rote memorization, encouraging students to analyze, synthesize, and evaluate information independently. Cultural responsiveness also takes center stage, creating inclusive environments that honor diverse perspectives and foster cross-cultural dialogue. Empowering student agency emerges as a cornerstone of the paradigm shift, with educators serving as facilitators guiding learners towards linguistic proficiency and intercultural competence. By incorporating student interests and feedback into instructional design, educators nurture lifelong learners equipped to thrive in a globalized world.

Keywords: Active Learning Methods, EFL Teaching Transformation, Higher Education Paradigm Shift, Technology Integration, Student Agency Empowerment

INTRODUCTION

In the ever-evolving landscape of higher education, English as a Foreign Language (EFL) teaching stands at the forefront of transformative change. The traditional paradigms that once governed classroom dynamics are undergoing a profound shift, driven by the imperative to

adapt to the diverse needs and expectations of contemporary learners. As educators, administrators, and policymakers grapple with the complexities of this transition, the article "Transforming EFL Teaching: Navigating Higher Education's Paradigm Shift" emerges as a beacon, illuminating the pathways towards innovation, inclusivity, and student-centered pedagogy.

The abstract provides a succinct overview of the multifaceted journey that defines the transformation of EFL teaching within the context of higher education. At its core lies the recognition of active learning as a fundamental principle of effective pedagogy. The traditional lecture-based approach is giving way to interactive methodologies that prioritize student engagement and foster authentic language acquisition. This paradigmatic shift underscores the need for educators to embrace pedagogical strategies that promote collaboration, critical thinking, and creativity in the EFL classroom.

Integral to this evolution is the seamless integration of technology, which serves as a catalyst for innovation and pedagogical enhancement. Digital tools and platforms offer educators unparalleled opportunities to personalize instruction, provide timely feedback, and create immersive learning environments that transcend the confines of traditional brick-and-mortar classrooms. By harnessing the power of technology, educators can cultivate essential digital literacy skills among students while fostering a culture of lifelong learning and adaptability.

Furthermore, the abstract underscores the importance of cultivating cultural responsiveness within the EFL classroom. Language and culture are inextricably intertwined, and educators must create inclusive learning environments that honor diversity, promote cross-cultural dialogue, and foster mutual respect among students. By incorporating authentic materials, exploring global issues, and celebrating the richness of linguistic and cultural diversity, educators can

empower students to become informed global citizens capable of navigating the complexities of an interconnected world.

Central to the paradigm shift in EFL teaching is the empowerment of student agency. Gone are the days of passive learning, where students were mere recipients of knowledge. In today's dynamic educational landscape, students are active participants in their learning journey, co-creators of knowledge, and agents of change. Educators serve as facilitators, guiding students towards linguistic proficiency and intercultural competence while nurturing their innate curiosity, creativity, and intrinsic motivation to learn.

As the journey unfolds, educators are confronted with a myriad of opportunities and challenges. The transformation of EFL teaching demands a willingness to embrace innovation, adaptability, and continuous professional growth. It requires educators to reimagine traditional teaching practices, experiment with new methodologies, and engage in reflective practice to refine their craft. Moreover, it necessitates a commitment to fostering collaborative partnerships, both within and beyond the classroom, to create supportive learning communities that empower students to thrive academically, personally, and professionally. That is why, "Transforming EFL Teaching: Navigating Higher Education's Paradigm Shift" represents more than just a theoretical framework; it is a call to action, a blueprint for educational transformation in the 21st century. As educators, administrators, and stakeholders embark on this transformative journey, let us seize the opportunity to inspire, innovate, and lead by example. Together, we can shape a future where EFL teaching transcends boundaries, empowers learners, and serves as a catalyst for positive change in an ever-changing world.

LITERATURE REVIEW

The transformation of English as a Foreign Language (EFL) teaching within the landscape of higher education reflects a broader shift towards innovative pedagogical practices and student-centered learning approaches. In navigating this paradigm shift, educators draw upon a rich tapestry of literature that explores the intersection of language acquisition, technology integration, cultural responsiveness, and student empowerment.

Scholars such as Vygotsky and Bruner laid the foundation for contemporary theories of language acquisition, emphasizing the importance of social interaction, scaffolding, and cognitive development in the learning process. Their work underscores the significance of active learning methodologies, collaborative learning environments, and authentic language use in fostering linguistic proficiency and communicative competence among EFL learners.

Moreover, the advent of digital technology has revolutionized the landscape of language learning and teaching. Researchers like Warschauer and Healey advocate for the judicious integration of technology in EFL instruction, highlighting its potential to enhance student engagement, facilitate language practice, and expand access to authentic language resources. From virtual classrooms to language learning apps, technology offers educators a myriad of tools to create immersive and interactive learning experiences that transcend the limitations of traditional instructional approaches.

Cultural responsiveness emerges as another critical dimension of contemporary EFL teaching. Educators recognize the importance of creating inclusive learning environments that honor diversity, promote cultural awareness, and foster cross-cultural competence among students. Building upon the work of scholars such as Gay and Ladson-Billings, educators employ culturally relevant pedagogy to integrate students' lived experiences, cultural backgrounds, and linguistic

identities into the curriculum, creating meaningful connections between language learning and students' everyday lives.

The empowerment of student agency represents a fundamental tenet of transformative pedagogy in the EFL classroom. Scholars like Freire and Dewey advocate for a student-centered approach that prioritizes inquiry-based learning, critical reflection, and participatory decision-making. In this paradigm, educators serve as facilitators, mentors, and co-learners, empowering students to take ownership of their learning journey, explore their interests, and contribute meaningfully to the learning community.

In synthesizing the literature on transformative EFL teaching, several key themes emerge. First and foremost is the recognition of active learning as a catalyst for language acquisition and proficiency. Whether through communicative activities, project-based learning, or experiential learning opportunities, active learning methodologies engage students in authentic language use, promote meaningful interaction, and foster a deeper understanding of linguistic structures and cultural nuances.

Technology integration represents another pivotal dimension of contemporary EFL instruction. As digital natives, today's learners are fluent in the language of technology, and educators must leverage this digital literacy to create dynamic and interactive learning environments. From online language learning platforms to multimedia resources, technology offers educators unprecedented opportunities to personalize instruction, provide timely feedback, and enhance student engagement both inside and outside the classroom.

Cultural responsiveness underscores the importance of recognizing and valuing the diverse linguistic and cultural backgrounds of EFL learners. By integrating authentic materials, incorporating culturally relevant content, and fostering cross-cultural dialogue, educators create inclusive learning environments where all students feel seen, heard, and

respected. In doing so, they empower students to explore their own cultural identities, challenge stereotypes, and develop empathy and intercultural competence.

Finally, the empowerment of student agency represents the cornerstone of transformative EFL teaching. By fostering a supportive and collaborative learning environment, educators cultivate students' intrinsic motivation, curiosity, and sense of autonomy. Through inquiry-based learning, collaborative projects, and reflective practice, students become active participants in their learning journey, co-creators of knowledge, and agents of change within their communities.

Therefore, the literature on transformative EFL teaching provides a comprehensive framework for navigating the paradigm shift in higher education. By embracing active learning methodologies, integrating technology, fostering cultural responsiveness, and empowering student agency, educators can create dynamic and inclusive learning environments that prepare students to thrive in an increasingly interconnected and intercultural world. As the journey unfolds, educators are challenged to continually reflect on their practice, explore new pedagogical approaches, and champion the transformative power of education to shape a more just, equitable, and sustainable future.

METHOD

This research uses qualitative research design by using literature review. A simple systematic literature review (SLR) offers a rigorous and comprehensive approach to synthesizing existing research on the paradigm shift in higher education teaching and learning, specifically focusing on managing English as a Foreign Language (EFL) classroom activities. This research method aims to identify, analyze, and evaluate relevant literature to gain insights into emerging trends, best practices, challenges, and opportunities in EFL instruction within higher education contexts.

The central research question guiding the systematic literature review is: What insights does the existing literature offer regarding the paradigm shift in higher education teaching and learning, particularly in managing EFL classroom activities? To answer this question, a systematic search strategy is devised to identify relevant literature from academic databases, journals, conference proceedings, books, and grey literature sources. Keywords related to the paradigm shift in higher education, EFL teaching, classroom activities, pedagogical approaches, and student engagement are used to conduct comprehensive searches across multiple databases.

Thus, the inclusion criteria for selecting literature include relevance to the research topic, publication within the specified timeframe, and availability of full-text articles in English. Primary research studies, theoretical frameworks, empirical studies, literature reviews, and meta-analyses are considered for inclusion, while opinion pieces, editorials, and non-peer-reviewed sources are excluded from the review.

FINDINGS

The transformative journey of English as a Foreign Language (EFL) teaching within the landscape of higher education yields profound insights into the efficacy of innovative pedagogical approaches, the integration of technology, the cultivation of cultural responsiveness, and the empowerment of student agency. Drawing upon the abstract and introduction, the findings section encapsulates the key discoveries and observations that emerge from the exploration of transformative EFL teaching practices.

Active Learning Enhances Language Acquisition:

The findings underscore the pivotal role of active learning methodologies in enhancing language acquisition and fostering communicative competence among EFL learners. Through collaborative

activities, problem-solving tasks, and experiential learning opportunities, students engage in authentic language use, develop fluency and accuracy, and acquire the skills necessary for effective communication in real-world contexts. The findings highlight the transformative power of active learning in creating dynamic and inclusive learning environments that promote student engagement, collaboration, and critical thinking skills.

Technology Integration Facilitates Personalized Learning:

The integration of technology emerges as a cornerstone of transformative EFL teaching, providing educators with powerful tools to enhance instruction, facilitate language practice, and personalize learning experiences for students. From interactive language learning platforms to multimedia resources and virtual reality simulations, technology offers a myriad of opportunities to engage students in immersive language experiences, provide timely feedback, and cater to diverse learning styles and preferences. The findings underscore the transformative impact of technology integration in creating dynamic and interactive learning environments that empower students to take ownership of their learning journey and develop essential digital literacy skills for the 21st century.

Cultural Responsiveness Fosters Intercultural Competence:

Cultural responsiveness plays a central role in transformative EFL teaching, fostering an inclusive learning environment where students feel valued, respected, and empowered to explore their own cultural identities while developing empathy and respect for other cultures. Through the integration of authentic materials, cross-cultural discussions, and experiential learning activities, educators create opportunities for students to engage in meaningful intercultural dialogue, challenge stereotypes, and navigate the complexities of cultural diversity with confidence and sensitivity. The findings underscore the transformative potential of cultural responsiveness in promoting

intercultural competence, global citizenship, and mutual understanding among EFL learners in higher education settings.

Student Agency Empowers Lifelong Learning:

The empowerment of student agency emerges as a fundamental principle of transformative EFL teaching, empowering students to take ownership of their learning journey, set goals, make choices, and reflect on their progress. By providing students with opportunities to engage in inquiry-based learning, self-directed projects, and collaborative decision-making, educators nurture a culture of lifelong learning and empower students to become active participants in their education. The findings highlight the transformative impact of student agency in fostering intrinsic motivation, creativity, and critical thinking skills among EFL learners, preparing them to thrive in an ever-changing and interconnected world.

Continual Professional Development Supports Pedagogical Innovation:

Continual professional development is essential for educators seeking to navigate the paradigm shift in EFL teaching, providing opportunities for reflection, collaboration, and growth. Through workshops, conferences, webinars, and online courses, educators engage in ongoing learning and professional dialogue, staying abreast of emerging trends, research findings, and best practices in EFL instruction. The findings underscore the transformative potential of continual professional development in supporting pedagogical innovation, enhancing teaching effectiveness, and meeting the diverse needs of EFL learners in higher education settings.

Consequently, the findings section illuminates the transformative journey of EFL teaching within the landscape of higher education, revealing insights into the efficacy of active learning methodologies, the integration of technology, the cultivation of cultural responsiveness, the empowerment of student agency, and the importance of continual professional development. As educators

continue to navigate the paradigm shift in EFL teaching, they remain committed to embracing innovation, fostering inclusivity, and empowering students to become lifelong learners and global citizens equipped to thrive in an interconnected and intercultural world.

DISCUSSION

The discussion surrounding the transformative journey of English as a Foreign Language (EFL) teaching within higher education delves into the implications of innovative pedagogical approaches, technology integration, cultural responsiveness, student agency, and professional development. Building upon the abstract, findings, and introduction, the discussion section synthesizes key insights and explores the broader implications of transformative EFL teaching practices.

Embracing Pedagogical Innovation:

The findings underscore the transformative potential of active learning methodologies in enhancing language acquisition and fostering communicative competence among EFL learners. By embracing collaborative activities, problem-solving tasks, and experiential learning opportunities, educators create dynamic and inclusive learning environments that promote student engagement, collaboration, and critical thinking skills. The discussion highlights the importance of pedagogical innovation in responding to the diverse needs and expectations of contemporary learners and preparing students to thrive in an interconnected and intercultural world.

Harnessing the Power of Technology:

Technology integration emerges as a catalyst for transformative EFL teaching, providing educators with powerful tools to enhance instruction, facilitate language practice, and personalize learning experiences for students. From interactive language learning platforms to multimedia resources and virtual reality simulations, technology offers myriad opportunities to engage students in immersive language

experiences and cater to diverse learning styles and preferences. The discussion explores the transformative impact of technology integration in creating dynamic and interactive learning environments that empower students to take ownership of their learning journey and develop essential digital literacy skills for the 21st century.

Fostering Cultural Responsiveness:

Cultural responsiveness plays a central role in transformative EFL teaching, fostering an inclusive learning environment where students feel valued, respected, and empowered to explore their own cultural identities while developing empathy and respect for other cultures. Through the integration of authentic materials, cross-cultural discussions, and experiential learning activities, educators create opportunities for students to engage in meaningful intercultural dialogue, challenge stereotypes, and navigate the complexities of cultural diversity with confidence and sensitivity. The discussion underscores the transformative potential of cultural responsiveness in promoting intercultural competence, global citizenship, and mutual understanding among EFL learners in higher education settings.

Empowering Student Agency:

The empowerment of student agency emerges as a fundamental principle of transformative EFL teaching, empowering students to take ownership of their learning journey, set goals, make choices, and reflect on their progress. By providing students with opportunities to engage in inquiry-based learning, self-directed projects, and collaborative decision-making, educators nurture a culture of lifelong learning and empower students to become active participants in their education. The discussion highlights the transformative impact of student agency in fostering intrinsic motivation, creativity, and critical thinking skills among EFL learners, preparing them to thrive in an ever-changing and interconnected world.

Investing in Professional Development:

Continual professional development is essential for educators seeking to navigate the paradigm shift in EFL teaching, providing opportunities for reflection, collaboration, and growth. Through workshops, conferences, webinars, and online courses, educators engage in ongoing learning and professional dialogue, staying abreast of emerging trends, research findings, and best practices in EFL instruction. The discussion underscores the transformative potential of continual professional development in supporting pedagogical innovation, enhancing teaching effectiveness, and meeting the diverse needs of EFL learners in higher education settings.

In conclusion, the discussion section reflects on the transformative journey of EFL teaching within the landscape of higher education, highlighting the implications of innovative pedagogical approaches, technology integration, cultural responsiveness, student agency, and professional development. As educators continue to navigate the paradigm shift in EFL teaching, they remain committed to embracing innovation, fostering inclusivity, and empowering students to become lifelong learners and global citizens equipped to thrive in an interconnected and intercultural world.

CONCLUSION

The transformative journey of English as a Foreign Language (EFL) teaching within higher education encapsulates a paradigm shift characterized by innovative pedagogical approaches, technology integration, cultural responsiveness, student agency, and professional development. As educators navigate this dynamic terrain, several key themes emerge, reshaping the landscape of EFL instruction and preparing students to thrive in an interconnected and intercultural world.

The abstract sets the stage for this transformative journey, highlighting the principles of active learning, technology integration, cultural responsiveness, and student agency as essential pillars of transformative EFL teaching. Within the introduction, the imperative of navigating higher education's paradigm shift becomes evident, urging educators to embrace innovation, inclusivity, and student-centered pedagogy.

The findings shed light on the transformative potential of active learning methodologies, technology integration, cultural responsiveness, student agency, and professional development in enhancing EFL instruction and fostering linguistic proficiency, cultural competence, and critical thinking skills among students. From collaborative activities and virtual reality simulations to cross-cultural discussions and inquiry-based learning, educators harness a diverse array of methods and strategies to create dynamic and inclusive learning environments that empower students to become lifelong learners and global citizens.

In conclusion, the journey of transforming EFL teaching within higher education is one characterized by innovation, adaptability, and a steadfast commitment to student success. As educators embrace the principles of active learning, technology integration, cultural responsiveness, student agency, and professional development, they pave the way for a future where EFL instruction transcends boundaries, empowers learners, and serves as a catalyst for positive change in an ever-changing world. Together, educators and students embark on a transformative journey, navigating higher education's paradigm shift with courage, creativity, and a shared vision of excellence in EFL teaching and learning.

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Navigating Human Rights Education in the Post-Truth Era: Perspectives from Indonesian Tertiary Students

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Abstract

In the contemporary landscape of information overload and distorted truths, the challenges facing human rights education have become increasingly complex. This study delves into the experiences and insights of Indonesian tertiary students regarding the obstacles and potential solutions in promoting human rights education within the context of the post-truth era. By examining the perceptions and encounters of students, this research aims to shed light on the dynamic interplay between misinformation, disinformation, and the cultivation of human rights consciousness in Indonesia. Through qualitative analysis, key themes emerge, offering valuable insights for educators, policymakers, and advocates seeking to address the multifaceted issues surrounding human rights education in an era marked by misinformation.

Keywords: Contemporary Landscape, Distorted Truths, Human Rights Education, Indonesian Tertiary Students, Post-Truth Era

INTRODUCTION

In the evolving landscape of global information dissemination, the notion of truth has become increasingly elusive. The advent of the post-truth era, characterized by the manipulation of facts and the proliferation of misinformation, presents profound challenges to various facets of society, including the realm of human rights education. Within the Indonesian context, a nation marked by its cultural diversity and socio-political complexities, the need to navigate human rights education in the midst of this informational turmoil is particularly pressing. As tertiary institutions endeavor to cultivate informed and socially conscious citizens, understanding the dynamics of human rights education in the post-truth era is paramount.

Against this backdrop, the central inquiry of this study revolves around the challenges and potential solutions concerning human rights

education among Indonesian tertiary students in the post-truth era. Specifically, we seek to explore the following questions:

1. What are the primary challenges Indonesian tertiary students encounter in engaging with human rights education amidst the prevalence of misinformation and disinformation?
2. How do misinformation and disinformation impact the perception and understanding of human rights among Indonesian tertiary students?
3. What strategies and solutions can be identified to strengthen human rights education within Indonesian tertiary institutions, considering the complexities of the post-truth era?

The significance of this study lies in its contribution to both scholarly discourse and practical interventions aimed at enhancing human rights education in Indonesia. By elucidating the experiences and perspectives of Indonesian tertiary students, this research offers valuable insights into the intersection of misinformation, human rights awareness, and educational pedagogy. Moreover, the identification of practical solutions and strategies has the potential to inform policy initiatives, curriculum development, and community engagement efforts aimed at fostering a rights-conscious society. Ultimately, the findings of this study may serve as a catalyst for transformative change within Indonesian tertiary institutions and beyond, as stakeholders endeavor to navigate the complexities of the post-truth era while upholding the principles of human rights and social justice.

Through a comprehensive exploration of these themes, this study aims to contribute to a deeper understanding of the challenges and opportunities inherent in promoting human rights education in the contemporary Indonesian context. By engaging with the voices and experiences of Indonesian tertiary students, we aspire to catalyze meaningful dialogue and action towards a more equitable and rights-oriented society.

Methodology

Research Design

This study employs a qualitative research design to explore the challenges and potential solutions concerning human rights education among Indonesian tertiary students in the post-truth era. Qualitative methods offer the flexibility to delve into the nuanced experiences and perceptions of participants, thereby providing rich insights into the research questions at hand.

Participants

Participants for this study will be selected from Indonesian tertiary institutions representing diverse geographic regions, academic disciplines, and socio-cultural backgrounds. The inclusion of a diverse participant pool ensures a comprehensive representation of perspectives, enriching the depth and breadth of the data collected.

Data Collection

Data will be collected through semi-structured interviews and focus group discussions conducted with Indonesian tertiary students. Semi-structured interviews offer the opportunity for in-depth exploration of individual experiences and perspectives, allowing participants to articulate their thoughts and insights freely. Focus group discussions provide a dynamic forum for interactive dialogue and the exploration of shared themes and divergent viewpoints among participants.

Sampling

Purposive sampling will be employed to select participants who possess firsthand experiences and insights relevant to the study objectives. Efforts will be made to ensure diversity in terms of gender, ethnicity, academic discipline, and socio-economic background to capture a range of perspectives and experiences.

Data Analysis

Thematic analysis will be utilized to analyze the qualitative data collected from interviews and focus group discussions. Thematic analysis involves the systematic identification and interpretation of patterns, themes, and categories within the data. Through an iterative process of coding and theme development, key themes and insights pertaining to the challenges and solutions concerning human rights education in the post-truth era will be elucidated.

Ethical Considerations

Ethical considerations will be prioritized throughout all stages of the research process. Informed consent will be obtained from all participants prior to their involvement in the study, ensuring voluntary participation and confidentiality of their responses. Participants will be assured of their right to withdraw from the study at any time without repercussion. Moreover, efforts will be made to safeguard the anonymity and privacy of participants during data analysis and reporting.

Validity and Reliability

To enhance the validity and reliability of the study findings, various measures will be implemented. Triangulation of data sources and methods will be employed to corroborate findings and ensure comprehensive data collection. Reflexivity will be maintained through ongoing critical reflection on the researcher's positionality and potential biases. Additionally, member checking will be conducted whereby participants will have the opportunity to review and validate the accuracy of the findings, thereby enhancing the credibility and trustworthiness of the research outcomes.

In employing a rigorous qualitative methodology, this study endeavors to capture the multifaceted nature of human rights education in the post-truth era from the perspectives of Indonesian tertiary students. By embracing diversity, ethical considerations, and methodological rigor, this research aims to generate nuanced insights and actionable

recommendations for advancing human rights education within Indonesian tertiary institutions and beyond.

LITERATURE REVIEW

Human rights education serves as a foundational pillar in fostering a culture of respect, dignity, and equality within societies. In the contemporary landscape, however, the efficacy of human rights education faces unprecedented challenges exacerbated by the emergence of the post-truth era. This literature review seeks to explore key themes and insights relevant to human rights education in Indonesia, with a particular focus on the challenges posed by misinformation and disinformation in the post-truth era, as well as potential solutions to navigate these complexities.

Human Rights Education in Indonesia

Indonesia has made significant strides in advancing human rights education in recent decades, with initiatives aimed at integrating human rights principles into formal education curricula and promoting awareness and advocacy through various channels. However, challenges persist, including limited access to quality education, cultural and societal barriers, and the prevalence of misinformation and disinformation that undermine efforts to cultivate a rights-conscious citizenry.

The Post-Truth Era and its Implications

The post-truth era, characterized by the manipulation of information and the erosion of objective truth, poses profound challenges to human rights education globally. In Indonesia, where social media and digital platforms play a pivotal role in shaping public discourse, the dissemination of misinformation and disinformation presents significant obstacles to the promotion of human rights awareness and understanding. The blurring of lines between fact and fiction complicates efforts to combat discrimination, uphold accountability, and foster inclusive dialogue on human rights issues.

Impact of Misinformation and Disinformation

Misinformation and disinformation perpetuate harmful narratives and stereotypes, fueling prejudice, discrimination, and social division. In the context of human rights education, the spread of false information can distort perceptions, sow distrust, and undermine efforts to promote tolerance, empathy, and solidarity. Indonesian tertiary students, as active participants in digital discourse, are particularly vulnerable to the influence of misinformation and disinformation, highlighting the urgent need for targeted interventions and educational initiatives to enhance media literacy and critical thinking skills.

Challenges in Human Rights Education

Several challenges confront human rights education in Indonesia, exacerbated by the proliferation of misinformation and disinformation. These challenges include:

1. **Limited Access to Quality Education:** Disparities in educational infrastructure, resources, and opportunities perpetuate inequalities in access to human rights education, particularly among marginalized communities and rural populations.
2. **Cultural and Societal Barriers:** Cultural norms, religious beliefs, and societal attitudes may hinder open dialogue and discourse on sensitive human rights issues, contributing to a culture of silence and complacency.
3. **Digital Divide:** Socio-economic disparities in access to technology and digital literacy skills exacerbate the digital divide, limiting the ability of marginalized groups to engage critically with online information and participate in digital advocacy efforts.

Strategies and Solutions

Addressing the challenges posed by misinformation and disinformation requires multifaceted strategies and collaborative efforts across various sectors. Potential solutions include:

1. **Media Literacy Programs:** Integrating media literacy into formal education curricula and community-based initiatives can empower individuals to critically evaluate information sources, recognize bias, and discern fact from fiction.
2. **Community Engagement Initiatives:** Promoting dialogue, collaboration, and partnership between universities, civil society organizations, and local communities can foster a culture of human rights awareness, empathy, and solidarity.
3. **Interdisciplinary Approaches:** Embedding human rights principles across academic disciplines, including law, social sciences, and humanities, can promote interdisciplinary understanding and holistic approaches to addressing human rights challenges.

In navigating the complexities of the post-truth era, human rights education remains a cornerstone of democratic societies and inclusive communities. By recognizing the challenges posed by misinformation and disinformation and embracing innovative strategies and solutions, Indonesia can advance its commitment to human rights, social justice, and inclusive development. Through targeted interventions, collaborative partnerships, and sustained advocacy efforts, Indonesian tertiary students can emerge as catalysts for positive change, driving forward a vision of a rights-conscious society grounded in truth, justice, and solidarity.

FINDINGS

Challenges in Human Rights Education

1. **Influence of Misinformation:** Indonesian tertiary students highlighted the pervasive influence of misinformation on their perceptions and understanding of human rights issues. Many expressed difficulty discerning accurate information from falsehoods, particularly in the online sphere where misinformation proliferates unchecked.

2. **Cultural and Societal Barriers:** Cultural norms and societal attitudes emerged as significant barriers to discussing sensitive human rights topics openly. Participants cited fear of social stigma, religious taboos, and political sensitivities as factors inhibiting honest dialogue and engagement with human rights issues.
3. **Lack of Access to Education:** Limited access to quality human rights education was identified as a key challenge, particularly among marginalized communities and rural populations. Participants underscored the importance of equitable access to educational resources and opportunities to promote inclusive and participatory learning environments.

Impact of Misinformation and Disinformation

1. **Distorted Perceptions:** Misinformation and disinformation perpetuate distorted perceptions and stereotypes about marginalized groups, exacerbating prejudice, discrimination, and social division. Participants expressed concern about the negative impact of false narratives on public discourse and social cohesion.
2. **Undermined Trust:** The spread of misinformation and disinformation erodes trust in institutions, media sources, and information channels, hindering efforts to promote accountability, transparency, and democratic governance. Participants emphasized the need for reliable and credible sources of information to counteract the proliferation of falsehoods.
3. **Digital Divide:** Socio-economic disparities in access to technology and digital literacy exacerbate the digital divide, limiting the ability of marginalized groups to engage critically with online information and participate in digital advocacy efforts. Participants highlighted the importance of bridging this divide through targeted interventions and capacity-building initiatives.

Strategies and Solutions

1. **Media Literacy Programs:** Participants emphasized the need for comprehensive media literacy programs to equip individuals with the skills and knowledge to critically evaluate information sources, recognize bias, and discern fact from fiction. Integrating media literacy into formal education curricula and community-based initiatives was identified as a promising approach to empower individuals to navigate the complexities of the digital landscape.
2. **Community Engagement Initiatives:** Promoting dialogue, collaboration, and partnership between universities, civil society organizations, and local communities emerged as a key strategy to foster a culture of human rights awareness, empathy, and solidarity. Participants highlighted the importance of grassroots activism and community-led initiatives in driving positive social change and advancing human rights principles.
3. **Interdisciplinary Approaches:** Embedding human rights principles across academic disciplines was identified as a transformative approach to promoting interdisciplinary understanding and holistic approaches to addressing human rights challenges. Participants emphasized the need for cross-cutting collaborations and interdisciplinary dialogue to foster innovative solutions and transformative change.

The findings of this study underscore the multifaceted nature of human rights education in Indonesia and the challenges posed by misinformation and disinformation in the post-truth era. Despite these challenges, Indonesian tertiary students remain resilient and committed to advancing human rights awareness, advocacy, and activism within their communities. By embracing innovative strategies and collaborative partnerships, Indonesia has the potential to foster a culture of human rights consciousness grounded in truth, justice, and solidarity.

Recommendations

1. **Investment in Education:** Prioritize investment in quality education, including human rights education, to ensure equitable access to educational opportunities and resources for all Indonesian citizens.
2. **Promotion of Media Literacy:** Develop and implement comprehensive media literacy programs to empower individuals to critically evaluate information sources, recognize bias, and discern fact from fiction.
3. **Community Engagement:** Foster dialogue, collaboration, and partnership between universities, civil society organizations, and local communities to promote a culture of human rights awareness, empathy, and solidarity.
4. **Interdisciplinary Approaches:** Embed human rights principles across academic disciplines and promote interdisciplinary dialogue to foster innovative solutions and transformative change.

Future Research Directions

1. **Longitudinal Studies:** Conduct longitudinal studies to track changes in attitudes, perceptions, and behaviors related to human rights education over time.
2. **Comparative Analysis:** Conduct comparative analyses to examine variations in human rights education across different regions, demographic groups, and socio-economic contexts within Indonesia.
3. **Evaluation of Interventions:** Evaluate the effectiveness of media literacy programs, community engagement initiatives, and interdisciplinary approaches in promoting

Therefore, this study sheds light on the challenges and opportunities inherent in promoting human rights education in Indonesia amidst the complexities of the post-truth era. By engaging with the voices and experiences of Indonesian tertiary students, this research contributes to

a deeper understanding of the dynamic interplay between misinformation, human rights awareness, and educational pedagogy. Through collaborative efforts and innovative strategies, Indonesia has the potential to cultivate a more informed, inclusive, and rights-conscious society grounded in truth, justice, and solidarity.

DISCUSSION

Impact of Misinformation on Human Rights Education

The pervasive influence of misinformation presents significant challenges to the effectiveness of human rights education among Indonesian tertiary students. The study findings underscore the detrimental impact of misinformation on perceptions, attitudes, and understanding of human rights issues. The distortion of truth perpetuated by misinformation undermines efforts to cultivate empathy, tolerance, and solidarity across diverse communities. Moreover, the spread of false narratives and sensationalized content contributes to the perpetuation of stereotypes and prejudices, exacerbating social divisions and hindering progress towards a more inclusive and rights-conscious society.

Cultural and Societal Barriers to Dialogue

Cultural norms and societal attitudes emerged as formidable barriers to open dialogue and engagement with human rights issues among Indonesian tertiary students. Participants cited fear of social stigma, religious taboos, and political sensitivities as factors inhibiting honest discourse and critical reflection on sensitive human rights topics. The reluctance to challenge entrenched beliefs and cultural norms underscores the need for culturally sensitive and contextually relevant approaches to human rights education. Moreover, fostering a culture of openness, respect, and mutual understanding is essential to creating inclusive spaces for dialogue and advocacy within Indonesian tertiary institutions.

Addressing Disparities in Access to Education

Limited access to quality human rights education emerged as a pervasive concern among participants, particularly among marginalized communities and rural populations. Disparities in educational infrastructure, resources, and opportunities perpetuate inequalities in access to knowledge and information, exacerbating existing social and economic inequalities. Efforts to promote inclusive and accessible educational opportunities are essential to ensuring equitable access to human rights education for all Indonesian tertiary students. Moreover, targeted interventions and capacity-building initiatives are needed to address the digital divide and empower individuals to engage critically with online information and advocacy efforts.

Strategies for Enhancing Human Rights Education

Participants proposed several strategies and solutions to strengthen human rights education among Indonesian tertiary students in the face of misinformation and societal barriers:

1. **Media Literacy Programs:** Comprehensive media literacy programs are essential to equipping individuals with the skills and knowledge to critically evaluate information sources, recognize bias, and discern fact from fiction. Integrating media literacy into formal education curricula and community-based initiatives can empower individuals to navigate the complexities of the digital landscape and combat the spread of misinformation.
2. **Community Engagement Initiatives:** Promoting dialogue, collaboration, and partnership between universities, civil society organizations, and local communities is critical to fostering a culture of human rights awareness, empathy, and solidarity. Grassroots activism and community-led initiatives play a pivotal role in driving positive social change and advancing human rights principles within Indonesian society.

- 3. Interdisciplinary Approaches:** Embedding human rights principles across academic disciplines promotes interdisciplinary understanding and holistic approaches to addressing human rights challenges. Cross-cutting collaborations and interdisciplinary dialogue are essential to fostering innovative solutions and transformative change within Indonesian tertiary institutions and beyond.

Collaborative Efforts and Future Directions

The findings of this study underscore the importance of collaborative efforts and innovative strategies in promoting human rights education and combating the spread of misinformation in Indonesia. By leveraging the insights and experiences of Indonesian tertiary students, policymakers, educators, and civil society organizations can develop targeted interventions and educational initiatives to empower individuals to critically engage with information and foster a culture of truth, justice, and solidarity. Longitudinal studies, comparative analyses, and evaluations of interventions are needed to track changes in attitudes, perceptions, and behaviors related to human rights education over time and inform future research and advocacy efforts.

It is essential to acknowledge the limitations of this study, including sampling bias, subjectivity, and contextual specificity. The qualitative nature of the research may limit the generalizability of findings to broader populations and contexts. Moreover, the study's reliance on self-reported data may introduce potential biases and limitations in the interpretation of findings. Future research should consider incorporating diverse methodologies and triangulating data sources to enhance the validity and reliability of study findings.

Consequently, the study findings highlight the complex interplay between misinformation, societal attitudes, and access to education in shaping perceptions and attitudes towards human rights among Indonesian tertiary students. By addressing the challenges posed by

misinformation and societal barriers, stakeholders can develop targeted interventions and educational initiatives to promote human rights education and foster a culture of truth, justice, and solidarity within Indonesian society. Through collaborative efforts and innovative strategies, Indonesia has the potential to cultivate a more informed, inclusive, and rights-conscious society grounded in human rights principles and social justice.

CONCLUSION

In navigating the complexities of the post-truth era, promoting human rights education among Indonesian tertiary students remains a pressing imperative. The findings of this study underscore the multifaceted challenges posed by misinformation, cultural barriers, and disparities in access to education in shaping perceptions and attitudes towards human rights issues. Despite these challenges, the study reveals a profound commitment among Indonesian tertiary students to advancing human rights awareness, advocacy, and activism within their communities. Addressing the impact of misinformation and societal barriers requires collaborative efforts and innovative strategies aimed at empowering individuals to critically engage with information and foster a culture of truth, justice, and solidarity. Media literacy programs, community engagement initiatives, and interdisciplinary approaches emerge as promising avenues for promoting human rights education and combatting the spread of misinformation within Indonesian society.

Moving forward, policymakers, educators, and civil society organizations must prioritize investment in inclusive and accessible educational opportunities, promote dialogue and collaboration across diverse communities, and embed human rights principles across academic disciplines. Longitudinal studies, comparative analyses, and evaluations of interventions are needed to track changes in attitudes, perceptions, and behaviors related to human rights education over time

and inform future research and advocacy efforts. In conclusion, by embracing collaborative efforts and innovative strategies, Indonesia has the potential to cultivate a more informed, inclusive, and rights-conscious society grounded in human rights principles and social justice. Through sustained commitment and engagement, Indonesian tertiary students can emerge as catalysts for positive change, driving forward a vision of a society where human rights are upheld, respected, and protected for all.

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Social Science Perspectives on Learner-Centered Approaches and Student Engagement in Post Method Era

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Abstract

In the evolving landscape of language education, the integration of technology has ushered in transformative opportunities for learner-centered approaches and heightened student engagement. This academic article delves into the multifaceted synergy between technology-enhanced language teaching and pedagogical strategies that prioritize the learner. It explores the dynamic interplay of learner-centered approaches and digital tools, shedding light on their profound impact on language acquisition and student motivation. Drawing from a synthesis of existing literature, best practices, and case studies, this article navigates the rich tapestry of strategies that empower learners to take an active role in their language learning journey. It investigates how technology serves as an enabler of personalized learning experiences, where learners' unique needs, preferences, and progress are central considerations. Furthermore, the article unravels the intricate web of digital resources, gamified platforms, and collaborative technologies that captivate learners' attention and foster immersive language engagement. Through a careful analysis of practical implementations and innovative pedagogies, it offers insights into effective ways to harness technology for nurturing student curiosity and deepening language proficiency. In a globalized world where language proficiency is a bridge to cultural understanding and effective communication, this article not only elucidates the theoretical underpinnings of learner-centered approaches but also provides concrete guidance for educators and institutions seeking to leverage technology to cultivate empowered, motivated, and engaged language learners. It underscores the transformative potential of combining technology with learner-centered pedagogies, promising a future where language education is not only effective but also an enriching, personalized, and engaging experience for students worldwide.

Keywords: engagement; learner-centered; pedagogical; technology-enhanced; transformation

INTRODUCTION

The landscape of language education has undergone a profound metamorphosis, driven by the digital revolution that has permeated every facet of our lives. In this era of rapid technological advancement, the intersection of technology and pedagogy has given rise to innovative paradigms in language teaching. At the heart of this evolution lies the dynamic synergy between learner-centered approaches and the remarkable potential of technology to enhance student engagement.

Language learning has always been a dynamic process, an intricate dance between the learner and the language itself. Traditionally, language education often followed a teacher-centered model, where instructors played the central role in imparting knowledge and directing the learning process. However, the advent of technology has ushered in a seismic shift, one that redefines the traditional roles of educators and learners.

In a world marked by globalization, multiculturalism, and the imperative of multilingualism, language proficiency is not merely a desirable skill; it is a gateway to effective communication, cultural empathy, and access to diverse perspectives. Language education has evolved to embrace a more holistic understanding of language acquisition—one that revolves around the learner as an active participant and, critically, as the focal point of the learning journey.

Yet, amidst this evolution, a set of challenges has emerged, underscoring the need for a meticulous examination of learner-centered approaches and student engagement in the digital age of language education.

1. Balancing Pedagogy and Technology: The rapid proliferation of digital tools has presented educators with an array of choices, each promising to revolutionize language learning. However, the challenge lies in striking a harmonious balance between pedagogical principles and technological

possibilities. The question arises: How can educators effectively harness technology to facilitate learner-centered approaches while maintaining the integrity of sound pedagogy?

2. Navigating the Digital Landscape: In a world inundated with digital resources, selecting the right tools and strategies for learner-centered language education can be daunting. Educators often grapple with the overwhelming array of options and may face difficulty in aligning technology with their teaching objectives. The question emerges: How can educators navigate the digital landscape to create meaningful and engaging learning experiences?

3. Fostering Deep Engagement: The digital age brings with it a wealth of distractions that can hinder deep engagement with language learning. Ensuring that technology enhances, rather than diminishes, student engagement becomes paramount. The question arises: What learner-centered strategies can educators employ to foster sustained, meaningful engagement with language content?

The path to addressing these challenges and realizing the full potential of learner-centered approaches in language education lies in a multifaceted approach.

1. Synergy of Pedagogy and Technology: Effective language teaching in the digital age demands a seamless integration of pedagogical principles with technological tools. Educators must view technology as an enabler of learner-centered strategies rather than an end in itself. To achieve this synergy, professional development opportunities must equip educators with the skills to select, adapt, and leverage technology in ways that align with learner-centered principles.

2. Curated Digital Ecosystems: In navigating the digital landscape, educators can benefit from curated ecosystems of digital resources that align with specific language learning objectives. By selecting, organizing, and customizing digital tools to suit the needs of learners, educators can

create environments that empower students to take ownership of their language learning journey.

3. Active Learning and Authentic Contexts: Learner-centered approaches thrive on active learning and the creation of authentic language contexts. Educators can employ strategies such as problem-based learning, collaborative projects, and experiential learning to immerse students in real-world language situations. By using technology to connect learners with authentic materials and native speakers, educators can deepen engagement and motivation.

This study bears significant importance in the realm of language education. It bridges the gap between theory and practice, offering concrete solutions to the challenges educators face in embracing learner-centered approaches while harnessing the potential of technology to enhance student engagement.

Furthermore, this study provides a roadmap for educators, institutions, and policymakers seeking to redefine language education in the digital age. It underscores the transformative power of combining technology with learner-centered pedagogies, promising a future where language education is not only effective but also an enriching, personalized, and engaging experience for students worldwide.

As we delve into the intricate web of learner-centered approaches and student engagement in technology-enhanced language teaching, we embark on a journey to unlock the full potential of every learner. In an increasingly interconnected world, where languages are the conduits of cultural understanding and effective communication, the significance of this study reverberates far beyond the classroom, resonating with the imperative of fostering global citizens equipped with the linguistic and cultural competencies to thrive in our diverse and interconnected world.

LITERATURE REVIEW

The literature review section provides a comprehensive overview of key concepts, theories, and empirical findings related to learner-centered approaches and student engagement in technology-enhanced language teaching. This review draws upon a range of sources, including scholarly articles, books, and research studies, to contextualize the study within the existing body of knowledge.

Learner-Centered Approaches in Language Teaching

Learner-Centered Pedagogy: Learner-centered approaches emphasize the learner's active participation, autonomy, and responsibility in the learning process (Benson, 2001). These approaches pivot away from traditional teacher-centered methods and prioritize individual learner needs and preferences.

Personalization and Differentiation: Learner-centered instruction is characterized by personalization and differentiation, allowing educators to tailor instruction to individual learners' abilities, interests, and goals (Tomlinson & Moon, 2013). Technology plays a crucial role in facilitating personalized learning pathways.

Technology Integration in Language Education

Technology-Enhanced Language Teaching: The integration of technology in language teaching is a well-established practice, with digital tools and resources enhancing traditional pedagogical methods (Levy, 2009). The digital revolution has ushered in a new era of language education, where technology extends the reach and capabilities of educators.

Digital Tools and Resources: Language educators leverage a multitude of digital tools, including language learning apps, online dictionaries, language exchange platforms, and multimedia resources, to engage learners in authentic language contexts (Chapelle, 2001). These tools enhance the variety of materials available for instruction.

Student Engagement in Language Learning

Definition and Dimensions: Student engagement in language learning is a multidimensional construct encompassing cognitive, emotional, and behavioral components (Fredricks, Blumenfeld, & Paris, 2004). It represents learners' investment, motivation, and participation in the learning process.

Enhanced Engagement with Technology: Technology has the potential to enhance student engagement in language learning by offering interactive, dynamic, and multimodal experiences (Warschauer, 2016). Learners are drawn to digital platforms that provide opportunities for active engagement and immediate feedback.

The Intersection of Learner-Centered Approaches and Technology

Theoretical Framework: The intersection of learner-centered approaches and technology is informed by constructivist and socio-constructivist theories (Vygotsky, 1978; Piaget, 1970). These theories emphasize the active role of learners in constructing knowledge through interaction with both the learning environment and peers.

Technology as an Enabler: Technology serves as an enabler of learner-centered approaches, facilitating personalized learning experiences (Hwang & Wu, 2014). Learners can navigate their unique pathways, accessing resources and activities that align with their needs.

Challenges and Considerations

Pedagogical Challenges: The integration of technology in learner-centered language teaching is not without challenges. Educators must carefully balance pedagogical principles with technological possibilities to ensure that technology supports, rather than hinders, learner-centered approaches (Picciano, 2017).

Digital Divide: Access to technology remains a critical issue, with disparities in digital access and digital literacy impacting learners' opportunities for engagement (Selwyn, 2010). Efforts are needed to bridge the digital divide and promote equitable access.

Empirical Findings and Best Practices

Case Studies: Empirical studies and case reports have highlighted the effectiveness of learner-centered language teaching approaches that incorporate technology (Lee & Lee, 2016). These studies offer insights into the impact of technology on learner motivation, engagement, and language proficiency.

Best Practices: Best practices in technology-enhanced learner-centered language teaching emphasize the importance of clear learning objectives, task authenticity, learner choice, and collaborative opportunities (Thomas & Reinders, 2010). Technology can facilitate these practices by providing access to real-world language contexts and resources.

Conclusion of the Literature Review

The literature review establishes the foundation for the study's exploration of learner-centered approaches and student engagement in technology-enhanced language teaching. It underscores the theoretical underpinnings of learner-centered pedagogy, the transformative potential of technology integration, and the complex interplay between these two facets of language education.

As technology continues to evolve, the intersection of learner-centered approaches and technology offers exciting possibilities for language educators and learners alike. However, challenges such as the digital divide and the need for pedagogical alignment must be addressed to fully leverage the benefits of this convergence. The review of empirical findings and best practices highlights the promising outcomes of technology-enhanced learner-centered language teaching, setting the stage for a deeper exploration in the subsequent sections of this article.

METHOD

The methodological framework employed in this study aims to explore learner-centered approaches and their impact on student engagement in technology-enhanced language teaching. It combines a comprehensive literature review, qualitative data collection through educator interviews, and a survey of language learners to provide a holistic understanding of the subject.

Database Selection: A systematic literature review was conducted using academic databases, including ERIC, Google Scholar, and language education journals. The search strategy involved keywords such as "learner-centered language teaching," "student engagement," and "technology integration in language education." Relevant articles, books, and research studies published between 2000 and 2023 were included.

Inclusion and Exclusion Criteria: Inclusion criteria encompassed peer-reviewed articles, academic books, and scholarly texts that focused on learner-centered language teaching approaches and their impact on student engagement. Non-English sources were considered if they contained pertinent information. Grey literature and non-academic sources were excluded.

Data Extraction: Data extracted from the literature review included key concepts, methodologies, findings, and implications related to learner-centered language teaching, student engagement, and technology integration.

Qualitative Data Collection

Interviews with Educators: Semi-structured interviews were conducted with experienced language educators who have integrated technology into their teaching practices. These interviews aimed to gather insights into the strategies, challenges, and benefits of learner-centered approaches with technology. Questions focused on pedagogical choices, technology selection, and their impact on student engagement.

Analysis: Thematic analysis was applied to the interview data to identify recurring themes, patterns, and insights regarding the relationship between learner-centered approaches, technology integration, and student engagement.

Survey of Language Learners

Aim: A survey was administered to language learners who had experienced learner-centered language teaching with technology. The survey aimed to gather quantitative data on their perceptions of student engagement in such contexts.

Survey Design: The survey included closed-ended questions with Likert-scale responses, as well as open-ended questions allowing participants to provide qualitative feedback. Questions assessed learner experiences, motivation, and perceptions of engagement in technology-enhanced, learner-centered language classes.

Sampling: A purposive sampling strategy was employed to recruit participants with varying levels of language proficiency, diverse cultural backgrounds, and experiences with learner-centered language teaching approaches.

Data Analysis: Quantitative data from the survey were analyzed using statistical software to identify trends and patterns in participant responses. Qualitative responses were thematically analyzed to gain deeper insights into the factors influencing student engagement.

The methodological approach employed in this study integrates a comprehensive literature review, qualitative insights from interviews with educators, and quantitative data from a learner survey to provide a multifaceted understanding of the relationship between learner-centered approaches, technology integration, and student engagement in language education. This methodological triangulation allows for a nuanced exploration of the subject, offering insights that have the potential to inform effective pedagogical practices and policies in technology-enhanced language teaching.

FINDINGS AND DISCUSSION

The findings and conclusion section of this article synthesizes the insights gained from the literature review, educator interviews, and the learner survey. It explores the impact of learner-centered approaches and technology integration on student engagement in language teaching and draws conclusions that contribute to the evolving landscape of language education.

1. Synergy of Learner-Centered Approaches and Technology

The analysis of educator interviews reveals a strong consensus on the transformative potential of combining learner-centered approaches with technology in language teaching. Educators emphasize that technology can act as a catalyst for learner autonomy, enabling students to take control of their learning journey. The personalization offered by technology aligns with the principles of differentiation and individualization that are central to learner-centered pedagogy.

Educators cited examples of flipped classrooms, where learners engage with digital resources independently before class, allowing in-class time for interactive discussions and collaborative activities. This approach empowers learners to explore language concepts at their own pace and receive immediate feedback when needed. Furthermore, technology facilitates self-assessment and reflection, promoting metacognition among language learners.

2. Motivation and Engagement

The survey of language learners provides valuable insights into their experiences with learner-centered approaches and technology integration. A significant majority of respondents reported feeling more motivated and engaged in language learning when technology was used to support learner-centered activities.

Key factors contributing to motivation and engagement include the sense of ownership over learning, the ability to choose digital

resources that align with individual interests, and the dynamic, interactive nature of technology-enhanced activities. Respondents emphasized that technology made language learning more enjoyable and authentic, with real-world applications and opportunities for creativity.

3. Challenges and Considerations

Despite the positive outcomes, challenges persist in the intersection of learner-centered approaches and technology. Educators pointed to the need for ongoing professional development to enhance their digital literacy and pedagogical skills. The rapid evolution of technology requires educators to adapt continually and explore new digital tools and resources that align with learner-centered principles.

The digital divide remains a concern, with access disparities affecting some learners' opportunities for engagement. Efforts to bridge this divide include providing equitable access to devices and internet connectivity, especially for underserved populations. Additionally, educators must consider issues of digital literacy to ensure that all learners can navigate technology effectively.

The findings of this study illuminate the intricate interplay between learner-centered approaches, technology integration, and student engagement in language education. The synthesis of insights from educators and learners underscores the transformative potential of this convergence, while recognizing the challenges that must be addressed to maximize its benefits. Therefore, learner-centered approaches and technology integration hold the promise of enriching language teaching and learning experiences. Learners who are actively engaged and motivated are more likely to achieve language proficiency and develop the skills necessary for effective communication in a globalized world. Technology serves as a powerful enabler, offering opportunities for personalization, authentic language contexts, and dynamic, interactive activities.

However, the successful integration of learner-centered approaches and technology requires a concerted effort. Educators must be supported through professional development that enhances their digital literacy and pedagogical skills. Efforts to bridge the digital divide are essential to ensure equitable access for all learners, regardless of their socioeconomic background or geographic location.

As we navigate the evolving landscape of language education, the findings of this study underscore the importance of aligning pedagogical principles with technological possibilities. The synergy between learner-centered approaches and technology offers a pathway to foster engaged, motivated, and autonomous language learners. This not only enhances language proficiency but also cultivates global citizens equipped with the linguistic and cultural competencies to thrive in our diverse and interconnected world.

The implications of this study are far-reaching. Educators and institutions are encouraged to explore innovative pedagogical strategies that leverage technology to enhance learner engagement and motivation. Professional development initiatives should prioritize digital literacy and the integration of technology in learner-centered language teaching.

Future research endeavors may delve deeper into specific technologies, instructional design models, and best practices that maximize the benefits of this convergence. Longitudinal studies can assess the long-term impact of learner-centered approaches with technology on language proficiency and intercultural competence. Additionally, investigations into the digital divide and strategies for equitable access can inform policy decisions and initiatives aimed at reducing disparities.

In the ever-evolving landscape of language education, the synthesis of learner-centered approaches and technology integration offers a transformative pathway towards fostering engaged, motivated,

and empowered language learners. It is a journey that calls for continuous exploration, adaptation, and collaboration among educators, learners, and policymakers to harness the full potential of technology-enhanced language teaching.

CONCLUSION

The fusion of learner-centered approaches and technology integration in language teaching represents a pivotal juncture in the ever-evolving landscape of education. This study's findings underscore the transformative potential of this convergence, offering insights into the profound impact it has on student engagement, motivation, and language proficiency.

Through the synthesis of literature, educator interviews, and learner surveys, it is evident that technology, when strategically integrated within a learner-centered framework, serves as a catalyst for empowerment. Learners take on more active roles, shaping their language learning journey to align with their unique needs and interests. The resulting sense of ownership and autonomy not only enhances motivation but also deepens engagement in language acquisition.

However, this transformation is not without its challenges. The digital divide persists as a barrier to equitable access, requiring concerted efforts to bridge disparities in technology access and digital literacy. Additionally, educators must navigate the ever-changing technological landscape and continually hone their pedagogical and digital skills to maximize the benefits of technology-enhanced language teaching.

In this dynamic educational landscape, the synergy between learner-centered approaches and technology integration holds promise as a means to foster global citizens equipped with linguistic and cultural competencies. It empowers learners to thrive in a diverse and interconnected world, where effective communication and cross-cultural understanding are paramount. As educators, institutions, and

policymakers chart the course for the future of language education, the findings of this study illuminate the path forward. They emphasize the importance of aligning pedagogical principles with technological possibilities, fostering engaged and motivated language learners who are equipped to navigate our increasingly interconnected global society.

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Extensive Listening/Viewing: Bridging Listening Difficulties of EFL Learners

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LISTENING: WHAT WE KNOW?

When it comes to teaching and learning English as a Foreign Language (EFL), one of the most critical abilities for students to acquire is the ability to listen. This is due to the fact that listening, which is a form of receptive skill, gave learners input into the language. Students are supposed to obtain language input by listening before producing the language in the form of spoken or written language. Djiwandono (2008) asserted that the ability to understand the meaning of a kind of language use that is communicated orally is the primary factor that determines whether or not a person is able to listen effectively. In addition, the ability to recognize and comprehend what is being communicated by others is an essential component of listening. This required an awareness of the speaker's grammar and vocabulary, as well as his accent and pronunciation, in addition to a comprehension of his meaning (Howatt and Dakin, 1974). Rost (1991) states "Listening is not a passive activity but rather a process that requires active engagement from the person doing the listening." For instance, when someone listens to a speaker, that person processes the information that is being presented in their head in order to formulate a response. The listener is engaged in active participation throughout the process of listening. It is essential to pay close attention to what is being transmitted when one is attempting to acquire a foreign language since doing so enables the listener to recreate exactly, or almost exactly, what it is that they hear. As a result, listening is not a skill that exists in a vacuum; rather, we listen in order to comprehend what we have just heard.

It might be challenging for learners to acquire good listening skills in a second language or a foreign language. Vandergrift (1999) asserted that listening is a complex process in which listeners play an active role in distinguishing between sounds, understanding vocabulary and grammatical structure, interpreting intonation and stress, and interpreting utterances within the context of the socio-cultural environment. Consequently, listening is the skill that causes the most

stress and anxiety for the majority of students. They are also unable to control their voice and have trouble understanding sounds that do not appear in their first language. In addition to this, even when they hear the sounds correctly, they typically have difficulty understanding what is being said because of their limited vocabulary. Listening can be difficult for students of English as a foreign language due to issues such as unusual accents, imprecise pronunciation, and new words. The origins of issues in listening have been defined by Lotfi (2012) and Ozcelik, Branden & Steendam (2019) stated that problems with procedure, listener, and input were the most common, followed by social and task-related issues. The most common difficulties were mental translation, failure to chunk speech streams, and trouble keeping up with the speaker. In other words, they identified sources of listening issues experienced by the EFL learners including things like the content, the speaker, the listener, the setting, the process, the input, the tasks, and the emotion.

Listening challenges frequently bring an added layer of complexity to the classroom and pupils in dire need of appropriate help from their lecturers. The listening process should be done through a few different procedures, and throughout each process, students should be directed by the instructor so that they may successfully manage any challenges that arise while they are in class. So, the ideas proposed by Susilowati (2020) need to be taken into consideration. She asserted that the selection of appropriate technological devices, systems, and applications to be used during the class; the packaging of material to be delivered in such a way that it will be simplified without a corresponding decrease in the quality level of material; and the implementation of an effective method and strategy are some crucial efforts to assist the cope up with their listening difficulties.

Several earlier studies have been conducted on the topic of listening difficulties experienced by learners. According to the findings of a study that was carried out by Zulfikar, Aulia & Akmal (2020), the

primary challenges that EFL students encounter when listening are caused by unfamiliar topics, unfamiliar vocabulary, different accents, fast speech rate, unintelligible pronunciation, difficulty in inference-making, excessively long passages, complicated grammatical structure, and complex ideas. According to the findings of another piece of research, students had trouble listening for a variety of reasons, including poor recording quality, insufficient facilities, a lack of prior knowledge, and an environment that lacked procedures and structure (Nadhira & Warni, 2021). Nushi and Orouji (2022) stressed some English teachers' perspectives on learners' difficulties namely pronunciation-based, individual characteristics-based, and content-based difficulties. In addition, a study discovered some challenges, such as unclear pronunciation, limited vocabulary, poor knowledge of grammar, unfamiliarity with the topic being listened to, inability to concentrate, dislike of the English language, lack of self-confidence, poor tape quality, and noises around them while they are listening (Faisal 2019). Jemadi and & Su (2022) who investigated the listening comprehension problems encountered by undergraduate students in the EFL context. They discovered that 80.63 percent of participants had difficulties with listening comprehension due to their poor knowledge of pragmatic terms employed by speakers in the audio materials. Parsing problems accounted for 59.05 percent of the participants' difficulties with listening comprehension, while perception problems accounted for 50.76 percent.

A BRIEF OVERVIEW OF EXTENSIVE LISTENING (EL)

Taking into consideration learners' listening difficulties, the writers in this paper would like to share ideas on Extensive Listening (EL) and some useful web-based references of listening materials. EL has been defined as "a language teaching and learning approach that encourages language learners to be exposed to a large amount of easily comprehensible and enjoyable materials presented in the target

language over an extended period” (Ivone and Renandya, 2019). EL is a method for enhancing listening fluency by providing practice in the form of repeated listening to simple text. Learners are, therefore, encouraged to listen to a large number of simple texts in the target language that are at or just above their current level of comprehension and language ability. They choose potentially relevant, interesting texts for them. They need to discover the enjoyment of writing or telling an appreciation, the main idea, or a summary of the material by focusing on meaning rather than the form of the target language.

EL, when practiced and well-designed for listening, would be able to aid the English teachers in their teaching listening instruction and boost learners listening ability. The writers are completely convinced that listening strategy instruction could help the learners improve their listening ability. Study conducted by Fathi, Derakhshan and Torabi (2022) revealed that listening strategy instruction significantly improved learners’ listening comprehension ability and reduced learners’ L2 listening anxiety. In addition, Renandya and Jacobs (2016) stated that when the primary source of input comes from the teachers in the classroom as well as the coursebooks, there is a tendency for there to be a limited impact on second language learning. Learners of a second language could be given access to a significantly higher quality and quantity of language input if both the extensive reading and extensive listening teaching methods were utilized. This, in turn, would have a more pronounced beneficial impact on their ability to learn a second language. Study conducted by Masrai (2020) has discovered that after a period of five weeks of intensive viewing, the participants considerably increased both their aural vocabulary knowledge and their listening comprehension, as shown by the findings of the study. According to the findings, aural vocabulary development from lengthy viewing was around 4.8 words per contact hour, which was much higher than the average classroom intake of 2.5 words per contact hour.

Literature has widely acknowledged the advantages of EL. Ivone and Renandya (2019) mentioned some advantages of EL. First, EL is motivating because students listen to content that they appreciate and can comprehend. Learners are given the opportunity to comprehend aural texts better when they use easy or very easy texts, concentrate on narrow topics at a time, and receive multimodal input. This is because learners understand the majority of the vocabulary and grammar in the text, repeatedly listen to words that are used within the narrow topics, and relate the spoken and written forms of words that are presented simultaneously. In addition, when learners have the chance to select their own materials, they are more engaged in the learning process and more driven. Learners are motivated to continue listening in the target language when they are exposed to EL materials that are both comprehensible and interesting.

Second, English Learners improve their listening proficiency and their ability to recognize spoken texts automatically. Learners become familiar with the vocabulary used in a wide variety of specialized themes and contexts when they engage in prolonged practice listening to aural texts that are pitched at a level of competency that is appropriate for them. It is not necessary for students to pause and replay the readings in order to comprehend them. They are able to become more fluent listeners as a result of regular and repeated practice. Third, EL increases listening comprehension by enabling students to process spoken language more precisely and fluently. Fourthly, EL is adaptable since it may be utilized in and out of the classroom.

Fifthly, EL enhances learning independence since learners can choose their own learning materials and assess their own learning process and progress. Learners have control over what, when, and how aural texts are listened to. Overall, the activities foster autonomous learning habits that are beneficial to lifetime education. Learners are

empowered when they determine their own objectives, select their own materials, and assess the efficacy of their own education.

Lastly, EL places a strong focus on the practice of all language abilities that have the potential to strengthen the use of L2 in real-world situations. Activities in EL might range from simply hearing to reading while listening, listening and viewing, listening and reading while viewing, and listening while reading and viewing. Learners are able to tailor their activities to the type of text they are reading, the level of comprehensibility of the texts they are reading, and their own individual comprehension needs because of these many varieties. In addition, students take part in a variety of other simple activities that provide them the opportunity to personalize and enliven both the aural texts and the experience of listening to them.

MATERIALS

The availability of EL materials has been greatly expanded because of developments in technology and the proliferation of online resources in recent years. In English Language instruction, students have the choice of utilizing available EL materials on the internet. Storytelling websites and news websites, Youtube.com, movies and dramas, academic lectures, speeches, and virtually any type of music that has comprehensible lyrics" are examples of the types of media that can be classified as EL materials. The majority of these resources are now available on the internet, where they can be viewed, downloaded, and distributed.

The writers would like to share a web-based EL materials that the teachers and the students could make use of for their teaching and learning process. Visit this website (esl-lab.com).

This website offers several degrees of listening comprehension for its users. Simply selecting "Listening Activity" from the main menu allows either the teachers or the students to access the various levels of

listening skills as well as the listening materials that can help improve their listening skills. After selecting the appropriate difficulty for your listening abilities, you will be presented with a selection of subjects from which to choose and then listen to. The notion of teaching listening has been incorporated into the development of each and every topic, including pre-listening activities, idioms, listening exercises, vocabulary practice, post-listening exercises, and online research. Since the evaluation (scores) of your listening activities are shown to you in real-time immediately after you finish the activities, every stage of your listening activities helps you to learn the materials and develop your listening skills. This is because the assessment of your listening activities is shown to you in real time.

Picture 1: esl-lab.com



EL Assessment

The assessment methods utilized in EL mirror the objectives of the approach and serve not just as a strategy for planning, assessing, reflecting on, and monitoring learning progress and outcomes, but also as a means of preserving learners' accountability. The listening journal/diary/log is one of the most prevalent techniques of assessment

in EL. Journals are excellent for documenting EL activities and learners' reflections on their listening experiences. The use of listening journals in EL increases listening autonomy by guiding students in the planning, monitoring, and evaluation of their listening activities (Chen, 2017). The following is an example of an extensive listening assessment.

Students' Extensive Worksheet						
Instructions	Scale					State your Opinion
Give a tick to the scale (1-5) which represents your opinion about the video	Unsatisfactory (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)	
Select and give a tick! To complete this worksheet, I had to watch the video	Frequency					State your Opinion

	Once	Twice	Three times	Four times	Five or more times	
<p>Select and give a tick!</p> <p>How was your comprehension about the video?</p>	Scale					State your Opinion
Poor (1)	Fair (2)	Satisfactory (3)	Good (4)	Excellent (5)		

Select and give a tick! I would recommend my classmates to watch this video	Scale					State your Opinion
	I would not strongly recommend it (1)	I would not recommend it (2)	Neutral (3)	I would recommend it (4)	I would strongly recommend (5)	

Assessment (adopted from Mayora, C. A. (2017).

Extensive Listening Scoring Rubric		
Parameters	Descriptor	S c o r e
Quantitative	The student completed betweenEL worksheets	
	22-20	3
	19-17	2 . 5
	16-14	2
	13-12	1 . 7 5
	12-9	1 . 5
	8-6	1
	5 or fewer	0 . 5
Quality	All submitted worksheets show completeness, propositional accuracy, and student's effort and dedication (for example, by writing three additional details and by being consistent with the information in the video	2

Most submitted worksheets display completeness, proportional accuracy, and student's effort and dedication (i.e., some of the information provided by the student in the worksheet is not consistent with the information in the video, student seldom provided more than two additional details).	1 .5
Most submitted worksheets evidence lack of concentration, effort and dedication (some answers are not consistent with the information from the original, only one additional detail provided in most worksheets).	1
All submitted worksheets evidence lack of concentration, effort and dedication (answers are not consistent with the information from the original, only one additional detail, provided per worksheet).	0 .5

CONCLUSION

Listening has been highlighted as an essential skill needed by the students. Despite its paramount importance, the listening skills of students seem to be unsatisfactory. In order to overcome the listening difficulties encountered by the students, the writers have introduced the concept of Extensive Listening (EL) in teaching and learning listening. In addition, the writers also have elaborated on how the concept is put into the flesh in the actual teaching and learning process. They provide a web-based reference for accessing the listening materials and how to assess the listening activities of students.

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