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Found in 2023, BRU ELT Journal is a peer-reviewed and open-access electronic journal with the main aim to publish fully refereed high-quality original research articles in the field of English Language Teaching (ELT) around the world for the benefit of English language teachers and researchers. The journal welcomes articles from local and foreign academics, researchers, graduate students, and policymakers. All articles are required to be in English.

The Thai Journal Citation Index Center (TCI) requested cooperation from journal editors in the selection of a specific journal's sub-areas stored in the TCI database. As a result, each journal is permitted to select 1-5 sub-areas for the papers published in the journal. In this regard, the "BRU ELT JOURNAL" would like to declare that beginning with the 1st Volume, 1st Issue (January-April 2023), articles covering the main subject area, Social Sciences, will be accepted for publication. Furthermore, these articles must be pertinent to the subject areas of Arts and Humanities, and they must cover these two sub-subject areas: 1) Language and Linguistics, and 2) Literature and Literary Theory.

BRU ELT Journal accepts articles relevant to the following themes: English as an International Language, World Englishes (WE), teaching and learning English as a Second Language (ESL), as an Additional Language (EAL) or as a Foreign Language (TEFL), ESP and EAP, Applied Linguistics and Corpus Linguistics, Approaches and Methods in English Education, Culture and Literature in English Education, English Language Curriculum and Teaching Materials, Language Learning and Acquisition, Language Testing and Evaluation, Life-long Language Learning, Multimedia and ICT in ELT, Teacher Training and Education, Translation Studies, and Discourse and Interlanguage Pragmatics.

The journal is published three times a year: January-April, May-August, and September-December. However, BRU ELT JOURNAL, with no more than two (2) issues per year, might be published as a special issue upon joining in the special academic events of national and international conferences held both in Thailand and other countries.

All articles in this journal must be reviewed by at least three (3) external peer reviewers in the relevant fields from different institutes. More importantly, the authors' and reviewers' identities are concealed from each other (Double-blind peer review) in order to have the articles with high quality and academic standards. The articles submitted for publication in this journal have not already been published *elsewhere* or are not under consideration by peer reviewers for publication in other journals. The authors must strictly comply with the reference system and the criteria for the publication of academic or research articles set by the journal.

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## Enhancing General Academic Stand (GAS) 11 Students' Oral Communication Skills through Suggestopedia and Communicative Language Teaching (CLT) Approaches

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### Abstract

Developing oral communication skills is crucial for students to communicate effectively. However, students struggle to express their ideas using the English language. This study aimed to enhance the oral communication skills of Grade 11 students under General Academic Strand (GAS) by employing Suggestopedia and Communicative Language Teaching (CLT) approaches. This study employed the quasi-experimental design. Seventy Grade 11 students were chosen via the simple random sampling method. The researcher conducted a pretest and post-test through an impromptu speech, which was assessed using the Student Oral Language Observation Matrix (SOLOM). Descriptive statistics were utilized to present the results, a t-test for paired samples was used to show the significant differences in the participants' oral communication skills performance before and after the interventions, and Mann Whitney U test was utilized to see if there are significant differences in the rating increments of the two groups. Data revealed that there is a worthwhile improvement in the two groups of participants' oral communication skills performance after the interventions. Suggestopedia and Communicative Language Teaching approaches have significant influence on enhancing students' oral communication skills. However, CLT approach appeared to have better results as compared to the Suggestopedia approach specifically in the comprehension component. It is recommended that teachers implement interactive activities, such as fun filled activities with incorporation of music and CLT activities.

**Keywords:** oral communication skills, suggestopedia approach, communicative language teaching approach

## Introduction

Oral Communication is one of the most essential 21st Century Skills which plays an integral role in students' success in today's world. This skill is critically salient to develop effective communication in English Language, especially as students in Senior High School transition to college, the workforce, and in preparation to adult life. This perspective is supported by the K–12 Basic Education Curriculum Framework of the Department of Education, which outlines the importance of improving students' oral communication skills in order to prepare them to become globally competitive individuals (Cruz, 2019). Thus, it is very important for the students to develop effective oral communication skills.

According to Lucanus (2017), effective oral communication is the process of exchanging knowledge, thoughts, opinion, and ideas so that a particular message is conveyed, received, and understood with clarity and purpose. Raba (2017) added that an effective oral communication also requires a considerable deal of effort to learn because it calls for the expert integration of various linguistic elements like vocabulary, proper syntax, sentence structure, and perfect pronunciation. With this, the need for a suitable technique of language teaching methodology is as critical as ever to equip students with the necessary knowledge and skill of how and when to communicate effectively.

In the Philippine context, the Senior High School Program included a required subject called the Oral Communication in Context for Grade 11 students in response to the appeal of equipping students with the necessary knowledge and skills of communicating effectively. Hence, Oral communication is regarded as a vital component in the English language competencies that the SHS students should master. However, it is indisputable that the existing educational system faces a wide range of problems and difficulties particularly when it comes to helping students improve their communicative ability in using the English language. Despite the additional two years that learners spent attending English focused subjects in Senior High School, it is evident that there are still many learners in the Philippines that do not demonstrate proficiency in English language, and they continuously struggle to communicate in English discourses.

The researcher being an English teacher herself, observed that most students under General Academic Strand (GAS) are having difficulty in expressing and communicating their ideas through Oral Communication. Based on this premise, Raba (2017) says that this difficulty is rooted from lack of self-confidence, fear of making mistakes and fear of embarrassment. Additionally, participants in Labicane's study (2021) reported the highest level of speaking nervousness due to their limited interaction with their teachers and peers, poor learning resources and lack of opportunities for learners to progress across communicating effectively.

Moreover, in the study conducted by Candilas (2016), it was stipulated that a variety of factors could be responsible for the current difficulties in oral communication, particularly in the Philippine setting. Filipinos do not speak English as a first language and there might not be much exposure to the target language. Aside from that, they find the principles governing the grammar's structure to be more complicated. Then, the bilingualism policy mandates that English and Filipino must be used separately as the medium of instruction in specific subject areas. Since Filipinos have more than one language at their disposal, these differences sometimes may cause



students to make errors in their oral discourses. Most of them find it difficult to communicate in English naturally and would rather code switch to their native tongue. When language learners are not sufficiently exposed to the target language, this problem is more likely to occur.

Considerable studies explored the language learners' perception, level of proficiency and teaching practices in improving Oral Communication Skills (Candilas, 2016; Cavanagh et. al., 2019; Raba, 2017 & Bruner et. al., 2015). However, rather less attention has been paid to other types of effective approaches and strategies that are tailored-fit to the learning needs of students in the context of Oral Communication particularly in Philippine setting. This gap limits the language teachers' knowledge about other effective approaches and strategies that educators can utilize in the teaching and learning process and address issues on poor performance in oral communication.

Considering the foregoing issues and concerns, the need for a suitable technique of language teaching methodology is as critical as ever to meet the ever-growing need for effective oral communication skills in English. Hence, the researcher applied Communicative Language Teaching (CLT) and Suggestopedia to help students under General Academic Strand (GAS) minimize the problem in expressing and communicating appropriately and thus improve their Oral Communication Skills. The researcher utilized two approaches to compare the effectiveness of both techniques in improving students' oral communication skills. In addition, the researcher also aimed to ascertain which of the two instructional approaches is more effective in addressing the oral communication difficulties that students in the research location encounter.

In a nutshell, this study was carried out due to pressing issues and concerns about students' difficulties in verbally expressing and articulating their ideas. Finally, by offering information on effective teaching strategies for Filipino students and insights into the efficacy of Communicative Language Teaching (CLT) and Suggestopedia Approaches, this study helped expand the body of knowledge on oral communication skills interventions. It also clarified the applicability and suitability of these approaches in the context of local education.

## **Research Objectives**

This study aimed to determine the effectiveness of Suggestopedia Approach and Communicative Teaching Approach on enhancing students' oral communication skills. Specifically, it aimed to answer the following questions:

1. What are two groups of participants' Oral Communication Skills Performance before and after the intervention in terms of:
  - 1.1 Comprehension;
  - 1.2 Fluency;
  - 1.3 Vocabulary;
  - 1.4 Pronunciation; and,
  - 1.5 Grammar?
2. How do the participants in each group compare in their Oral Communication Skills performance before and after the interventions?
3. How do the two groups of participants compare in their Oral Communication Skills performance increments?

## **Methodology**

### **Research Design**

The study employed a quasi-experimental design and examined the effect of Communicative Language Teaching (CLT) and Suggestopedia Approaches in Oral Communication. As defined by Thomas (2020), quasi-experimental design aimed to establish a cause-and-effect relationship between an independent and dependent variable.

### **Research Participants**

The participants in this study were the Grade 11 Senior High students under the General Academic Strand (GAS) from one of the National High Schools in the Division of Bukidnon Philippines in the academic year 2023-2024. A total of 70 students coming from two General Academic Strand (GAS) sections were chosen as participants of the study. The inclusion criteria for the selection of the participants of this study were the following: the participants were under the General Academic Strand (GAS) taking the Oral Communication 11 subject and they were under the Oral Communication in Context subject class of the researcher during the first semester of the academic year 2023-2024.

### **Sampling Procedure**

The participants were selected through Simple Random Sampling to establish equalities. Thomas (2020) described Simple Random Sampling as a sampling method, in which each member of the population has an exactly equal chance of being selected which helps ensure high internal validity. In the context of this study, simple random sampling was applied through using the assigned class numbers of students in each section ranging from numbers 1-50. The experimental group was selected through odd numbers, while the control group was selected through even number to establish fairness.

### **Research Instrument**

The Student Oral Language Observation Matrix (SOLOM) was used. This was adapted from the Riverside County Seal of Multiliteracy. This matrix assessed the participants' Oral Communication Skills specifically in the areas of comprehension, fluency, vocabulary, pronunciation, and grammar.

### **Data Collection**

There were two groups of participants in the study namely the experimental group and control group. The interventions were implemented in the Oral Communication in Context subject for six (6) weeks from September 4, 2023, to October 13, 2023. It began in the First Quarter of the school year with four (4) learning sessions every week (40 minutes per session). To identify the two groups of participants' Oral Communication Skills Performance before the intervention, a pretest was conducted. K to 12 competency-based question revolving the topic "Oral Communication" was asked to the participants, and they have answered it through an impromptu speech. The topic was anchored on DepEd K to 12 Most Essential Learning. Specifically, in the pretest and post-test, students were asked about "What is an effective communication and how will you apply it in your life as a student?" During the process of answering the said question in the pretest, the researcher utilized the Student Oral Language Observation Matrix (SOLOM) an adapted Teacher Observation tool from the Riverside County Seal of Multiliteracy which seeks to measure

participants' Oral Communication Skills Performance in terms of comprehension, fluency, vocabulary, pronunciation, and grammar.

### Statistical Treatment of the Data

The problem statement, as presented in the first chapter of this study, was subjected to statistical analysis. In the analysis of data for problem number 1, descriptive statistics such as percentage, mean, frequency distribution, and standard deviation were used. In the second problem, a t-test for paired samples was used to show the significant differences in the participants' oral communication skills performance before and after the interventions. Finally, in question 3, Mann Whitney U test was utilized to see if there are significant differences in the rating increments of the two groups.

## Results and Discussion

### Problem 1. What are two groups of participants' Oral Communication Skills Performance before and after the interventions?

Table 1 displays a concise overview of the participants' oral communication skills before and after the interventions in both the Suggestopedia and Communicative Language Teaching approaches.

**Table 1**

*Participants' Oral Communication Skills Performance before and after the Interventions Overall*

Oral Communication Skills	SUGGESTOPEDIA						COMMUNICATIVE LANGUAGE TEACHING					
	Pretest			Post-test			Pretest			Post-test		
	M	Int	SD	M	Int	SD	M	Int	SD	M	Int	SD
Comprehension	2.03	D	0.71	3.11	D	0.83	2.14	D	0.77	3.54	P	0.85
Fluency	2.31	D	0.53	3.00	AP	0.73	2.46	D	0.56	3.23	AP	0.81
Vocabulary	2.26	D	0.51	3.00	AP	0.73	2.54	AP	0.56	3.17	AP	0.79
Pronunciation	2.40	D	0.55	3.14	AP	0.81	2.63	AP	0.55	3.14	AP	0.77
Grammar	2.40	D	0.55	2.94	AP	0.73	2.29	D	0.83	3.09	AP	0.74
<b>OVERALL</b>	<b>2.19</b>	<b>D</b>	<b>0.58</b>	<b>3.04</b>	<b>AP</b>	<b>0.74</b>	<b>2.40</b>	<b>D</b>	<b>0.59</b>	<b>3.24</b>	<b>AP</b>	<b>0.73</b>

*Legend: Ad- Advanced: 4.51-5.0 P -Proficient: 3.51-4.50 AP- Approaching*

*Proficiency: 2.51-3.50 D- Developing: 1.51-2.50 B- Beginning: 1.0-1.50*

Based on the result, it is evident that both the Suggestopedia and Communicative Language Teaching (CLT) approaches initially led to improvements in students' oral communication skills, particularly in the *Comprehension* aspect. In the pretest, both approaches showed participants at the *Developing level*, while in the post-test, Suggestopedia increased to *Approaching Proficiency level*, and CLT improved to the *Proficient level*. On the other hand, in the *Fluency* component, students exhibited a comparable distribution in the pretest, with both groups at the *Developing level*, and post-test results showed both groups at the *Approaching Proficiency level*.

While Suggestopedia significantly enhanced *Vocabulary* skills, progressing from *Developing level* to *Approaching Proficiency level*, while CLT maintained an *Approaching Proficiency level* in both pretest and post-test. In terms of *Pronunciation* skills, improvements were noted in both approaches, students under Suggestopedia approach improved from *Developing level* to *Approaching Proficiency level*, and students assigned in CLT approach consistently achieved *Approaching Proficiency level*. Moreover, both groups displayed progress in *Grammar*, transitioning from *Developing level* in the pretest to *Approaching Proficiency level* in the post-test, highlighting the effectiveness of both interventions in enhancing participants' oral communication skills.

Furthermore, both groups attained the lowest mean score in grammar component, which garnered 2.94 and 3.09 in the post-test respectively. During the implementation of the intervention to the two groups of participants, the researcher being an English teacher, observed that both groups had difficulty in the aspect of grammar. The observation conforms to the study of Debata (2013) who asserts that in learning English grammar in context, the students cannot keep away from their first language (L1) and it is a crucial problem for them.

Moreover, students usually depend on their L1 in cases such as making sentences, translating sentences, describing words, etc. With these, L1 can interfere with learners' 'grammar error. In that case, learners tend to create a sentence in their L1 then translate it into L2. This seems relatable because many sentences make more sense in the students' native language than in English due to direct translation from L1 into English.

## **Problem 2. How do the participants in each group compare in their Oral Communication Skills Performance before and after the interventions?**

**Ho1. The participants' oral communication skills performance in each group does not significantly differ before and after the interventions.**

Table 2 presents the results of the test of difference in the participants' oral communication skills performance before and after the Suggestopedia and Communicative Language Teaching interventions. The null hypothesis (Ho1) postulates that the oral communication skills performance of the participants in each group does not significantly differ before and after the interventions. Based on the data, the null hypothesis can be rejected for both groups.

The p-values for all categories in both Suggestopedia approach and Communicative Language Teaching approach were statistically significant at the 0.01 level, suggesting that there are differences in oral communication skills levels before and after the interventions in both groups. The results show that both instructional strategies significantly improve the participants' oral communication abilities. Z-scores, p-scores, ties, positive and negative ranks, and other data are displayed in the table.

**Table 2**

*Result of the Test of Difference in the Participants' Oral Communication Skills Levels before and after the Interventions*

	SUGGESTOPEDIA					COMMUNICATIVE LANGUAGE TEACHING						
	Neg a- tive Ran ks	Posi- tive Ran ks	Tie s	Z	p	Effec t size	Nega - tive Ran ks	Posi- tive Ran ks	Ti es	Z	p	Effec t size
Comprehension	0	31	4	5.16*	.000	0.87	0	35	0	5.34**	.000	0.90
Fluency	0	20	15	4.18*	.000	0.71	0	35	0	4.67**	.000	0.79
Vocabulary	0	22	13	4.40*	.000	0.74	0	24	11	3.95**	.000	0.67
Pronunciation	0	20	15	4.10*	.000	0.69	0	18	17	4.03**	.000	0.68
Grammar	0	29	6	5.17*	.000	0.87	0	17	18	4.94**	.000	0.83
<b>OVERALL</b>	<b>0</b>	<b>31</b>	<b>4</b>	<b>4.60*</b>	<b>.000</b>	<b>0.83</b>	<b>0</b>	<b>35</b>	<b>0</b>	<b>5.18**</b>	<b>.000</b>	<b>0.88</b>

Legend: Negative Ranks: Post test < Pretest Positive Ranks: Post test > Pretest Ties: Post test = Pretest

\*\* significant at 0.01 level

In the context of Suggestopedia approach, the p-values for Comprehension, Fluency, Vocabulary, Pronunciation and Grammar are all statistically significant at the 0.01 level, in which all components fall under the same p-values of .000. These results suggest that the Suggestopedia Approach led to highly significant improvements in participants' oral communication skills across all components. Conversely, the Communicative Language Teaching approach also possessed noticeable increase. All components yielded p-values of .000, indicating highly considerable gains in oral communication skills.

The study's results demonstrate a noteworthy distinction in p-values between the two groups, suggesting that both therapies had a good impact on improving all aspects of oral communication abilities. The results validate the claim made by Kussin et al. (2018), Suggestopedia and Communicative Language Teaching approaches, for example, are particularly valuable for language learning because they facilitate active, self-directed movement, which is necessary for the development of communicative competence. Teachers who educate their pupils to apply language learning strategies can help them become better language learners in addition to enhancing their communication ability. One of the valued qualities of a competent language instructor might be assisting students in understanding effective language learning techniques and educating them to create and apply such effective language learning strategies. Although both interventions contributed meaningfully to the

improvement of students' oral communication skills in terms of p-values, it is also perceivable that Communicative Language Teaching approach is notably better in terms of overall Z-score (5.18\*\*) and a positive rank (35) than the overall Z-score (4.60\*\*) and positive rank (31) of Suggestopedia approach which demonstrated that CLT approach has substantial enhancements in students' oral communication skills.

Furthermore, upon examining the effect sizes of the Suggestopedia approach (0.83) and the Communicative Language Teaching approach (0.88), it is evident that both methodologies yield positive effects on language learning outcomes, with Communicative Language Teaching demonstrating a slightly higher effect size. These positive effect sizes suggest that learners exposed to either the Suggestopedia or Communicative Language Teaching approach tend to experience notable enhancements in language acquisition. The marginal difference between the effect sizes implies that both methods are relatively effective.

The notable improvements of students under the CLT approach confirmed the assertion of Mirakhmedova (2020), which highlighted that one of the best methods for teaching foreign languages is through CLT, which enables students to pick up the language while using it creatively in everyday situations. This study also confirmed that communicative language activities significantly improve oral communication skills. Moreover, the research conducted by Rijnan (2020) emphasized that Communicative Language Teaching (CLT) is hailed as a highly effective approach for enhancing oral communication skills due to its emphasis on real-life communication and learner-centered interactions which prioritizes meaningful communication. Similarly, in the Philippine context, the study conducted by Obenza et al. (2021), students' communicative competence is successfully increased by the communicative language teaching activities utilized.

On the other hand, the positive outcome of Suggestopedia approach substantiated the study of Syarifuddin et al., (2022) which indicates that Suggestopedia can be a source of motivation for language learners, and incorporating integrative motivation into language teaching techniques, especially in schools with English as the primary language, can provide beneficial outcomes. However, it is important to note that integrating music into language learning which is one of the unique features of Suggestopedia approach may also have disadvantages considering the differing learning styles of students which indicates that not all learners respond positively to music as a learning tool. Some individuals may find it distracting or may not benefit as much from auditory stimuli, leading to a less effective language learning experience for certain students (Astutik, 2019; Kharismawati, 2014; Syarifuddin et al., 2022).

In general, based on the findings, Communicative Language Teaching (CLT) approach appeared to have better results in enhancing students' oral communication skills when compared to the Suggestopedia approach across various aspects. CLT's emphasis on real-life communication, interactive learning, and contextualized language use proves to be more effective in acquiring practical language skills. In contrast, Suggestopedia's overemphasis on relaxation and students' differing learning styles may have contributed to a language learning experience that is not as impactful as CLT approach.



The implications of this conclusion underscored the importance of adopting CLT strategies in language education, acknowledging its capacity to better prepare learners for real-world language usage and proficiency. While in the context of Suggestopedia approach, it is essential to approach music integration thoughtfully, considering the diverse needs and preferences of learners to create a more balanced and inclusive language learning experience.

### **Problem 3. How do the two groups of participants compare in their Oral Communication Skills rating increments?**

**Ho2. The two groups of participants' oral communication skills rating increments do not significantly differ.**

Table 3 presents the results of the test of difference in the two groups of participants' oral communication skills performance rating increments. Overall, there is no significant difference in the oral communication skills rating increments of the two groups of participants except for comprehension. This means that the participants under the Suggestopedia and CLT approaches are generally similar in fluency, vocabulary, pronunciation, and grammar. However, there was a notable and meaningful difference in terms of how well the participants comprehend the information being communicated.

**Table 3**

*Result of the Test of Difference in the Oral Communication Skills Rating Increments*

Oral Communication skills	SUGGESTO-PEDIA (Mean Rank)	COMMUNICATIVE LANGUAGE TEACHING (Mean Rank)	Mann Whitney U	Z	Sig.	Effect Size
Comprehension	30.80	40.20	1046.50	2.30*	0.02	-0.39
Fluency	34.01	36.99	1195.5	0.68	0.50	-0.12
Vocabulary	37.27	33.73	1144.50	0.80	0.42	-0.14
Pronunciation	38.17	32.83	1034.0	1.22	0.22	-0.21
Grammar	37.29	33.71	953.0	0.93	0.35	-0.16
OVERALL	35.16	35.84	1140.0	0.14	0.89	-0.02

\*significant at 0.05 level

The findings further indicated that in terms of fluency, vocabulary, pronunciation, and grammar, no significant differences were found in rating increments, suggesting overall similar proficiency levels among participants in these areas. While, a notable exception emerged in comprehension, where a significant difference in rating increments indicated varying abilities to understand and grasp communication content. Unlike the other language aspects, this difference was likely not due to chance, suggesting a genuine distinction in participants' comprehension skills.

Moreover, as shown in the table, there was an over-all effect size of -0.02 which indicated a small effect size. In the context of Oral Communication Skills rating increments, this negative effect size implied that students under Suggestopedia approach have, on average, slightly lower oral communication skills performance compared to students under Communicative Language Teaching approach. However, it is important to note that the magnitude of this effect size was small, indicating that the practical significance might be limited. In short, while there may be a statistically significant difference, the small effect size suggested that the actual impact or practical importance of this difference may be minor.

In addition, in terms of mean rank, students who were exposed to Suggestopedia approach obtained an overall mean rank of (35.16) from the component of Comprehension (30.80), Fluency (34.01), Vocabulary (37.27), Pronunciation (38.17), and Grammar (37.29). While students under the Communicative Language Teaching approach achieved 35.84 in the overall mean rank from the Comprehension (40.20), Fluency (36.99), Vocabulary (33.73), Pronunciation (32.83), and Grammar (33.71). The findings indicated that both approaches are comparably effective in enhancing students' oral communication skills.

The researcher observed that both groups had performed better when they were exposed to the different activities from the two interventions. Most of them participated and showed interest during implementation of the interventions. The use of fun filled activities in the language practice phase with the incorporation of music were utilized during the implementation of Suggestopedia Approach. The participants exposed to Suggestopedia Approach experienced engaging and pleasurable activities that ultimately reduce barriers to learning the English language. This may have contributed to their improved performance on the oral communication skills posttest.

Conversely, students who were exposed to the Communicative Language Teaching Approach made use of the English language in real-world contexts by means of communicative language activities. Additionally, rather than merely learning the language, students could become communicatively competent, which could have improved their performance in oral communication skills following the intervention, just like what happened with the other group.

These findings are consistent with the relevant scholarly works. Several studies highlighted the positive effect of Suggestopedia Approach as demonstrated in the findings from the study of Gardner (2022) which emphasized that when students feel comfortable and at ease, they would be more receptive to acquiring new information. This makes learning a language easier and better.

The influence of Suggestopedia is utilized to improve learning. It should be mentioned that Suggestopedia emphasizes the value of music and rhythmic elements in education. Music is played in Suggestopedia to encourage suggestion and create a relaxing atmosphere (Galti, 2017). Students study better and are more motivated when there is integration of music and games. Kharismawati (2014) reports that suggestopedia has been found to be useful in teaching speaking to learners.



On the other hand, the improvement of participants exposed to Communicative Language Teaching is congruent to the assertion of Mirakhmedova (2020), who believes that CLT is the most effective method of teaching foreign languages since it enables students to pick up the language while using it creatively in everyday situations. Findings indicated that using a variety of communicative language activities, such as news reporting, role plays, and interviews, thrilled and encouraged students to communicate in the English language (Rijnan, 2020).

In general, the findings of the research demonstrated that learners' oral communication skills improved through the implementation of Suggestopedia approach with worthwhile growth from Developing level to Approaching Proficiency level. Communicative Language Teaching approach, on the other hand, also improved the oral communication skills of the students from Developing level to Approaching Proficiency level. This indicated that both interventions potentially contributed to the improvement of students' oral communication skills. The result of the study also highlighted that Suggestopedia and Communicative Language Teaching approaches have significant influence on enhancing students' oral communication skills. However, CLT approach appeared to have better results across various aspects when compared to the Suggestopedia approach. In addition, with regards to the rating increments of the two groups' oral communication skills performances did not differ significantly except for the comprehension component. This means that the participants under the Suggestopedia and CLT approaches are generally similar in fluency, vocabulary, pronunciation, and grammar. Thus, the findings not only validate the efficacy of Suggestopedia and Communicative Language Teaching approaches but also underscore its capacity to enhance oral communication skills and foster students' motivation, meaningful interactivity, and engaging learning of communication skills and foster students' motivation, meaningful interactivity and engaging learning.

## Recommendations

Based on the study's findings and conclusions, the following recommendations are offered:

1. For English Teachers that they may:
  - 1.1 expose students to suggestopedia learning approaches and communicative language teaching approaches in the teaching and learning process.
  - 1.2 use this study as a reference to improve students' oral communication skills performance.
2. For School Administrators that they may:
  - 2.1 encourage teachers specifically English teachers to integrate suggestopedia approach and communicative language teaching approach in the teaching and learning process; and
  - 2.2 include suggestopedia approach and communicative language teaching approach in teachers' development trainings.
3. For Future Researchers that they may:
  - 3.1 use this paper as a reference to conduct additional research using suggestopedia approach and communicative language teaching approach, particularly in oral communication; and
  - 3.2 expand the period of conducting the study, and the implementation of the intervention to determine better its effectiveness.

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## Conceptualization of (Im) politeness of Burmese and Rakhine Native Speakers in Myanmar

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### Abstract

The terms "politeness" and "impoliteness" are defined in various ways by different scholars in the field of pragmatics. According to scholars of the discursive approach to politeness, those phenomena mainly differ on the point of actual participants and cultures. This study aimed to investigate the notions of politeness and impoliteness in the conceptualization of speakers of the Burmese and Rakhine languages of Myanmar within the framework of Theoretical/folk-theoretic conceptualizations (second order) by Kadar and Haugh (2013) is the theoretical standpoint of the current research. The qualitative research method was used to find out the required data. Data obtained from the interview of five participants from each ethnic group were analyzed with the help of the discourse analysis method. The most significant finding of this study is the tentative definitions of politeness and impoliteness of Burmese and Rakhine native speakers. In addition, commonalities and differences between the conceptualization of politeness in Rakhine and Burmese were also investigated. Hopefully, this present study will contribute to understanding politeness and impoliteness across cultures by providing universal and culturally distinctive components of (im)politeness in Myanmar.

**Keywords:** politeness, impoliteness, Burmese, Rakhine,  
theoretical/folk-theoretic conceptualizations

### Introduction

Politeness as a branch of pragmatics and linguistics is not waning in popularity as a research subject because of its unique diversity in different languages and cultures. Thus, little consensus is seen on the nature of politeness by different scholars such as Lakoff (1973), Brown and Levinson (1978, 1987), and Leech (1983). The nature of politeness and its description are changed cross-culturally by exemplifying the case of China (Thomas, 1995). The notions of politeness and impoliteness in different cultures are also diverse in some ways from each other (Haugh, 2004; Lin, 2013; Sifianou, 2015).

Sifianou (2015) claimed that people's notions of im/politeness in daily communication should be studied. According to Eelen (2001), politeness as an everyday concept has two different aspects. They are an action-related side and a conceptual side. The first aspect is about the actual phenomena of politeness in communications. The second one is the descriptions of this term's meaning by laypeople. Most of the previous research focuses on the first aspect of notions of politeness in communications. The second aspect is not attained the same attention as the previous one in the study of politeness in Myanmar.

Politeness is studied from many different points of view, such as strategies and conceptual differences among languages and cultures. Description and explanation of those terms cross-linguistically seek researchers' attention in pragmatics and intercultural communication (Kadar, 2017). The strategies and Maxims regarding politeness are also developed by different scholars (Lakoff, 1973; Fraser & Nolen, 1981; Leech, 1983, Brown & Levinson, 1987). On the other hand, impoliteness is ignored and does not earn the same attention as politeness. Regarding conceptualizing politeness across cultures, English & Japanese (Haugh, 2004), Greek (Sifianou & Tzanne, 2010), Hungarian & Polish (Ogiermann & Suszczynsk, 2011), Greek (Sifianou, 2015), Japanese & English (Fukushima & Sifianou, 2017), British English & American English (Culpeper et al., 2019), Greek & English (Ogiermann & Saloustrou, 2020), and Korean & English (Min, 2021) are previously conducted. Among that research, and to be counted on the point mentioned above on impoliteness, only Sifianou and Tzanne's (2010) study focused on conceptualizing politeness and impoliteness. Aydinoglu (2013) also stated that impoliteness is the long-neglected "Poor cousin of politeness." Studies on conceptualizing impoliteness in certain cultures like Myanmar are rare.

In Myanmar, 135 ethnic groups preside with diverse cultures, traditions, and religions throughout different terrains. Among those ethnic groups, Burmese is the majority of the population, along with seven other ethnic groups, including Rakhine. The languages used by those two ethnic groups are so close enough to be decided as the dialects. In this study, the conceptualizations of Burmese and Rakhine upon politeness and impoliteness are to be unraveled, compared and contrasted.

## **Literature Review**

The beginning of politeness comes from Grecian's Cooperative Maxims. By filling the gap between those Maxims, politeness became the prevailing interest of linguists and pragmatists. The study of politeness as a part of pragmatics is commenced by Lakoff (1973). Three rules of politeness, such as "Do not impose, give the receiver options, and make the receiver feel good," are laid out, and Leech (2014) commented that the role of culture is important in prioritizing those three rules.

Brown and Levison (1978, 1987) developed the theory of politeness with the concept of face as the performance of redressive action to minimize face threat. The phenomenon of impoliteness by Culpeper (2005) is also based on the concept of face as impoliteness is to do with how the offense is communicated and taken in which (1) the speaker communicates face attack intentionally, (2) the hearer perceives and/or constructs behavior as intentionally face-attacking.

Leech (1983) introduces politeness and impoliteness with the concept of beliefs like "Minimize (all things being equal) the expression of impolite beliefs; Maximize (all things being equal) the expression of polite beliefs.". Leech (2014) stated eight characteristics of politeness - Not obligatory, Gradations, A sense of what is normal, Depending on the situation, Reciprocal asymmetry, Battle of politeness, Transaction of value, and Balance. Regarding impoliteness, setting a high value on oneself or a low value on another other person is impolite (Leech, 2014).

Kasper (1990) reflected on the works mentioned above by four scholars on politeness: "Politeness is viewed as a rational, rule-governed, pragmatic aspect of speech rooted in the human need to maintain relationships and avoid conflicts." Moreover, Haugh (2004) summarized those definitions of politeness as four "such politeness as 'behavior avoiding conflict and promoting smooth communication,' politeness as 'socially appropriate behavior,' politeness as 'consideration for the feelings of others, and politeness as an 'evaluation of the speaker's behavior by the addressee as polite.'" He also proposed self-oriented politeness (showing good manners or courtesy) and other-oriented politeness (showing one's social class) in his research on conceptualizations of politeness in English and Japanese.

Watts, Ide, and Ehlich (2005) argued two concepts of politeness as the actual speakers' definition of politeness and theoretical definitions of politeness by scholars. The necessity of a clear-cut definition of politeness between commonsense and theoretical understanding is pointed out.

The goal of this paper to explore the actual speakers' definition of (im) politeness is backed by the fourth point of the third-wave politeness theory of understanding politeness by Kadar and Haugh (2013). As provided, Kadar and Haugh (2013) proposed four loci of understanding politeness, such as

Participant/meta-participant understandings (first order)

Emic/etic conceptualizations (first order)

Analyst/lay-observer understandings (second order)

Theoretical/folk-theoretic conceptualizations (second order)

According to them, the first two loci are related to users' perspectives, and the second is to observers' perspectives. To clarify, users' perspectives mean the ways the users of the language assume a certain discourse of politeness. This fact concerns those who are the actual witnesses of a conversation that expresses the (im)politeness. The third focus is generally on the evaluation of politeness. The people in this locus are not the participants or meta-participants in the conversation where (im)politeness arises. They are just the observers who evaluate whether a certain discourse is polite. The fourth focus, the folk-theoretic conceptualizations, will be dealt with in this research.

According to Kadar (2017), politeness research can be shown in three waves. Since the rise of the second politeness research wave, there has been no meticulous framework for expressing politeness. Though second-wave scholars such as Eelen (2001) criticized the Brown and Levison's (1987) framework on politeness for employing the term "universality," keeping only on "face-threatening act," and being a speakers-based framework, they could not able to develop a framework to substitute the supremacy of Brown and Levison (1987) framework on politeness. The second wave of politeness research is mainly based on the theoretical background of discursive



approaches to determine politeness from the evaluative and metapragmatic (conceptualized) points of view. The third wave of politeness research is also not based on the meticulous and detailed methodological framework though it has a more comprehensive theory than the discursive ones. This wave is aimed at getting a common ground between the two waves mentioned above: developing a framework for the evaluation and production of politeness, as well as for describing detailed phenomena of politeness across languages and cultures and in the micro (utterances) and macro (discourse) level of analysis.

Fukushima and Sifianou (2017) investigates the conceptualization of politeness in Japanese and Greek female students using an open-ended questionnaire. The results show significant similarities and differences between the two groups, with politeness being conceptualized as primarily non-linguistic action and mainly expressed as "consideration to others" and "appropriate behavior". Most participants view politeness as conveyed through attentiveness, help, respect, and empathy. Differences were found in the number of participants who mentioned various subcategories, with Greek participants relating a broad sense of "respect" to politeness, while Japanese participants related it to "empathy" and only Japanese participants mentioned "honorifics." The study suggests that politeness is closer to current approaches, expressing concern for the needs and feelings of others, rather than strategic conflict avoidance.

One of the main findings of their study reveals that honorifics are a linguistic manifestation of respect, but they can also be used to show empathy, locate background information, or index the speaker's self-presentational stance. Honorifics can be used to show distance and to express wishes, correct speech, and avoid interrupting and insulting others. Greek participants did not mention the use of the "polite plural" as indicating politeness, and conventional markers of politeness were not considered. Other linguistic manifestations of politeness include wishes, correct speech, and avoiding interrupting and insulting others. The study also found that Japanese participants rated honorifics highly, with 18 writing keigo ('honorifics') and one writing teineigo ('polite language'). This suggests a shift in the conceptualization of politeness in Japanese towards a less hierarchical understanding of politeness.

Sifianou (2015) explores the conceptualization of politeness in Greek using Twitter corpora. It aims to distinguish between lay understandings of politeness and political politeness as a theoretical construct. The research uses real-life interactions and participant assessments to test theoretical issues. It unravels more general values and assumptions, contributing to a deeper understanding of how politeness is conceptualized in Greek.

Sifianou (2015) developed a Greek Twitter Corpus of Greek Politeness (TC-GP) using public text data from Twitter's vast repository. The corpus consists of 345,000 words and 19,550 tweets from February 2009 to February 2015. The data was collected manually through Twitter Search, excluding irrelevant content and duplicates. The TC-GP contains tweets explicitly mentioning the word "politeness" along with other metadata. 195 tweets with the keyword phrases "politeness is/is not" are isolated to identify specific views on what politeness means to posters.

From the review mentioned above of literature on politeness, the mounting research gaps can be shown in the Myanmar context. It can be deduced that the notions of politeness rely on two perspectives: the action-related and conceptual sides of politeness. Here, the latter can be subdivided into the speakers' and scholars' definitions. Another research gap to be addressed in this study is the conceptualization of impoliteness by the real language users (Burmese and Rakhine) which is not rich in the literature of (im)politeness. This paper will deal with the speakers' definitions of politeness and impoliteness in Myanmar.

### **Burmese Language and Culture**

Burmese language (also called as Myanmar) is from the Sino-Tibetan language family (Sino-Tibetan > Burmo-Qiangic > Lolo-Burmese> Burmish> Southern Burmish > Mranmaic > Nuclear Mranmaic> Burmese) (Campbell et al, 2017). This language is spoken in Myanmar (Burma), Chittagong Hill Tracts in Bangladesh and Tripura state in Northeast India. It is an official language and lingua franca in Myanmar and the native language of Burmese people. Burmese people is the majority of the population along with seven other ethnic groups including Rakhine. 36.39 million speak this language as the 1<sup>st</sup> language, and 13 million is as 2<sup>nd</sup> language out of 51 million (Department of Population, Ministry of Labour, Immigration and Population, 2014). It is a tonal, pitch-register, social-register, & syllable-timed language (Chang, 2003). It is a monosyllabic and agglutinative language with a subject-object-verb word order (Wun, 1958), having different grammar in colloquial language and written language. It is mentioned that circle shaped Burmese alphabets are descended from the Brahmic script.

Regarding Burmese cultures, it is typical in the Burmese community that people conduct all economic, social, and religious cases in group, help each other in every occasion of joy or sorrow, pay respects to the elders and care the young, help to the poor, and share their assets with the whole household (Same traditional customs of the ethnicities, 1975). Since Burmese are greatly influenced by Buddhism, astrology and Nat (deities) worship (A kind of animism), and its society and social structures are greatly linked to them. Five gems known as Buddha, his teachings, monks, parents, and teachers are the leading figures of the society (Tin, 2000). Among them, Buddha passed away and left his teachings and clergy. As mentioned in the previous session, people live with his teachings. Monks influence every human in the society regardless of their status, and situation. Monasteries in the past were performed as the universities and schools in Burma (Tin, 2000). They educated people of different classes and almost every occasion in the society is still linked to them. In the time of Burmese kings, monasteries produced several scholars and officials to the imperial courts. Currently, the monasteries still run the schools that guarantee the access to education especially people from the rural areas.

Parents have the great dominant not only over their offspring but also over their in-laws. They are assumed as the first teacher to the children. Sons and daughters are obliged to take care of everything about their parents and their parents-in-laws. They rarely go against to the words and actions of their parents. The last of the five gems is the teachers. Burmese highly think of the teachers, pay the deeply respect to them, and assume them as the great benefitters ranking with the Buddha. According to Tin (2000), teachers are even the community leaders in the rural areas.



The society stands on the collection of households (Same traditional customs of the ethnicities, 1975). In a typical Burmese household, the father is the head of the household, and the duty of the mother is to keep the household. When the off springs become adults, they help in the business of the household. Since the father has the right and final say to decide every case of household's social affair, and economy. Among the siblings, the eldest son and daughter are assumed as the second father and mother for them. But in terms of inheritance, the eldest son is the priority. In the past, the posts of village headman, and some local governors' posts were hereditary like the royal families. Even the kings and the imperial court had no right to interfere the hereditary process. The eldest son also has the responsibility to care his siblings. Nothing is much different about inheritance nowadays.

The aged men in the community are assumed as its leaders. They organize the community affairs from name-giving ceremony to funeral, decide disputes among the people, and lead the festivals. A Burmese must respect and give priority to all elders in the society regardless of their status. A Burmese man has to care all younger than him and treat with kindness and benevolence.

### **Rakhine Language and Culture**

Rakhine is a Tibeto-Burman language that is predominantly spoken in the Rakhine State of Myanmar. The language, closely associated with Burmese, is mostly spoken by the Rakhine people. Having several similarities between Rakhine and Burmese languages, it is commonly regarded as a dialect or variant of Burmese. Due to the lack of universally agreed upon criteria for differentiating between a language and a dialect, there is often disagreement among scholars and other interested individuals regarding the linguistic, historical, and social standing of Rakhine. Its writing system is Burmese script (Davis, 2014).

The Rakhine people, who reside Myanmar, are mostly followers of Theravada Buddhism. They are one of the four major ethnic groups in Burma that practice Buddhism, with the Burmese, Shan, and Mon people. The Rakhine culture bears resemblance to the dominant Burmese culture, although it exhibits a greater degree of Indian influence. This can be attributed to its geographical separation from the Burmese mainland by the Rakhine Mountains and its closer closeness to India. Rakhine culture still retains remnants of Indian influence in various categories, including as literature, music, and gastronomy. The traditional Rakhine kyin wrestling holds significant cultural significance in the region. Rakhine mont di, which is made using rice vermicelli noodles, is widely enjoyed throughout Myanmar.

### **Research Questions**

In order to fulfil the research gaps mentioned in the literature review section, this study aims to investigate the notions of (im)politeness in Burmese and Rakhine native speakers. The research questions are as in the followings:

1. How do people in Burmese and Rakhine cultures conceptualize the terms politeness and impoliteness?
2. Are there any commonalities and differences in politeness and impoliteness across those cultures?

3. How do the people in those cultures integrate the concept of politeness and impoliteness into language use, especially in apologizing or requesting something?

## **Research Methodology**

### **Data Collection Method and Procedure**

Grainger and Mills (2016) mentioned that this emic approach (conceptualization) to politeness has mostly been used for interactional data, and it has been supplemented with interviews and questionnaires that ask participants to rate their encounters. A structured interview was employed as the qualitative research method for this study. The interview is conducted via an in-person meeting, phone, and Viber application. Each interview lasts around 30 minutes. The responses to the interview are recorded in the agreement of the respondents. The six interview questions in the following were developed by the researcher and deployed to elicit the required data for this study.

### **Interview Questions**

1. How is politeness defined in your culture?
2. How is impoliteness defined in your culture?
3. What is polite/impolite language use?
4. How is politeness important in your community?
5. How do you say in situations such as apologizing and requesting politely and impolitely?
6. What linguistic (or other) behaviors are considered polite and impolite in the community?

The reason for deploying the interview as the research method is based on the cognitive semantics of the virtue of its principles. In cognitive semantics, language is assumed as an attribute of human cognitive ability. In other words, the world is depicted in how people think (Croft & Cruse, 2004). It is mentioned that the users of language varieties in different cultures think and conceptualize the world differently. Here, politeness and impoliteness will be construed from the perception of two different groups of language users.

### **Participants**

Five participants from each ethnic group of Burmese and Rakhine are purposely selected for the interview to guarantee data collection from the intended participants. The criterion of the participant is between 18-60 years old and has at least a degree from the university. In terms of five informants in each ethnic group, it is normal for the extent of the research paper because Kerkam (2015) used 25 informants from Libyan and English people to define politeness and impoliteness via a questionnaire in the Ph.D. thesis and Hodeib (2022) used only ten informants for the Ph.D. thesis to define (im) politeness.

### **Data analysis method and procedure**

Discourse analysis is used as the data analysis method since Delve and Limpaecher (2023) mentioned that this analysis helps the researchers comprehend the underlying meaning of what and how people say it and investigate language beyond the utterances. The data analysis procedures are:

1. Listening and relistening the recorded responses of the participants
2. Transcribing the responses of the participants in Myanmar language
3. Translating these responses into English language
4. Using back translation procedure to make sure the precise translation
5. Finding the recurring concepts of (im)politeness from the responses
6. Categorizing the concepts
7. Analyzing patterns and meanings in the responses
8. Interpreting and writing the concepts with justifications

### **Ethical Considerations**

This study was conducted by following the research ethics, ensuring informed consent and participants' confidentiality and anonymity. Before the interview, the interview's context and the researcher's consent not to use the data and the respondents' personal facts for other purposes are explained, and the respondents' personal information are also reconfirmed to check whether it meets the criteria of the participants. Concerning the privacy of the participants, this research ensures data security.

### **Results and Discussion**

In order to examine the notions of (im)politeness by Burmese and Rakhine, the responses (discourse) of each native speaker group obtained from the interview are analyzed first. Then, the underlying specific characteristics of (im)politeness notions beyond the responses are uncovered and deduced, presenting the conceptualization of (im)politeness of each group of native speakers.

#### **Conceptualization of Politeness in Rakhine**

Based on the interviewees' responses, the concept of politeness in the Rakhine native speakers is found in the following.

##### **1. Cooperation in communication**

When speaking, it normally contains at least two people. Not even for the Rakhine people, it is polite to cooperate among interlocutors. In the impoliteness section of this paper, it is mentioned that interruptions to others' turn to speak are inappropriate.

##### **2. Religion and the teaching of the elders and parents**

Buddhism is the foundation of the Rakhine community. The teachings of Buddha make people of Rakhine polite, and that is made stronger by the guidance of the elders and parents. Politeness mainly resides in communication with the people who are higher in some ways than the speaker.

##### **3. Thinking about others and the community**

A person is regarded as polite based on his thoughts, considerations, and actions towards others and the community, not himself.

##### **4. Social standards of people**

Normally, persons with higher social standards are assumed as more polite ones. Being educated is having politeness, and one has to be polite to others when he is educated. He should be polite to others regardless of their status.

### **5. Different dialects and places**

Dialectal and place differences mainly contribute to considering politeness and impoliteness. Some words are acceptable as polite ones in one place but not in another, or a dialect is assumed to be polite in a certain place but is counted as impolite in a different place.

### **6. Using "Sorry" in an apology**

Using "sorry" in the apology is normally considered a reckless way of apologizing in Myanmar. One uses that word of apology, showing reluctance and mere will to apologize. Nevertheless, in Rakhine, this word is mostly neutral and not assumed to the impolite ones since many words of English are used in their community due to prolonged British rule in their state.

### **7. Word choice**

The choices of words play a very important role in defining whether the utterances are polite or impolite. These words include using politeness markers such as "yoon" and "par". Especially the marker "par" is the most essential one. Rakhine and Burmese languages are so close enough, and it is sometimes regarded as Rakhine is the dialect of the Burmese language. In the Burmese language, the word "Hote Kae (yes)" is taken as polite usage, but in the Rakhine language, the word "Hote Kae Par (yes)" is polite. Using the politeness marker "par" in sentences or utterances is crucial in dealing with the Rakhine people.

### **8. Interlocutors' Status and Intimacy**

The politeness and impoliteness are too subtle to discuss their relationship with the speakers' status and intimacy among speakers. A word may be polite among speakers with the same status. However, it would be impolite to use it with the elders like the word "way " (a word used in responding or grabbing others' attention.)". Moreover, some words, such as "hay (a word used in giving a response or in grabbing others' attention)" are polite if the elder uses them. However, the intimacy with the elders, in speaking, does not permit them to use some words that are especially impolite in using with them. Politeness is found in dealing with elderly people and people with higher social status.

### **9. Behaviors**

Besides polite language use, well-behaved behaviors are also counted as polite ones. The language uses accompanied by certain manners is regarded as politeness.

### **10. Intonation, body gestures, and facial expressions**

Language alone does not constitute the construe of politeness in communication. Other factors, such as intonation, body gestures, and facial expressions, can reinforce or deplete the sense of politeness. Although the language is about the apology, the real intention of the speaker is reflected in the softness of the intonation, body gestures, and expressions, sometimes which is impolite.

### **11. Politeness is contextual (formal & informal)**

The use of formal words in the Rakhine language, for example, in the case of a request to higher social status people, can be seen to guarantee politeness in communication. However, politeness does not need to be shown in the same speech act with the friends. In other words, being polite in Rakhine depends on whether the context is formal.

### **Conceptualization of Impoliteness in Rakhine**

Based on the interviewees' responses, the concept of impoliteness in the Rakhine ethnic group is found in the following.

#### **1. Different dialects and places**

When the two dialectal speakers meet in the talk, the atmosphere of impoliteness usually pops up due to different lexicons and intonation. A word in the Rakhine language may be a polite one or an acceptable one in certain places. However, this does not deduce that it is polite in other places of the Rakhine region. The concept of impoliteness is also revealed in the case of urban and rural areas. The way of speaking in rural areas is considered impolite in urban areas, but it should not always be counted because their way of speaking is acceptable in their contexts. For example, in the case of the words "Ngar (I) and Kyama (I)," the use of the word "Ngar(I)" is impolite. In the northern Rakhine, when the elderly persons call the younger ones, they respond as "Payar (yes)," which is a very polite and euphemistic term only used for monks, nuns, and royal persons. However, in the southern region, the response may be different as "Kinbyar (yes) and Shin (yes)" not as "Payar." Not using the word "Payar" here does not mean impoliteness in the southern region. It is only about different places.

#### **2. Interlocutors' status**

Generally, the two cases, such as poverty and lack of education of the speakers, are assumed to be the root causes of impoliteness. Poor and uneducated people are typically thought of as impolite ones. If a person is poor enough to fulfill his basic needs, he has little time to be educated. It is thought that being polite comes from the teachings of the monastery, school, and environment. This finding is not to be deduced that they are the lower ones; it is only about language use.

#### **3. Word choice**

This category is the most prevalent in deciding an utterance or conversation is impolite. Apart from it, using or not using politeness markers and formal words decides the case of impoliteness. Politeness markers are mentioned above. Using certain particles such as "bu" is impolite (Twar mal (I will go) and Ma Twar bu (I do not go)) though that is acceptable in the Burmese language. Here, the closeness among the speakers does not allow for to use of impoliteness-prone words like "Aw (yes)." Whether a word is polite or not also depends on the interlocutors' status. Replying by using the word "shin (yes)" to a call of your name is polite when an interlocutor is an elderly person, and it would be sarcasm to your friend.

#### **4. Behaviors**

Regarding non-linguistic behaviors of impoliteness, showing something with a foot and touching the head and interruptions, the speakers are counted as impolite in any situation.

#### **5. Intonation, body gestures, and facial expressions**

The impoliteness is shown apparently or obscurely by the tone, intonation, body gestures, and facial expressions. How much the word is ornamented with makers of politeness and polite terms those behaviors can also be indicated the real intention of the speakers.

### **Conceptualization of Politeness in Burmese**

Based on the interviewees' responses, the concept of politeness in the Burmese native speakers is found in the following.

#### **1. Language Use in Line with the Context**

Depending on the context, a certain word or phrase is designated as polite or impolite. However, based on context, most phrases and words can be polite or impolite. The context refers to places, time, and the interlocutors we speak to.

#### **2. Thinking about the Others**

The concept of Burmese people to politeness greatly links with thinking about others. Technically, it is keeping a low value to self. Politeness relates to the emotion of the interlocutors, making communication smooth.

#### **3. Social Standard**

Burmese people normally assume that the polite person is well-bred and has a higher social standard. Being courteous and using polite language can upgrade one's image. It is highly thought that success in social interaction directly links to being polite. A respondent in the interviews even believes that there is no standard society when there is without politeness.

#### **4. Seniority**

Buddhism is the foundation of the Burmese community. The two tenets of Buddhism like "Gunawoatti Wayawoatti (All those higher in prestige and age should be respected.)" and "Gatawallsa Niwartawsa (Paying respect to all who deserve it.)" firmly show that politeness must go to the elders. Rude behaviors and displeasing or wronging of the elders should be avoided. Politeness in the Burmese community mainly occurs when dealing with the elders. Age is a factor to be careful in speaking the Burmese language, although intimacy can deplete the principles of politeness.

#### **5. Word Choice**

Using formal words, polite usage, politeness markers, or words that follow social interaction guarantees the installment of politeness. In the interview, a respondent describes the words "eat" formally and informally as "Thoungsaung" and "Sar." He describes the difference between them in using different occasions. Moreover, there is also a word "eat" for impoliteness: "Myoesoat." Moreover, the politeness markers such as "par (particle)," "khinbya (yes/masculine)," and "shin (yes/feminine)" are also there. In short, the specific features of politeness in the Burmese language reinforce the intensity of the role of word choice in the community.

#### **6. Behaviors**

The polite behaviors in Burmese cover using a soft tone while speaking and being attentive. The while-speaking behaviors include not shaking body parts like legs and keeping attentive to the speakers.

### **Conceptualization of Impoliteness in Burmese**

Based on the interviewees' responses, the concept of impoliteness by the Burmese native speakers is found in the following.

#### **1. Language Use in Line with the Context**

In the Burmese community, a word has several pragmatic functions. For instance, the phrase "Sar Par Own (Please eat!)" is polite in the informal context, like the interaction between a visitor and the house owner; the owner invites the visitor to eat the food. However, when this phrase is used towards the monks in the ceremony of alms offering, it would be impolite.



## **2. Using a single form of the certain word**

The Burmese language has a range of pronouns that show polite, impolite, formal, informal, gender, and intimacy. For example, the first-person pronouns in the Burmese language for "I" is "Kyanaw (I/masculine)," "Kyama (I/feminine)," "Ngar (I/informal/impolite used to elders)," and "Kyanout (I/formal)," and "Ngartotka (We used as I/collective noun)," and euphemistic terms (showing the relationship "Thar (masculine), Thamee (feminine), etc.) as well as describing the status (Sayar (masculine), Sayarma (feminine), and terms used in religion or royal occasions. However, when people from different cultures speak, even those from ethnic groups in Myanmar, they use one pronoun to refer to "I" with "Ngar". That is impoliteness usage for most of the people in the Burmese community. Sometimes, family background and the region where someone is raised hinder one not to know what is polite or impolite.

## **3. Behaviors**

Sometimes, the words can be polite, but other behaviors or manners indicate the speakers' reluctance to perform speech acts such as apologies and requests. The impolite behaviors include intonation, intentional doing of something, interruptions, ignoring, and lack of attention when someone is speaking about something. Regarding those behaviors, the tone plays a crucial role since most of the sense of impoliteness comes from the tone of the speakers though the language they use is the same between politeness and impoliteness. For example, in the speech act of apology, the sense of apology can fade away when the speaker uses a hard or strong tone. Normally, it can be extrapolated without politeness, without apology. The pitch of the tone can squash this tenet. Rude body behaviors can be counted here in which the speakers normally shake their hands or legs or heads.

## **4. Word Choice**

Insulting, bossy language and informal and colloquial words are impolite to use in the Burmese community. In other words, all words or phrases spoken without considering the hearers are impolite. Impoliteness is the word choice inappropriate for the hearers. It is mainly related to formal and informal word choice regarding context and time. Moreover, the use of imperative in communication, even for the younger ones, is thought of as impolite, and it even shows the ignoble character of the speaker.

## **Commonalities and Differences between the Phenomena of Politeness and Impoliteness in Two Cultures**

The conceptualizations above of politeness and impoliteness in the two cultures of Rakhine and Burmese are presented with lists of characteristics in the respective concepts.

**Table 1**

*Commonalities and Differences between Conceptualization of Politeness in Rakhine and Burmese*

Conceptualization of Politeness			
No.	Rakhine	No.	Burmese
1.	Cooperation in communication	1.	Language Use in line with the context
2.	Religion and the teaching of the elders and parents	2.	Thinking about the Others
3.	Thinking about others and the community	3.	Social Standard
4.	Social standards of people	4.	Seniority
5.	Different dialects and places	5.	Word Choice
6.	Using "Sorry" in an apology	6.	Behaviors
7.	Word choice		
8.	Relating to interlocutors' status and intimacy		
9.	Behaviors		
10.	Intonation, body gestures, and facial expressions		
11.	Politeness is contextual (formal & informal)		

According to Table 1, the concepts of politeness in Rakhine and Burmese language users are shown. More concepts of politeness can be seen in Rakhine rather than in Burmese. The similarities shown in yellow colors in the table can be found among these two language users, although there are differences.

**Table 2**

*Commonalities and Differences between Conceptualization of Impoliteness in Rakhine and Burmese*

Conceptualization of Impoliteness			
No.	Rakhine	No.	Burmese
1.	Different dialects and places	1.	Language Use in line with the Context
2.	Interlocutors' status	2.	Using a single form of the certain word
3.	Word Choice	3.	Behaviors
4.	Behaviors	4.	Word Choice
5.	Intonation, body gestures, and facial expressions		

Table 2 describes the conceptualizations of impoliteness in two groups of native speakers. Unlike politeness, only two out of all concepts of impoliteness are the same.



In terms of commonalities of politeness in two languages, the characteristics of the concept such as "Word Choice," "Behaviors," "Politeness is contextual (formal & informal)," "Language Use in line with the Context," "Thinking about the Others as well as community," and "Social Standard" is the same. These similarities between two language users may be because of their closeness in languages, as mentioned before, and because they are in the same religion. The main difference between the two languages is that the Rakhine native speakers' concept of politeness is more diversified in certain facts than Burmese. For example, in the case of interlocutors, their politeness concept stays on dialect, the place they live, status, and intimacy. Moreover, in the case of behaviors, they provide more detailed information about facial expressions, intonation, and body gestures.

Conversely, regarding the elders, the Rakhine people focus more on politeness coming from superior ones. Here, "superior" means the one whose attributes, such as education, business, etc, are higher. Burmese people focus more on politeness coming from younger ones. The younger the one is, there should be more polite.

In the case of impoliteness between two ethnic groups, the two characteristics of concepts such as "Word Choice" and "Behaviors" are the same. In order to avoid impoliteness in the Burmese language, the language has to be used according to the context. The concept of "Using a single form of a certain word," like using the single form word like the pronoun "I," is the most prevalent impoliteness causation. In the Rakhine language, impoliteness can be avoided when the speaker watches out for the dialect he spoke, his interlocutors and their region, and manners such as intonation, facial expressions, etc. To summarize this section, "Word Choice" and "Behaviors" are the most prevalent concepts in both politeness and impoliteness of two language users.

Based on the discussed findings, the (im)politeness definitions of Burmese and Rakhine can be deduced to the overall findings as follows.

1. Politeness in Burmese means using appropriate words and non-verbal behaviors, which cannot deviate the proposition's meaning impolitely, in line with the addressee's age, social status, and context.
2. Politeness in Rakhine refers to considering the other's social status and age, abiding by the teachings of the religion, and cooperation in communication.
3. Impoliteness in Burmese encompasses using the language against the context and with the impolite intention, using impolite words, and mock polite words reinforced by non-linguistic behaviors.
4. Impoliteness in Rakhine refers to using language variety mismatched with the context, using inappropriate words along with disrespectful para-linguistic behaviors.

As per Haugh's (2004) statement, universal sharedness can be seen in the basic concepts of politeness. However, language-specific differences might be there, and the (im)politeness conceptualizations of Burmese and Rakhine native speakers oversee certain differences. The concept of "respect" in both languages manifests, but Rakhine politeness is more oriented to "following the religious teachings." In addition, "contextual" in Rakhine also counts as "using the right language variety in line with the place where the interlocutors are speaking." Regarding "non-verbal" behaviors, Rakhine is more sensitive than Burmese. In other words, the "non-verbal" politeness feature is more overtly associated with Rakhine than Burmese. Though the concept of

"respect" mentioned above, this concept of "respect" is not the same as that in Japanese in terms of the connotations (Haugh, 2004). The concept of "respect" in Burmese and Rakhine is mainly concerned with "elders," and it is shown not only with "lexical item" but also with "non-linguistic behaviors."

On the one hand, Min (2021) found that Koreans associate politeness with acquaintances and friends and American people with strangers. It can also be counted on being self-respect since the native speakers of both languages point out that showing politeness is like showing one's status. Their politeness is heavily reflected in dealing with "elders or the people who are higher than the addresser in some way." On the other hand, the Japanese concept of "respect" in politeness is "status-sensitive respect" (Kadar and Haugh, 2013). In this regard, Burmese and Rakhine's concept of "respect" can be indicated as "age-sensitive respect." This finding supports the warning about the politeness of Kadar and Haugh (2013), in which the surface equivalences of politeness do not mean conceptual equivalences but similar ones.

Haugh (2004) presented that the politeness of English and Japanese consists of showing one thinks well of others (other-oriented politeness) and showing one does not think too highly of oneself (self-oriented politeness) by pointing out the underlying differences among those notions. In Burmese and Rakhine, generally, it can be discussed that they also have other-oriented and self-oriented politeness. However, the underlying notions are not the same in the detailed discussion. As discussed earlier, these two groups of native speakers' other-oriented politeness focus on the age of the addressees, and self-oriented politeness is not widely mentioned by the respondents. Superficially, the finding of this research in the case of other-oriented politeness overlaps with Kerkam's (2015) finding of "consideration for others." This other-oriented politeness in Libyan Arabic and native speakers of British English is through good manners, unlike with the "age" in Burmese and Rakhine.

#### **Politeness and Impoliteness in Apology (Rakhine)**

Normally, the employment of the word "Sorry" means a sense of impoliteness. However, this is not impolite in the Rakhine language because of its prolonged British occupation. Some respondents in the interview still try to avoid this word. Instead of it the usages "Katot, Katot," "Sate Ma Shi Par Nae (please do not mind it.)", "Katot Naw," and "Ma tau lot naw (It is an accident.)". Here "Katot" does not mean to be worshipped by them. It means the addresser will pay respect to them. (Katot means respecting others by making certain body movements like bending the waist and bowing to them by holding the hand together.). Sometimes, the apology is attached with bodily gestures like paying obeisance with the hands clasped palm to palm.

#### **Politeness and Impoliteness in Request (Rakhine)**

The polite request in Rakhine people comes with a soft tone, soft intonation, certain physical behaviors, and politeness markers like "par." Like the Burmese language, the imperative is impolite in making the request. Saying politely is the most requirement and the degree of being polite depends on the interlocutors, whether the elders or friends.

#### **Politeness and Impoliteness in Apology (Burmese)**

Generally, it is polite when the addresser apologizes. In this language, apology belongs to the essence of politeness. However, this does not mean the Burmese language has no impolite apology. For example, saying, "I came to apologize. Do you satisfy? I am not capable if you are not satisfied" in the request is impoliteness. This

sort of apology is a mere apology showing the reluctant mind of the addresser. In Burmese culture, in apology, the addresser has to be polite. This language should be attached with a low tone. Here, word choice is still important to succeed in the speech act. The language for the compensation to the addressee, such as "What can I do for you?" is also used. Sometimes, an impolite apology can happen among the interlocutors who have close relationships with each other.

### **Politeness and Impoliteness in Request (Burmese)**

Employing politeness markers such as "par (particle)" and "Kyayzupyupee (please)" are mentioned by the interviewees as their actions to the request. Moreover, the Burmese language has minimizers such as "Darlay (little)" for polite requests. The choice of words has to be careful in the Burmese language since some words are polite and impolite depending on the addressee. For example, even if the politest request to ask for something from the elders, such as teachers or monks, is used, it is impolite due to the addressee.

The "Imperative" form used for the request is impolite in the Burmese language. A mere request is also impolite. Since it is the request function, it has to be polite. The tone is also a thing to be careful in making requests not to be impolite. In making the request, having the essence of "thinking about the others" in the language is polite.

Regarding the implications, since this research area is mainly concerned with pragmatics and sociolinguistics, the results and discussion are hoped to help deliver lectures in these courses. Especially these two linguistics subjects are unique for their focus on diverse communities, context-bound topics, and speakers' meaning. There are no descriptions of the pragmatic facets of Southeast Asia ethnic native speakers in the linguistics books. It is aimed to include some parts in this study in such kinds of books or monographs. This result may be attributed to the context of language teaching about Burmese and Rakhine, which are intertwined with its people, culture, and pragmatic features.

This paper can be assumed as an extension of Haugh (2004), in which he suggests a further study to clarify which components of politeness are truly universal across cultures and which are more culturally distinctive. He pointed out that efforts should be made to find both the universal and more culturally unique aspects of politeness worldwide, moving beyond the dispute between universality and cultural specificity. Common elements of politeness and culturally specific elements of politeness along with impoliteness in Rakhine and Burmese are provided by comparing with findings with the previous studies (Haugh, 2004; Sifianou & Tzanne, 2010; Kerkam, 2015).

One of the significant findings in this study is that Burmese and Rakhine native speakers' conceptualization of (im)politeness endorsed the fact that politeness is depicted by the inclusion of both verbal and non-verbal behaviors in the discursive approach (Watts, 2003; Mills, 2005, Locher, 2006). "Good manners" is the most mentioned concept of Korean and American English speakers (Min, 2021), and this is in line with the present research finding in which the respondents focus on non-verbal behaviors. Theoretically, it shows the need to consider the "manners or behaviors" category when discussing (im)politeness. However, unlike Sifianou and Tzanne (2010), whose results show that Greeks' conceptualization of politeness is mainly associated with non-verbal behaviors. Non-verbal behaviors complement verbal behaviors in

politeness in Burmese and Rakhine. The Greek participants' concepts of politeness: kindness, selflessness, and generosity, are different from the concepts of politeness in Rakhine and Burmese. The inclusion of impoliteness conceptualization in Burmese and Rakhine in this study may contribute not only to the third-wave research trend of Theoretical/folk-theoretic conceptualizations (second order) by Kadar and Haugh (2013) but also to the field of impoliteness study.

The results pave the way for the agreement with Haugh's (2004) statement that upholding the notion that politeness can be described uniformly across cultural boundaries is challenging. On the superficial and surface level, the notions can be regarded as "word choice" or "behaviors," but those concepts differ to a certain extent in terms of connotations. All in all, this research can be counted as the one that fulfills the literature of not only third-wave (im)politeness but also second-wave (im)politeness research and theory, which are heavily based on the qualitative approaches to collect the required data for the compilation of the paper.

### **Recommendations**

The recommendations here mainly dealt with pedagogical implications of the research. Since this research area is mainly concerned with interlanguage pragmatics, pragmatics and sociolinguistics, the results and discussion are hoped to be helpful in delivering lectures in these courses. Especially, these two linguistics subjects are unique for their focuses on diverse communities, context bound topics and speakers' meaning. There are no descriptions about the pragmatic facets of Southeast Asia ethnic races in the linguistics books. It is aimed to include some parts in this study in such kinds of books or monographs. This may be contributed to the context of language teaching about Burmese and Rakhine which are intertwined with about its people, culture, and pragmatic features. All in all, this research can be counted as the one that fulfills the literatures of the third wave (im)politeness research and theory which are heavily based on the qualitative approaches to collect the required data for the compilation of the paper. Further studies could be conducted to explore those concepts in depth using the scholars' politeness or impoliteness strategies and maxims, not only qualitative and quantitative methods.

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## Trends of Using Artificial Intelligence (AI) Technologies in Research Studies of English Language Teaching

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### Abstract

Artificial Intelligence (AI) plays an increasingly important role in English language teaching (ELT); however, the trends of AI in language learning remain largely under-investigated. Accordingly, the study, using bibliometric analysis, investigates these issues via a review of 64 papers published between 2021 and 2023, focusing on how AI was integrated into ELT. The objectives aimed to 1) identify the integration of AI technologies in researches in order to enhance English language acquisition and pedagogical skills, and 2) explore the levels of English language learners that AI technologies employed in the obtained studies. The academic articles, research papers, conference proceedings were selected by publication in 2021 and 2023 that obtained from ERIC database. The search terms of “Artificial Intelligence”, “English Language Teaching”, and “Teaching Strategies” resulted in 64 articles that they were selected by purposive sampling. Findings revealed that the frequency of employing AI in the studies. The results pointed the five most popular AI-technology based English language teaching and learning obtained from the review were: (1) AI-technology based pedagogies (48 articles, 75%), (2) the AI-technology based English writing (8 articles, 12.5%), (3) the AI-technology based English vocabulary (4 articles, 6.25%), (4) the AI-technology based English speaking (3 articles, 4.68%), (5) the AI-technology based English grammar (1 article, 1.56%). The results also indicated the levels of learners that AI-technologies integrated in ELT were at the tertiary level was the most frequent (29 articles, 45.3%), followed by overall (23 articles, 35.9%), the secondary level (10 articles, 15.6%), and an equal number of studies examined using AI-technologies at the primary level and graduate level (1 article, 1.56%). This study is helpful for those interested in finding the appropriate AI for English language acquisition and pedagogical skills.

**Keywords:** artificial intelligence technologies, English Language Teaching (ELT), pedagogy, research studies



## Introduction

The rapid advancement of technology, particularly in the field of artificial intelligence (AI), has brought about significant changes in various domains, including education. English language teaching as a crucial aspect of global communication, have also witnessed the integration of AI technologies.

In November 2022 through August 2023, ChatGPT led with the most traffic visits, at 14.6 billion total visits since its launch. The launch of this platform triggered a generative AI boom that planted interest in other AI tools available. (Diaz, 2023: unpagged) By studying trends in the use of AI in ELT, instructors and educators can harness the potential of technology to create more dynamic, personalized, and effective learning experiences for the students.

Accordingly, the number of review papers on the topic artificial intelligence (AI) technologies has recently increased. On the one hand, this study conducted a systematic review focusing on trends in using AI technologies and digital tools, and it mainly attended to the ELT aspects. On the other hand, the research gathered relevant academic articles, research papers, conference proceedings published in 2021-2023 from Education Resources Information Center (ERIC) database.

In fact, ERIC database, or Education Resources Information Center, that found in 1965 provided a comprehensive, easy-to-use, searchable, Internet-based bibliographic and full-text database of education research and information for educators, researchers, and the general public. Its database contains nearly a million bibliographic records of journal articles, research reports, curriculum and teaching guides, conference papers, and books (Robbins, 2001, p. 5). Mentioned by Hertzberg and Rudner (1999: unpagged), the ERIC is the largest source of educational information in the world, and very well indexed database. It is also one of the oldest and most comprehensive databases available anywhere that also displays abstracts with a complete bibliographic citation for each article or document.

According to the potentiality and benefit of ERIC database, it has been selected to conduct a literature review that aims to analyze the impact of AI on English language teaching by examining relevant studies so the review seeks to identify the English language skills of English language learners that influenced and implemented by potential benefits, challenges, and implication of AI technologies in English language acquisition and pedagogical skills for English learners and instructors.

In the post-pandemic era, the use of educational technologies in English language teaching (ELT) has been widely used, some of these technologies rely on artificial intelligence (AI). The application of AI in English language teaching examine various AI-powered tools, such as QuillBot, ChatBots, ChatGPT, and so on, that have been employed to enhance language learning experiences. Thus, this study analyzes researches that investigate the effectiveness of these AI tools in improving language proficiency and the positive effects of AI-technology based teaching methods towards teachers and learners.

The integration of AI in English language teaching and learning poses both pedagogical implications and challenges. Therefore, this literature review would be concluded by summarizing the key findings, highlighting the overall impact of AI on English language skills of English language teaching. It emphasizes the potential benefits of AI in improving language proficiency of learners. The research objectives aimed to 1) identify the use of AI technologies in ELT researches in order to enhance

English language acquisition and pedagogical skills, and 2) explore the grade levels of English language learners that AI technologies employed in the obtained studies. According to literature review, it could summarize that integrating AI technologies in ELT, emphasize its role in facilitating personalized learning experiences, improve language assessment practices, foster interactive language practice, support teachers, and raise awareness about ethical considerations in the use of AI technology in all grade level of English learners.

**Research Methodology**

To conduct the academic paper reviews on trends of using artificial intelligence (AI) technology in English language teaching (ELT), the following research method was adopted:

The research gathered relevant academic articles, research papers, conference proceedings that were selected by publication in 2021 and 2023. They were obtained from Education Resources Information Center (ERIC) database. This study used key terms to search for relevant studies that might include “Artificial Intelligence”, “English Language Teaching”, and “Teaching Strategies”

The search terms of “Artificial Intelligence”, “English Language Teaching”, and “Teaching Strategies” resulted in 70 articles in the ERIC but some studies had been published before 2021, therefore the selected research papers were 64 articles published between 2021 and 2023 by purposive sampling. And these 64 research articles would be analyzed the frequency of English language acquisition and pedagogies skills that used in the samples. The data was collected by investigating the main focus of using AI technologies from the obtained studies, then the data was analyzed the frequency of English language acquisition and pedagogical skills found in the studies, summarized, and discussed afterwards.

**Research Results**

The study reviewed recent studies on the trends of using AI technologies in ELT in terms of the integration of AI technologies in enhancing English language learning and pedagogy, and exploring the levels of English language learners that AI technologies employed in the studies. The results of the research showed that:

**Table 1**

*AI technologies in Enhancing English Language Learning and Pedagogy*

Research Aritcles	<i>AI-based English language learning and pedagogy</i>						
	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>	<i>Grammar</i>	<i>Vocabulary</i>	<i>Pedagogy</i>
1. Xu and <u>Margevica-Grinberga</u> (2021, pp. 13-23)							/
2. Wu et al. (2021, pp.70-83)				/			
3. <u>McKnight</u> (2021, pp. 442-455)				/			
4. Lin and Mubarok (2021, pp. 16-35)		/					

Table 1 (Continued)

Research Articles	AI-based English language learning and pedagogy						
	Listening	Speaking	Reading	Writing	Grammar	Vocabulary	Pedagogy
5. <u>Rybinski</u> and <u>Kopciuszewska</u> (2021: pp. 127-139)							/
6. Sumo and Bah (2021: pp. 264-270)							/
7. <u>Vittorini</u> , <u>Menini</u> , and <u>Tonelli</u> (2021: pp. 159-185)							/
8. Alsadoon (2021: pp. 135-157)						/	
9. <u>Sharadgah</u> and <u>Sa'di</u> (2022: pp. 337-377)							/
10. Sumakul, Hamied, and Sukyadi (2022: pp.232-256)							/
11. <u>Majid</u> and <u>Lakshmi</u> (2022: pp.11-16)							/
12. <u>Lesia Viktorivna</u> et al. (2022: pp. 262-273)							/
13. <u>Salas-Pilco</u> and <u>Yang</u> (2022: p. 21)							/
14. Chen et al. (2022: pp. 28-47)							/
15. Molenaar (2022: pp. 632-645)							/
16. <u>Du</u> and <u>Gao</u> (2022: pp. 357-384)							/
17. <u>Yang</u> and <u>Kyun</u> (2022: pp. 180-210)							/
18. <u>Yang</u> , <u>Kim</u> , <u>Lee</u> , and <u>Shin</u> (2022: pp. 327-343)		/					/
19. Burkhard (2022: unpagged)				/			/
20. Heugh et al. (2022: pp. 89-127)							/
21. Hsu (2022: pp. 792-815)							/
22. <u>Baranwal</u> (2022: pp. 1-17)							/
23. Gupta and Chen (2022: pp. 98-108)							/
24. Stockdale (2022: unpagged)						/	
25. Kim (2022: pp. 79-102)							/
26. <u>Khoo</u> and <u>Kang</u> (2022: unpagged)							/
27. Tantucci and Wang (2022: pp. 115-146)							/
28. <u>Hockly</u> (2023: pp. 445-451)							/
29. <u>An</u> et al. (2023: pp. 187-208)							/
30. Huang et al (2023: pp. 112-131)							/
31. <u>Bozkurt</u> (2023: pp. 198-204)							/
32. <u>Schäffer</u> and <u>Lieder</u> (2023: pp. 111-124)							/
33. Bonner et al. (2023: pp. 23-41)							/
34. <u>Yang</u> (2023: pp. 101-116)							/
35. Muñoz-Basols et al. (2023: pp. 171-194)							/
36. <u>Álvarez-Álvarez</u> , and <u>Falcon</u> (2023: pp. 709-724)							/
37. Xu et al. (2023: pp. 185-198)							/
38. Shah (2023: unpagged)							/
39. Adiguzel et al. (2023: p. 429)							/
40. Abdalkader (2023: unpagged)							/
41. <u>Pack</u> and <u>Maloney</u> (2023: pp. 71-82)							/
42. <u>Malakul</u> and <u>Park</u> (2023: unpagged)							/
43. Chu and Szigor (2023: unpagged)							/
44. Byrd (2023: pp. 135-142)							/
45. <u>Jeon</u> and <u>Lee</u> (2023: pp. 73-92)							/
46. Perkins (2023: unpagged)							/
47. <u>Ali</u> et al. (2023: pp. 135-147)							/

**Table 1** (Continued)

Research Articles	AI-based English language learning and pedagogy						
	Listening	Speaking	Reading	Writing	Grammar	Vocabulary	Pedagogy
48. Balkir, Celik and Cepni (2023: pp. 67-79)				/		/	
49. <u>Hwang</u> et al. (2023: pp. 8-35)				/			
50. <u>Saadati</u> et al. (2023: pp. 48-71)							/
51. <u>Tülübas</u> et al. (2023: pp. 93-110)							/
52. <u>Pack</u> and <u>Maloney</u> (2023: pp. 4-24)							/
53. <u>Lee</u> et al. (2023: pp. 629-666)							/
54. Alexander et al. (2023: pp. 25-43)				/			
55. Costello et al. (2023: pp. 67-87)							/
56. <u>Escalante</u> et al. (2023: unpagged)				/			
57. <u>Kohnke</u> et al. (2023: pp. 537-550)							/
58. Zhao et al. (2023: pp. 31-63)				/			
59. Liu, and Chen (2023: pp. 5-20)						/	
60. Wallwork (2023: unpagged)					/		
61. Tai and <u>Chen</u> (2023: pp. 485-502)							/
62. <u>Shim</u> et al. (2023: pp. 65-88)							/
63. <u>Ehrensberger-Dow</u> et al. (2023: pp. 393-411)							/
64. <u>Ericsson</u> et al. (2023: unpagged)		/					
<b>Total</b>				<b>64</b>			
<b>Frequency</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>49</b>
<b>Percentage</b>	<b>0</b>	<b>4.68</b>	<b>0</b>	<b>12.5</b>	<b>1.56</b>	<b>6.25</b>	<b>76.5</b>
<b>Rank</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>1</b>

The results pointed the five most popular English language learning and pedagogy topics obtained from the study reviews were: (1) AI-technology based *pedagogies* (49 articles, 76.5%), (2) the AI-technology based *English writing* learning (8 articles, 12.5%), (3) the AI-technology based *English vocabulary* learning (4 articles, 6.25%), (4) the AI-technology based *English speaking* learning (3 articles, 4.68%), (5) the AI-technology based *English grammar* learning (1 article, 1.56%), while between 2021 and 2023, *English listening and reading* learning were not preferred to integrate AI technology with any articles.

**Table 2**

*Levels of English Language Learners Using AI Technologies in the Studies*

Research Articles	Levels of English Language Learners				
	Primary	Secondary	Tertiary	Graduate	Overall
1. Xu and <u>Margevica-Grinberga</u> (2021: pp. 13-23)					/
2. Wu et al. (2021: pp.70-83)			/		
3. <u>McKnight</u> (2021: pp. 442-455)					/

Table 2 (Continued)

Research Articles	Levels of English Language Learners				
	Primary	Secondary	Tertiary	Graduate	Overall
4. Lin and Mubarak (2021: pp. 16-35)			/		
5. <u>Rybinski</u> and <u>Kopciuszewska</u> (2021: pp. 127-139)			/		
6. Sumo and Bah (2021: pp. 264-270)			/		
7. <u>Vittorini</u> , <u>Menini</u> , and <u>Tonelli</u> (2021: pp. 159-185)			/		
8. Alsadoon (2021: pp. 135-157)			/		
9. <u>Sharadgah</u> and <u>Sa'di</u> (2022: pp. 337-377)					/
10. Sumakul, Hamied, and Sukyadi (2022: pp.232-256)			/		
11. <u>Majid</u> and <u>Lakshmi</u> (2022: pp.11-16)					/
12. <u>Lesia Viktorivna</u> et al. (2022: pp. 262-273)			/		
13. <u>Salas-Pilco</u> and <u>Yang</u> (2022: p. 21)			/		
14. Chen et al. (2022: pp. 28-47)					/
15. Molenaar (2022: pp. 632-645)					/
16. <u>Du</u> and <u>Gao</u> (2022: pp. 357-384)					/
17. <u>Yang</u> and <u>Kyun</u> (2022: pp. 180-210)					/
18. <u>Yang</u> , <u>Kim</u> , <u>Lee</u> , and <u>Shin</u> (2022: pp. 327-343)		/			
19. Burkhard (2022: unpagged)			/		
20. Heugh et al. (2022: pp. 89-127)			/		
21. Hsu (2022: pp. 792-815)					/
22. <u>Baranwal</u> (2022: pp. 1-17)			/		
23. Gupta and Chen (2022: pp. 98-108)			/		
24. Stockdale (2022: unpagged)					/
25. Kim (2022: pp. 79-102)			/		
26. <u>Khoo</u> and <u>Kang</u> (2022: unpagged)			/		
27. Tantucci and Wang (2022: pp. 115-146)			/		
28. <u>Hockly</u> (2023: pp. 445-451)					/
29. <u>An</u> et al. (2023: pp. 187-208)		/			
30. Huang et al (2023: pp. 112-131)			/		
31. <u>Bozkurt</u> (2023: pp. 198-204)					/
32. <u>Schäffer</u> and <u>Lieder</u> (2023: pp. 111-124)					/
33. Bonner et al. (2023: pp. 23-41)					/
34. <u>Yang</u> (2023: pp. 101-116)			/		
35. Muñoz-Basols et al. (2023: pp. 171-194)			/		
36. <u>Álvarez-Álvarez</u> , and <u>Falcon</u> (2023: pp. 709-724)			/		
37. Xu et al. (2023: pp. 185-198)		/			
38. Shah (2023: unpagged)					/
39. Adiguzel et al. (2023: p. 429)					/
40. Abdalkader (2023: unpagged)		/			
41. <u>Pack</u> and <u>Maloney</u> (2023: pp. 71-82)					/
42. <u>Malakul</u> and <u>Park</u> (2023: unpagged)		/			
43. Chu and Szlagor (2023: unpagged)			/		

**Table 2 (Continued)**

Research Articles	Levels of English Language Learners				
	Primary	Secondary	Tertiary	Graduate	Overall
44. Byrd (2023: pp. 135-142)					/
45. Jeon and Lee (2023: pp. 73-92)			/		
46. Perkins (2023: unpagged)			/		
47. Ali et al. (2023: pp. 135-147)		/			
48. Balkir, Celik and Cepni (2023: pp. 67-79)			/		
49. Hwang et al. (2023: pp. 8-35)			/		
50. Saadati et al. (2023: pp. 48-71)			/		
51. Tülübas et al. (2023: pp. 93-110)					/
52. Pack and Maloney (2023: pp. 4-24)					/
53. Lee et al. (2023: pp. 629-666)		/			
54. Alexander et al. (2023: pp. 25-43)			/		
55. Costello et al. (2023: pp. 67-87)					/
56. Escalante et al. (2023: unpagged)			/		
57. Kohnke et al. (2023: pp. 537-550)					/
58. Zhao et al. (2023: pp. 31-63)		/			
59. Liu, and Chen (2023: pp. 5-20)	/				
60. Wallwork (2023: unpagged)				/	
61. Tai and Chen (2023: pp. 485-502)		/			
62. Shim et al. (2023: pp. 65-88)			/		
63. Ehrensberger-Dow et al. (2023: pp. 393-411)					/
64. Ericsson et al. (2023: unpagged)		/			
<b>Total</b>			<b>64</b>		
<b>Frequency</b>	<b>1</b>	<b>10</b>	<b>29</b>	<b>1</b>	<b>23</b>
<b>Percentage</b>	<b>1.56</b>	<b>15.6</b>	<b>45.3</b>	<b>1.56</b>	<b>35.9</b>
<b>Rank</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>2</b>

As shown in the table 2, AI-technologies were integrated in conducting ELT studies and grade levels of learners that employed in the studies as the samples were categorized as: primary, secondary, tertiary, graduate, and overall educational settings. The results showed that, at the tertiary level was the most frequent AI-technology integrated with the articles (29 articles, 45.3%), followed by overall (23 articles, 35.9%), secondary level (10 articles, 15.6%), and an equal number of studies examined using AI-technologies at the primary level and graduate level (1 article, 1.56%).



## Discussion

### 1. AI technologies in ELT

#### (1) Pedagogical Implications

AI technology may provide real-time feedback on a variety of language learning topics, including writing, grammar, vocabulary, and pronunciation. The students may learn more successfully and efficiently with the use of their individualized method. Additionally, one of the most important benefits of AI technology in ELT is to personalize each student's learning experience that are matched to their requirements and skills by evaluating student performance data and making recommendations for them. This new technology has the potential to enhance ELT in many ways that consist of personalized learning, real-time feedback, interactive activities, conversation practice, and adaptive learning. According to Chen (2018, p.1) and Davis (2020, p.1) who mentioned that artificial intelligence technology can support learner autonomy by giving students access to individualized learning resources and instant feedback. In fact, some experts pointed that the teachers should be facilitators in order to assist students in making efficient interactions among them and AI technologies. Han (2019, p. unpagged), Kholis (2021, unpagged), Godwin-Jones (2022, p. unpagged), Huang et al. (2023, p. 112.) conclude that in order to help the students identify areas for growth and work toward reaching their language learning goals, AI technologies can also assess their responses and provide them with quick feedback so the students can use AI technologies to learn independently and at their own preference: levels, speed, and location. To keep students motivated and interested, AI can also offer adaptive learning which modifies the level of lessons and activities based on their interest. The AI-powered tools can employ data analytics to pinpoint students' areas of difficulty and offer them specialized guidance to help them learn language more quickly. Finally, AI in ELT is a promising field for future study and development because its potential advantages for both teachers and students as long as technology keeps developing.

#### (2) AI technology and writing

According to numerous experts, Fitria (2021, unpagged), Fyfe (2022, unpagged), Gayed et al. (2022, unpagged), Godwin-Jones (2022, unpagged) mentioned that using AI-powered programs to help students with their writing assignments is acceptable. One excellent example of an AI-powered writing aid which is common use currently is *Grammarly*. By identifying grammar, spelling, punctuation, and style mistakes, it aids students in producing better writing. In order to improve the writing's efficacy and clarity, it also offers real-time recommendations and clarifications. The AI-powered writing programs generally function by evaluating content and offering recommendations for enhancements. On the one hand, AI functions have been added to basic program Microsoft Word, for example, to improve the writing experience for students who receive feedback on their writing. In order to assist them improve the quality of their writing, the AI features can also identify problems with clarity and conciseness. On the other hand, ChatGPT is another well-known writing platform powered by AI that helps users writes texts. The ChatGPT features include idea, feedback and suggestions, and language and vocabulary support. Nowadays, students have been using these features a lot, they can enhance their writing quality and expedite the process by utilizing the AI-powered tools to augment their own abilities. These programs, however, have limitations when it comes to comprehending the difference of context of language, which can lead to mistakes, therefore, using AI only to do an

essay assignment is not advised. While AI-powered writing tool might be useful for tasks like spelling and grammar checks, they cannot completely replace the analytical thinking abilities needed to produce an excellent essay. So the students still need to be aware of analyzing data in a writing to convey a clear idea as it is mentioned that the greatest approach to finish an essay assignment is the task should be combined students' own writing and critical thinking abilities with AI-powered platforms (Godwin-Jones, 2022: unpagged).

*(3) AI technology and vocabulary*

Applications with AI capabilities help students expand their vocabulary by highlighting unfamiliar keywords in texts and offering word meanings. According to Alsadoon (2021, p. 135) and Huang et al. (2023, p. 112), these characteristics can aid students in growing their vocabulary and improving their understanding of the materials they are reading. These apps can also improve learning and assist students in developing their speaking and listening skills by providing features like virtual assistants, interactive exercises, speech recognition, and personalized instruction (Ali, 2020, p. 135; Hapsari & Wu, 2022, p. 444; Huang et al., 2023, p. 112; Kholis, 2021, p. 1; Zhou, 2020, unpagged).

*(4) AI technology and listening*

Because they have elements that can improve learning, the AI-powered tool applications can also be very beneficial for improving speaking and listening abilities. These elements create a realistic and engaging practice environment by using natural language processing (NLP) to comprehend and react to students' speech (Hapsari & Wu, 2022, p. 444). Students can practice and improve their language abilities in an interactive and personalized way with AI-based speaking and listening tools. Additionally, AI can assist students in learning to speak and hear English in many ways, including interactive conversation practice, accent reduction and pronunciation improvement, speech recognition and assessment, listening comprehension exercises, and natural language understanding and response generation. In fact, an AI program that serves as a peer can accurately record and evaluate students' spoken words. It can also offer immediate feedback and pointers for growth by comparing their pronunciation, intonation, and fluency to native speakers. Furthermore, AI can participate in interactive conversations with students as virtual language tutors.

*(5) AI technology and speaking*

AI technology is able to pinpoint the precise pronunciation issues that the students need to work on, in order to help the student improve their accent and pronunciation. They also offer activities, comments, and samples of model pronunciation. Zhou (2020, unpagged) claims that an AI-powered application can provide speaking and listening tasks that shaped each student's interests and skill levels. Helping them become more proficient in English speaking, these exercises provide a range of dialects, speech velocities, and genres. Indeed, artificial intelligence (AI) technologies, such as ELSA Speak, and Duolingo, enable students to practice speaking and listening in English while using dialogues. The program also includes speaking activities with instant feedback, interactive exercises, and pronunciation practice (Handini et al., 2022, p. 85). To get the best outcomes, AI technology should be utilized in conjunction with real-world conversation practice with native speakers.

*(6) AI technology and grammar*

There are positive effects on language learners' ability to improve their English grammar by using AI technology. In fact, numerous studies have shown that using AI chatbots to learn a language can result in noticeable gains in grammar proficiency. Grammar checkers and other AI-based tools give students instant feedback on their grammar, which increases their prospects for learning outside of the classroom. These programs find and fix spelling, grammatical, and punctuation mistakes using sophisticated algorithms and machine learning techniques. These tools also assist writers in improving the language they use and making sure their work is error-free by providing real-time ideas and comments. Additionally, one of well-known examples of artificial intelligence software for spelling and grammar checking is *Grammarly*. Through individualized and interactive learning, artificial intelligence has the potential to improve communication abilities in English language learners. While AI has generally demonstrated promise in enhancing grammatical proficiency, more investigation is required to fully understand its long-term impacts and ideal incorporation within language learning settings.

*(7) AI technology and reading*

When studying English language, reading is a crucial ability. On the one hand, AI-powered reading aids are being utilized more frequently to assist language learners in developing their reading abilities. These AI-powered features include the characteristics that can help students who want to increase their vocabulary, comprehension, and general reading proficiency. According to Huang et al. (2023, p. 112), one of the most significant benefits of AI-powered applications is their ability to automate grading and provide feedback on reading comprehension exercises. Reading tasks can be turned in by students, and the AI tools can automatically score their work and offer suggestions for improvement. On the other hand, students can rapidly recognize their reading comprehension ability by using this feature, which can be quite helpful (Huang et al., 2023, p. 112). Text-to-speech technology, for example, is another advantage of AI-powered tool; it can translate written texts into audio files. With the use of this digital device, students can practice reading at a level that suits their present proficiency, which can boost confidence and enhance understanding. AI-enabled tools should be included to students' routine reading exercises to help them improve their comprehension and expand their capacity to read in a variety of settings continuously. Students looking to advance their English reading abilities can benefit from a variety of features provided by AI-powered tool (Lesia et al., 2022, p. 262).

**2. Learner Levels**

There are several levels of learners at which AI-technologies could be employed in research between 2021 and 2023: primary, secondary, tertiary, graduate, and overall of educational settings. The study revealed that the most common level at which AI technologies are integrated is *tertiary* level, aligned with research by Shim et al. (2023, p. 65), Escalante et al. (2023, unpagged), Alexander et al. (2023, p. 25), Balkir, Celik and Cepni (2023, p. 97), Hwang et al. (2023, p. 8), Saadati et al. (2023, p. 48), Jeon and Lee (2023, p. 73), Perkins (2023, p. unpagged), Chu and Szlagor (2023, unpagged), Yang (2023, p. 101), Muñoz-Basols et al. (2023, p. 171), Álvarez-Álvarez, and Falcon (2023, p. 9), Huang et al (2023, p. 112), Kim (2022, p. 79), Khoo and Kang (2022, unpagged), Tantucci and Wang (2022, p 115), Baranwal (2022, p. 1), Gupta and Chen (2022, p. 98), Burkhard (2022, unpagged), Heugh et al. (2022, p. 89), Lesia

Viktorivna et al. (2022, p. 262), Salas-Pilco and Yang (2022, unpagged), Sumakul, Hamied, and Sukyadi (2022, p. 232), Lin and Mubarok (2021, p. 16), Rybinski and Kopciuszewska (2021, p. 127), Sumo and Bah (2021, p. 264), Vittorini, Menini, and Tonelli (2021, p. 159), Alsadoon (2021, p. 135), Wu et al. (2021, p. 70).

According to the mentioned scholars above, on the one hand, tertiary level is defined as the most useful level for employing AI-technologies in ELT because the learners could applied advanced technology to their obtained English competencies, on the other hand, it could conclude that most of researchers who conducted these studies are lecturers and professors at university level.

## Recommendation

Many experts identify a number of additional study and advancement in ELT settings. Researching the long-term effects of AI integration on language learning outcomes is crucial; according to scholars like Taylor (2023: p. 1), it is also important to look into how AI might support language skills outside of the traditional domains, like intercultural communication and cultural understanding. Furthermore, an additional study is required to comprehend how AI affects the students from various linguistic and cultural backgrounds.

Overall, AI technology has the potential that have a big impact on English language teaching and learning, according to the literature reviews. Enhancing individualized training, offering effective language testing, and encouraging learner autonomy are all possible with the incorporation of the AI tools. To optimize the advantages and minimize the difficulties related to AI integration, the pedagogical implications, ethical concerns, and the role of teachers should be considered carefully.

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## Improving Grade 10 Students' Expository Writing through Concept Mapping and Freewriting: A Quasi-Experimental Study

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### Abstract

Good writing skills are essential for students to succeed academically. The purpose of this research was to determine the effectiveness of using concept mapping and freewriting in improving Grade 10 students' expository writing in a public national high school in Villanueva, Misamis Oriental, Philippines. During the first week of classes, these students showed poor performance in the writing prompts given by the researcher. The study involved 37 participants in the experimental group and 42 in the control group. It aimed to compare the effectiveness of two different teaching methods, Concept Mapping and Freewriting. The research employed a quasi-experimental design and utilized a modified analytic rubric to assess the expository writing of both groups before and after applying these teaching interventions. Descriptive statistics, such as frequency, percentages, and means were utilized. T-Test for Paired Samples was also used to determine the significant difference between the students' pretest and post-test results in expository writing, and T-Test for Independent Samples was employed to determine the difference in the score increment between the two groups. The findings reveal that both approaches were effective in improving students' expository writing. This implies that both of the interventions were effective in improving the Grade 10 students' expository writing, however, Concept Mapping was found to be more effective than free writing. The study suggests the need to utilize these strategies in improving students' expository writing and that further empirical investigation may be explored in another locale to increase the generalizability of the findings.

**Keywords:** concept mapping, expository writing, freewriting

### Introduction

Writing is a critical skill that is widely taught in English language classrooms at all grade levels. It is inseparable from other language skills and helps students share their ideas, emotions, and feelings in written form. According to Brown (2021), writing plays a fundamental role in education by fostering communication among students and teachers. It offers students a chance to enhance both critical thinking and social abilities. The author further recounted that writing encourages students to engage in critical thought while presenting arguments and forming judgments.

In the context of the study, the researcher identified that 90% (72 out of 80) of the students had difficulty in writing, most especially in the organization of thoughts. This identified problem is corroborated by several studies indicating that both public and private school students encounter challenges in writing (Al Badi, 2015; Alzubair, 2016; Hyland, 2017; Khairi, 2017; Reyes, 2018; and Lucido, 2021). As a result, learners need appropriate strategies to improve their writing skills.

Several studies locally and internationally were conducted that focused on teaching and learning macro-skill writing (John, 2017; Kassem, 2017; Rahman et al. 2018; and, Syarfiah, 2019), but only a few studies have emphasized the accurate strategies and methods used in teaching writing that will improve the writing skills of students in a public school. Because of this, concept mapping and free writing were selected as the interventions used in the study because they would benefit the students most especially in their expository writing.

Expository writing, as outlined by Cagas (2018), is a category of writing that elucidates, clarifies, or investigates an idea, rationale, or sequence of steps to enlighten or inform the reader about a specific subject. Similar to other forms of academic writing, expository essays entail a clearly defined thesis statement supported by robust evidence and reasoning. Expository essays can manifest in various forms, including but not limited to definition, process, cause and effect, or pros and cons (presenting opposing viewpoints). To be deemed successful and impactful, expository essays must furnish essential context and background information, articulate a central idea, and furnish illustrative examples to expound upon the topic at hand.

Previous research has investigated the success of Concept Mapping and Freewriting in improving writing skills. Concept mapping enhances writing skills by positively influencing students' attitudes, motivation, and level of engagement (Schwendimann, 2014; Rahman et.al., 2018; Nobahar, 2014; & Kurniati et. al., 2019). Similarly, Freewriting improved students' writing skills by enabling them to concentrate on the act of writing, alleviating the mental strain associated with finding the precise words (Park, 2020; John, 2019; and Morar et. al., 2019).

However, arguments exist against both concept mapping and freewriting. Research indicates that in concept mapping, students often require more time to create their maps and occasionally encounter confusion when establishing connections (Marashi et al., 2018). Conversely, freewriting may not enhance writing skills due to its lack of grammatical precision, reliance on informal language, and potential generation of content considered "nonsense" (Asraf et al., 2018 & Fawcett, 2018). This study aimed to challenge these notions by investigating their validity within this specific research context. As such, this study aimed to ascertain the effectiveness of both techniques in improving Grade 10 expository writing skills. By exploring the efficacy of concept mapping and freewriting, this research aimed to contribute to the development of strategies that effectively nurture students' writing abilities. The study's findings could offer valuable insights into the applicability of these strategies for Grade 10 learners and guide future research endeavors focusing on expository writing skills.



## Framework

This study assumes that Concept Mapping and Freewriting interventions help enhance Grade 10 students' expository writing. This argument is supported by Lev Vygotsky's (1978) theory on Zone of Proximal Development (ZPD) and Scaffolding, and Stephen Krashen's (1989) Five Hypotheses on Second Language Acquisition - specifically the Acquisition - Learning Hypothesis.

Scaffolding is a technique used to help students reach their full academic potential (Van de Pol et al., 2014). According to Zhou (2021), scaffolding theory aims to improve students' proficiency in English writing by encouraging teachers to adopt a "student-centered" approach to instruction in the classroom and construct scaffolds in response to students' current needs. Vygotsky's ZPD is also supported by the process of assisted learning, which can be thought of as moving to the next level of understanding. Students are given the opportunity to continuously climb by being provided with the appropriate scaffolding within this pedagogy, which advocates for learners as the center rather than teachers.

Taber (2018) further elaborated that scaffolding encompasses beyond the mere structuring or provision of support in a learning activity. To qualify as scaffolding, it must pertain to a task aligned with a particular learning objective that a learner cannot achieve independently. The scaffolding should be purposefully crafted to bridge the task's requirements based on the learner's current level, enabling a higher degree of success than would have been attainable otherwise. This is supported by Schwendimann's study findings that using concept mapping as educational aids could prove especially advantageous for students with lower academic performance. This is achieved through the provision of supportive structures and by exemplifying the proactive inquiry methods commonly observed in students who perform well academically.

On the other hand, Krashen (1999) characterized the acquisition-learning distinction as possibly the most fundamental among the hypotheses presented. This concept posits that adults possess two distinct and independent methods for gaining proficiency in a second language. The initial approach is language acquisition, mirroring the way children naturally acquire their first language. Language acquisition occurs subconsciously, with individuals unaware that they are in the process of acquiring language; they only recognize the use of language for communication. The outcome of language acquisition, known as acquired competence, is also subconscious. The second method involves language learning, denoting conscious knowledge of a second language, including understanding and awareness of its rules, along with the ability to discuss them.

This study on the effectiveness of using concept mapping and freewriting in developing Grade 10 students' expository writing is anchored from these two theories. The interventions [Concept mapping and Freewriting] are student-centered activities anchored from scaffolding. Concept mapping will show how scaffolding theory works while freewriting will prove the first hypothesis of Krashen.

The idea of concept mapping originated from cognitive theory, emerging from Ausubel's assimilation theory which emphasized the significance of prior knowledge in learning. This theory underscored the value of connecting existing knowledge with new information for meaningful learning. Novak, in the 1960s, introduced concept mapping as a visual representation of information structure Concept

maps, widely used in education, demonstrated positive impacts on knowledge acquisition and attitudes. They facilitated the expression and transmission of tacit knowledge while aiding learners in associating new concepts with familiar ones, offering a deeper understanding (Novak & Canas, 2015). By establishing hierarchical connections before engaging with content, concept maps promoted better comprehension.

It is widely acknowledged that concept mapping is one of the most successful methods for instructing writing skills. A concept map represents the relationships between ideas organized about a central topic (Deshatty et al. 2013). Concept mapping, as a pre-task planning method, encompasses creating diagrams that interconnect ideas represented by circles and links. This diagrammatic approach enables writers to structure ideas hierarchically and discern the relationships between various concepts. It has found extensive application in language learning, aiding the writing process by allowing learners to envision their ideas as intricate constructs mimicking the flow of thoughts. Regarding planning, concept mapping serves to trigger students' existing knowledge pertaining to a topic (Machida & Dalsky, 2014). This pre-writing will be then followed by drafting, editing, and modifying until making the final paper. Studies evaluating student attitudes toward concept mapping as a tool for improving writing skills, such as Nobahar et. al. (2013), revealed high levels of satisfaction among students using concept mapping in writing. Their findings highlighted how concept mapping enhanced attitudes, motivation, and engagement in EFL teaching and learning, underscoring its beneficial impact on students' approaches to writing skills.

On the other hand, freewriting is the foundational step of the writing strategy to develop the core concept of the idea before moving on to the editing and revising stages of the writing process. It is defined as the uninterrupted writing down of any ideas or thoughts that occur to one during a specified time (Gay, 2016). Free writing refers to a type of writing in which the writer sets a timer for ten to fifteen minutes and then writes quickly, without stopping to think about the words they should use or whether they should go back and change what they've already written. The simplest definition of free writing is the act of writing without interruption or correction. Since it was first advocated, free writing has been seen as a good technique for developing student writing and has been used in classrooms to foster this development (Syarfiah, 2019). Mehrali (2015) delineated that allowing students to write freely helps them overcome writer's block because it discourages them from overly worrying about things like spelling and punctuation. Additionally, free writing guarantees maximum concentration on thought production by setting aside formal qualities. So, just like the brainstorming method, practicing free writing helps students improve their ability to generate ideas.

An expository essay, comprising multiple paragraphs, serves to convey information about a given topic, with the flexibility of paragraph count. It follows a structured format, consisting of an introduction, body, and conclusion. In this form of writing, the author explains, describes, and imparts information on the chosen subject using facts, details, and examples in a clear and concise manner.

Five key elements characterize expository writing. First, a clear, concise, and defined thesis statement is essential, usually appearing in the essay's initial paragraph. Writers must decide on a specific aspect of the topic to narrow their focus. Second, specific supporting details are integral, providing substance to the essay and logically supporting the thesis. These details are often derived from the writer's unique experiences or worldview, brainstormed prior to writing.

Third, a clearly organized structure is crucial. Expository essays require a logical organization presenting main ideas and supporting details related to the thesis. Writers should choose a structure that best suits their topic, ensuring a thoughtful and engaging explanation. Fourth, a strong introduction is necessary to captivate the reader's attention. It should convey the importance of the ideas and provide a brief overview of the topic.

Finally, a robust conclusion is vital, going beyond a mere restatement of the thesis. Instead, it should revisit the thesis based on the presented evidence. As the conclusion leaves the most immediate impression on the reader, it must be effective and logical. It should synthesize and resolve information already presented in the body of the essay, without introducing new details.

The teacher will support the students in learning how to write and, at the same time, help them later learn on their own. Students can move beyond their zone of proximal development and accelerate their writing growth with the aid of scaffolding, which facilitates independent learning and knowledge acquisition. The teacher is just there to guide and check the learners' outputs to keep them on the right track. At the same time, linguistic theory plays a vital role in this study as these interventions will go through writing a composition, and this requires proper use of grammar that should be checked. With the interventions, they will be able to comprehensively construct and develop their expository writing in descriptive essays.

The rubric for expository writing should place an emphasis on the following components: (1) content; (2) organization; (3) grammar; and (4) mechanics.

The first part of expository writing that will be utilized in this research project is content. This pertains to the discussion about the main topic. This consists of the author's goals and standpoint in relation to the essay they are writing. As stated by Fairuza (2020), an outstanding piece of content should demonstrate knowledge, contain substantial substance, and be relevant to the topic being discussed.

The second component is organization. Organization pertains to how ideas were presented in writing. It can also refer to how paragraphs and sentences are written and how they hang together to produce meaning. Organization refers to the way in which the author organizes the main points of the essay that have been discussed and adds supporting details to those points. Cheng (2019) mentioned that the reader ought to be aware of the destination that he is being taken to at an early stage in the paragraph. To arrive at the viewpoint expressed in the paragraph, the development of the paragraph should follow the required chain of reasoning. Nobahar et al. (2013) cited in their study that organization is one of the key components in expository writing. This is a factor in writing an essay to pass a college admission or a job application.

The third component is grammar. Grammar pertains to the set of rules that govern how words can be put together to make meaning. One of the core concepts of language is grammar. Grammar proficiency is a prerequisite for being able to communicate in any language, regardless of the language. A solid command of grammar suggests the capacity to communicate more clearly and the likelihood of being understood by others. Furthermore, having a strong command of grammar enables one to produce writing of a high caliber (Bradshaw, 2013).

The last component is mechanics. Mechanics are valuable tools to effectively express thoughts that go hand in hand with grammar as writing concepts. Mechanics include capitalization, contraction, punctuation, acronyms, and technical abbreviations. Puspitasari (2019) opined that when writing an academic paper, pay attention to mechanics such as punctuation, capitalization, and spelling. Readers can understand the material better this way.

## Research Objectives

The purpose of this research was to determine the effectiveness of concept mapping and freewriting in developing expository writing among tenth graders in one of the public high schools in Villanueva, Misamis Oriental, Philippines.

## Methods

This research employed a quantitative approach, utilizing a quasi-experimental design. The study utilized a pretest and posttest with non-equivalent groups, designating one group as the experimental group and the other as the control group. The experimental group, which had 37 students, used Concept Mapping as an intervention. In contrast, the control group applied Freewriting with 42 students. The study used total population sampling, wherein the entire population was the participants, the two sections of the Grade 10 students' population. The primary focus was to assess how much each group's expository writing had improved as a consequence of the focused treatments that were implemented. In the conduct of the study, the researcher first sought the approval of the Lourdes College Ethics Committee. After the issuance of the certification from the committee, the research started with a pre-test to assess the initial writing abilities of both groups, followed by a post-test after implementing the respective interventions to evaluate their expository writing. The research spanned a duration of six weeks, involving both a pre-test and a post-test, with a five-week intervention conducted twice a week. The study utilized descriptive statistics, as well as T-Test for paired samples and a T-test for independent samples to evaluate the impact of interventions in developing expository writing.

## Results and Discussion

### Problem 1. What is the level of the students' expository writing considering:

- 1.1 Content;
- 1.2 Organization;
- 1.3 Grammar; and,
- 1.4 Mechanics?

Table 1 presents the summary table of the participants' expository writing skills specifically in content, organization, grammar, and mechanics before and after the interventions. It reveals that the learners' performance in expository writing improved after the implementation of the interventions, namely Concept Mapping in the experimental group and Freewriting in the control group.

Before implementing concept mapping, the mean scores across different writing components were as follows: overall mean - 1.92, content - 2.08, organization - 1.86, grammar - 1.85, and mechanics - 1.87. These means indicated a level of performance categorized as "Developing." However, after the intervention, participants' performance increased. The overall mean increased to 3.50, under the "Approaching Proficiency" level. Content also had a mean of 3.50, indicating an "Approaching Proficiency" level. Organization and grammar means rose to 3.57 and 3.52, respectively, signifying a "Proficient" level. Meanwhile, mechanics had a mean of 3.41, demonstrating an "Approaching Proficiency" level.

**Table 1**

*Students' Expository Writing Performance before and after the Interventions*

Expository Writing Performance Test	CONCEPT MAPPING GROUP				FREEWRITING GROUP			
	Pretest		Posttest		Pretest		Posttest	
	M	Desc	M	Desc	M	Desc	M	Desc
Content	2.08	D	3.50	AP	2.26	D	2.83	AP
Organization	1.86	D	3.57	P	1.86	D	2.54	AP
Grammar	1.85	D	3.52	P	1.81	D	2.40	D
Mechanics	1.87	D	3.41	AP	2.06	D	2.68	AP
<b>Overall</b>	<b>1.92</b>	<b>D</b>	<b>3.50</b>	<b>AP</b>	<b>2.00</b>	<b>D</b>	<b>2.61</b>	<b>AP</b>

Legend: D- Developing AP- Approaching Proficiency P – Proficient

On the other hand, for freewriting, during the pretest, the mean scores across different writing components were as follows: overall mean – 2.00, content - 2.26, organization - 1.86, grammar - 1.81, and mechanics – 2.06. These means indicated a level of performance categorized as "Developing." However, after the intervention, participants' performance increased. The overall mean increased to 2.61, under the "Approaching Proficiency" level. Content and organization also had a mean of 2.83 and 2.54 respectively, indicating an "Approaching Proficiency" level. Grammar stayed in the "Developing" level with a mean of 2.40, and, mechanics had a mean of 2.68, demonstrating an "Approaching Proficiency" level.

The students' expository writing skills improved in using concept mapping and freewriting. So, the abovementioned strategies enhanced the students' expository writing in all components of content, organization, grammar, and mechanics for both strategies. The composition phase of concept mapping and freewriting aided the participants' performance in their expository writing.

The study's result was confirmed by Rahman and Ambreen's (2018) claim that concept mapping serves as an effective tool for enhancing students' expository writing skills. Concept mapping has a beneficial impact on writing. It assists students in organizing ideas, comprehending written information more readily, facilitating effective idea development, simplifying the writing process, and enhancing the comprehension and elaboration of topics. Nobahar et. al. (2013) echoed a similar notion, demonstrating that explicit instruction in concept mapping led to enhancements in EFL learners' expository writing proficiency. Their study findings indicated that employing concept maps as a cognitive aid positively impacted writing skills. Employing the concept mapping strategy acted as a catalyst for brainstorming, activating learners' existing knowledge, and aiding its utilization. This process stimulated students' cognitive processes, fostering idea generation and facilitating the organized arrangement of content. Consequently, concept mapping emerged as an effective strategy for improving students' expository writing abilities.

As Gay (2016) cited, freewriting represents the creative aspect within the essential interplay of creativity and critical thinking in both thought processes and written expression. Juliati (2019) observed a similar concept, asserting that employing the freewriting technique could enhance students' paragraph writing skills by aiding in the comprehension of writing elements such as paragraph structure, vocabulary, and grammar. She highlighted how this technique enabled students to initiate writing without fixating on perfect grammar, thereby fostering comfort and ease in expressing their ideas on paper. Moreover, Juliati year suggested that beyond enhancing writing proficiency, freewriting has the potential to improve various skills and components across diverse genres within English language instruction.

Thus, students' expository writing skills were improved with the help of concept mapping and freewriting.

## **Problem 2. How do the two groups of participants compare in their expository writing before and after the intervention?**

**Ho1. The expository writing of the two groups of participants do not significantly differ before and after the interventions.**

Table 2 presents the results of the test of difference in the participants' expository writing before and after the interventions. The test compares scores in different aspects of writing: Content, Organization, Grammar, Mechanics, and an Overall score.

In the experimental group, there are significant improvements in all aspects of writing after the intervention, as indicated by high t-values and p-values of .000 in Content, Organization, Grammar, Mechanics, and the Overall score. The effect sizes are large (ranging from 2.17 to 3.92), which suggests that the intervention had a substantial impact on the students' expository writing abilities. While in the Freewriting, the group also shows significant improvements across all categories, with p-values of .000 indicating the changes are statistically significant. The effect sizes are moderate to large (ranging from 0.83 to 1.17), indicating that the intervention had a notable impact, but to a slightly lesser degree than the Concept Mapping Group.



**Table 2**

*Results of the Test of Difference in the Students' Expository Writing before and after the Interventions*

Students' Expository Writing	CONCEPT MAPPING GROUP					Effect Size	FREE WRITING GROUP				Effect Size
	Pre Test	Post Test	t	p			Pre Test	Post Test	t	p	
Content	2.08	3.50	<b>13.21**</b>	.000	2.17	2.26	2.83	<b>6.13**</b>	.000	0.95	
Organization	1.86	3.57	<b>20.66**</b>	.000	3.40	1.86	2.54	<b>6.99**</b>	.000	1.08	
Grammar	1.85	3.52	<b>16.03**</b>	.000	2.64	1.81	2.40	<b>5.68**</b>	.000	0.88	
Mechanics	1.87	3.41	<b>14.66**</b>	.000	2.41	2.06	2.68	<b>5.38**</b>	.000	0.83	
<b>OVERALL</b>	<b>1.91</b>	<b>3.50</b>	<b>23.83**</b>	<b>.000</b>	<b>3.92</b>	<b>2.00</b>	<b>2.61</b>	<b>7.56**</b>	<b>.000</b>	<b>1.17</b>	

\*\*significant at 0.01 level

\*significant at 0.05 level

The significant difference was revealed in the participants' scores on their expository writing before and after the interventions. Hence, the stated null hypothesis that there is no significant difference in the participants' expository writing results of both groups during the pretest and posttest can be rejected as revealed in the consolidated result of the overall score for concept mapping ( $t=23.83^{**}$ ,  $p=.000$ ) and freewriting ( $t=7.56^{**}$ ,  $p=.000$ ).

Additionally, the Concept Mapping Group appears to have benefited more from the intervention than the Freewriting Group, based on the effect sizes and the degree of improvement in the post-test scores. The implication is that while both teaching strategies were effective, the Concept Mapping strategy was particularly effective in enhancing students' expository writing abilities.

Since the result is virtually comparable, it can be inferred that both strategies can be equally effective in students' expository writing. The implication is that the interventions implemented between the pretest and posttest phases had a significant impact on the participants' expository writing abilities. The observed differences in scores indicate that the methods or strategies introduced during the interventions likely contributed to an improvement in the participants' expository writing skills. This implication suggests that the specific techniques used, such as concept mapping and freewriting, were effective in developing the participants' ability to write in an expository manner. It could further imply that similar interventions or instructional approaches might be beneficial for improving expository writing skills in educational settings or similar contexts.

Research of Chiang (2021) supports that concept mapping is an effective pedagogical tool that can significantly improve sentence construction, paragraphing, and editing in composition writing. Studies have found that concept mapping aids students in organizing their thoughts, enhancing coherence and cohesion in their writing, and improving overall composition skills. It helps students to actively engage in learning, facilitating better writing performance in various areas of composition.



The results from the table 6, which show a significant improvement in students' expository writing skills after the application of concept mapping, can be linked back to the Cognitive Theory roots of this strategy. Concept mapping is derived from Ausubel's Assimilation Theory of Cognitive Learning, which posits that new information is learned by assimilating it into existing cognitive structures (Novak and Canas, 2015). Immelman et. al. (2020) had emphasized that concept mapping taps into this assimilation process, allowing learners to organize and structure knowledge, thereby facilitating better understanding and retention. The table's results, indicating improvements in content, organization, grammar, and mechanics, can be seen as practical outcomes of this theoretical framework, suggesting that the use of concept mapping aligns well with cognitive learning principles to enhance writing proficiency.

### **Problem 3. How do the two groups' expository writing increment significantly differ?**

**Ho<sub>2</sub>. The two groups' expository writing increments do not significantly differ.**

Table 3 presents the results of the test of difference in the two groups of participants' expository writing performance rating increments. As shown in the P-values for content ( $p=.000$ ), organization ( $p=.000$ ), grammar ( $p=.000$ ), and mechanics ( $p=.000$ ), the null hypothesis can be rejected if the alpha value is lower than 0.05, which means that the two groups' expository writing increments significantly differ. The data suggest that both concept mapping and freewriting likely had a substantial impact on different aspects of expository writing performance. Specifically, it implies that both interventions contributed significantly to improvements in content, organization, grammar, and mechanics in the respective groups.

**Table 3**

*Result of the Test of Difference in the Two Groups of Students' Expository Writing Skills Increments*

Students' Expository Writing	CONCEPT MAPPING GROUP		FREE WRITING GROUP		t value	p	Effect size
	M	SD	M	SD			
Content	<b>1.42</b>	0.66	<b>0.57</b>	0.60	6.01**	.000	1.35
Organization	<b>1.71</b>	0.50	<b>0.68</b>	0.63	7.92**	.000	1.81
Grammar	<b>1.68</b>	0.64	<b>0.59</b>	0.70	7.38**	.000	1.63
Mechanics	<b>1.53</b>	0.64	<b>0.63</b>	0.76	5.72**	.000	1.28
<b>OVERALL</b>	<b>1.59</b>	0.40	<b>0.62</b>	0.53	9.04**	.000	2.07

The researcher observed that both groups performed better when they were exposed to different interventions. Most of them participated and showed interest during the writing classes. The utilization of concept mapping considerably improved students' expository writing ability since it is used for idea development, organization, and preparation, ultimately benefiting writers in producing better, structured, and cohesive written pieces. Students exposed to freewriting, on the other hand, were able to liberate thoughts and ideas, foster a free flow of creativity, and generate a pool of

raw material that may be refined and developed further in following phases of the writing process.

This implication suggests that the specific techniques used, such as concept mapping and freewriting, were effective in developing the participants' ability to write in an expository manner. However, based on the data, concept mapping proves to be more effective than freewriting. Concept mapping offers a structured framework for organizing ideas, a feature absent in free writing. Regarding both organization and content, concept mapping offers superior guidance compared to free writing. Kurniati and Kusumastuti (2019) support this by asserting that concept maps aid students in organizing their ideas through visual representation. Additionally, Shakoori et al. (2017) mentioned that using concept maps allows writers to independently identify missing or irrelevant ideas in their work. Nevertheless, free writing remains effective due to the independence it grants students. Having the freedom to just write, as noted by Lubold, Forbes, and Stevenson (2016), helps students direct their writing and stay engaged, potentially increasing their output and involvement in their work.

Overall, while both methods have their merits, concept mapping tends to offer superior organization and content structuring compared to free writing.

## Recommendations

The study suggests several recommendations based on its findings and conclusions: English teachers are advised to integrate Concept Mapping into their writing instruction strategies, as it has shown a significant positive impact on students' expository writing abilities, particularly in organization and grammar. Using the study as a reference, teachers can enhance students' expository writing skills. School administrators are encouraged to incorporate Concept Mapping and Freewriting as topics in In-Service Training for Teachers (INSET) and Learning Action Cells to improve learners' expository writing skills. Furthermore, future researchers are urged to use the study as a reference for additional research, exploring concept mapping and free writing as variables. Replicating the study on different writing styles, such as descriptive and persuasive, is also recommended to potentially increase the generalizability of the findings.

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## Enhancing English Learning Engagement through Kahoot: A Study at Warmadewa University's English Language and Literature Program

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### Abstract

This study investigated the impact of Kahoot, a game-based learning platform, on student engagement in English language education at Warmadewa University. The analysis showed that Kahoot significantly improved students' motivation, participation and overall quality of learning by providing instant feedback and fostering a competitive yet fun learning environment. According to Self-Determination Theory, this environment effectively fulfills students' psychological needs for competence, autonomy and relatedness, thus enhancing intrinsic motivation. In addition, Kahoot embodies the principles of the edutainment model by turning learning into an experiential and engaging journey. Comparative analysis with traditional teaching methods highlights Kahoot's superiority in promoting higher levels of engagement and motivation. This study suggests a hybrid educational approach that integrates the interactive features of Kahoot with the educational depth of traditional methods. Specific integration strategies include differentiated learning sessions and adaptive feedback mechanisms to cater to diverse student needs and preferences. Recommendations for implementing these strategies are directly informed by the research findings, addressing existing gaps in language education and increasing the relevance and impact of the research.

**Keywords:** game-based learning, student engagement, English language learning, motivation in education, blended learning approaches

### Introduction

Student engagement has emerged as a determinant of academic success in today's rapidly evolving educational landscape, characterized by significant technological advancements. This phenomenon is particularly evident in language education, where active engagement and motivation are crucial to achieving proficiency. Digital innovations are increasingly seen as promising tools to enhance traditional pedagogical methods, introducing dynamic and interactive elements that can profoundly improve the learning experience.



Kahoot, a leading game-based learning platform, is at the forefront of this innovative wave, particularly for its potential to increase student motivation and engagement across various disciplines, including language education. The English Language and Literature program at Warmadewa University provides a relevant context to investigate how such digital tools can address common challenges in language education in higher education, such as maintaining student motivation, encouraging active participation, and applying language skills in practical scenarios. The adoption of the Kahoot program reflects a broader trend to embrace progressive educational tools that cater to the digital-native generation.

Although Kahoot's design promotes an engaging and collaborative learning environment through quiz-based activities, encouraging competition, teamwork, and fun, a comprehensive exploration of its effectiveness in higher education settings, especially in language learning, still needs to be improved. Research by Kohnke and Moorhouse (2021) highlighted Kahoot's capacity to make learning more interactive and fun. Subsequent research by Rojabi et al. (2022) and Situmorang and Simanjuntak (2023) further explored its benefits, noting improved vocabulary retention and overall student engagement. However, these studies mainly focus on immediate educational outcomes, such as test scores and vocabulary acquisition, needing to fully address the long-term impact on language proficiency and academic performance.

This gap is apparent in the broader context of Game-based Student Response Systems (GSRS), such as Socrative and Quizlet, celebrated for their ability to change classroom dynamics and sustain motivation. However, empirical support for their long-term efficacy, particularly in improving academic performance in higher education, is limited. Alawadhi and Abu-Ayyash (2021) demonstrated the positive effects of such tools on student motivation and engagement, but the direct implications on academic success require further exploration.

This research aims to bridge this gap by conducting a comprehensive examination of the impact of Kahoot on student engagement in the English Language and Literature Study Programme at Warmadewa University. This research seeks to generate empirical evidence on the benefits and challenges of the Kahoot platform, which answers two main research questions: What impact does Kahoot have on student engagement in English language learning, and how do students perceive its role in enhancing their learning experience?

By studying these aspects, this research intends to provide data-driven insights and recommendations for educators and language program coordinators, aiming to integrate digital innovations into teaching methodologies effectively. The ultimate goal is to increase student engagement and achieve superior educational outcomes in language learning, thus significantly contributing to the field by detailing the practical and pedagogical benefits of incorporating innovative digital learning platforms such as Kahoot.

## **Objective**

This study aims to comprehensively evaluate the role of Kahoot, a prominent game-based learning platform, in enhancing student engagement and motivation within the English Language and Literature Program at Warmadewa University. Specifically, the research will focus on quantifying changes in student participation rates, assessing improvements in exam scores, and gathering qualitative

feedback to analyze Kahoot's impact on English language learning outcomes. Additionally, the study will explore students' perceptions of Kahoot's utility in their academic journey and identify effective practices for integrating this tool into the curriculum. By employing quantitative and qualitative measures, the study provides a detailed examination of how Kahoot influences student engagement, the platform's effectiveness from the learners' perspective, and its contribution to enhancing language proficiency. This multifaceted approach will enable the research to offer nuanced insights into the adoption and impact of interactive digital tools in language education. The ultimate goal of this research is to deliver evidence-based recommendations that support educators in adopting game-based learning methodologies. By doing so, the study aims to foster a more engaging, motivational, and effective language learning environment, thereby enhancing overall educational outcomes in language studies at the tertiary level.

### **Research Methodology**

This study adopts a qualitative research approach to evaluate the impact of Kahoot on student engagement and motivation in English language learning at Warmadewa University. Qualitative methodology was chosen to deeply understand the experiences and perceptions of students and educators regarding the integration of game-based learning tools in education. This approach is aligned with the research objective to explore subjective interpretations and capture detailed insights into the effectiveness of digital innovations in educational settings. Participants will be students enrolled in the English Language and Literature Programme at Warmadewa University. A purposive sampling strategy will be utilized to ensure the representation of diverse experiences across different levels of proficiency and academic rank. Approximately 24 students will be recruited for the study, ensuring a balance between genders and including both native and non-native speakers of English to enrich the data set with varied linguistic backgrounds and learning experiences.

Data will be collected through semi-structured interviews and direct observation. The interview guide will include open-ended questions focusing on students' perceptions of the impact of Kahoot on their motivation, engagement, language retention and overall learning experience. Observations will be conducted in classrooms where Kahoot is actively used, following a specific observation protocol outlining criteria such as student participation, level of engagement, and interaction patterns. All sessions will be recorded. This research will adhere to ethical guidelines by ensuring voluntary participation, consent, and confidentiality. Participants will be informed of the purpose of the study, their rights as participants, and the measures taken to protect their privacy. In addition, member checking will be conducted by sharing a summary of the findings with the participants to verify the accuracy and appropriateness of the interpreted data. These steps will help strengthen the trustworthiness and credibility of the research findings. This research is scheduled to be conducted over six months. This schedule includes two months for data collection, two months for data analysis, and two months for writing and revising the final report. Resources required include access to digital recording equipment, qualitative data analysis software, and collaboration with local educators for classroom access and support. By providing detailed information on specific procedures, participant selection criteria, ethical considerations, and validity measures, this methodology section aims to

ensure a rigorous, transparent, and reproducible research process. This approach is designed to effectively capture the impact of Kahoot on student engagement and motivation, thus contributing valuable insights to the field of digital education.

## Results and Discussion

The investigation into the use of Kahoot at Warmadewa University reveals its substantial influence on student engagement in English language learning, showcasing its effectiveness in educational settings. Utilizing a qualitative methodology that includes comprehensive interviews and classroom observations, this study highlights Kahoot's significant role in enhancing the classroom atmosphere. It promotes increased motivation, participation, and a positive learning environment. This analysis, enriched by student feedback, theoretical frameworks, and comparisons with traditional teaching methods, delves into the multifaceted educational utility of Kahoot. The results demonstrate how this game-based learning platform creates a dynamic and engaging learning environment, substantially contributing to the vibrancy and motivation within the classroom.

Kahoot's game-based learning model is pivotal in boosting student motivation and engagement in English language courses at Warmadewa University. The platform's interactive and competitive nature has significantly increased students' eagerness to attend and actively participate in classes. Students highlighted that Kahoot's immediate feedback feature enhances real-time comprehension and assessment, promoting a continuous cycle of achievement and engagement. This dynamic is supported by the Self-Determination Theory (Hancox et al., 2015), which emphasizes that environments meeting the psychological needs for autonomy, competence, and relatedness can significantly elevate intrinsic motivation. Kahoot effectively addresses these needs by enabling an autonomous learning environment, providing opportunities for demonstrating competence, and fostering a sense of community through interactive learning, thereby enhancing student motivation.

The research emphasizes Kahoot's beneficial impact on students' learning experiences and perceptions. By integrating gaming elements into educational activities, Kahoot shifts the traditional learning paradigm from a conventional, passive mode to an active, experiential one. Students reported valuing the combined entertainment and educational benefits of using Kahoot to learn English, making the process more engaging and enjoyable. This approach aligns with the edutainment model, where education and entertainment merge to enhance learning retention and student satisfaction (Prensky, 2001). Furthermore, Kahoot's emphasis on collaboration and competition helps to foster a supportive learning community, enriching students' experiences and perspectives on language learning.

Additionally, the adoption of Kahoot positively transforms classroom dynamics. Initial apprehensions due to the game's time-sensitive challenges give way to increased student confidence and enthusiasm. This transformation is linked to Kahoot's adaptive challenges, which resonate with Vygotsky's concept of the Zone of Proximal Development (Warford, 2011), which is crucial for cognitive development. Kahoot compels students to think quickly and accurately, pushing them beyond their comfort zones and facilitating cognitive growth and adaptability. Collective Kahoot participation fosters student unity and collaboration, dismantling barriers and enabling a more inclusive, interactive classroom setting.

The table 1 presented the average sentiment scores as percentages to better illustrate the impact of Kahoot.

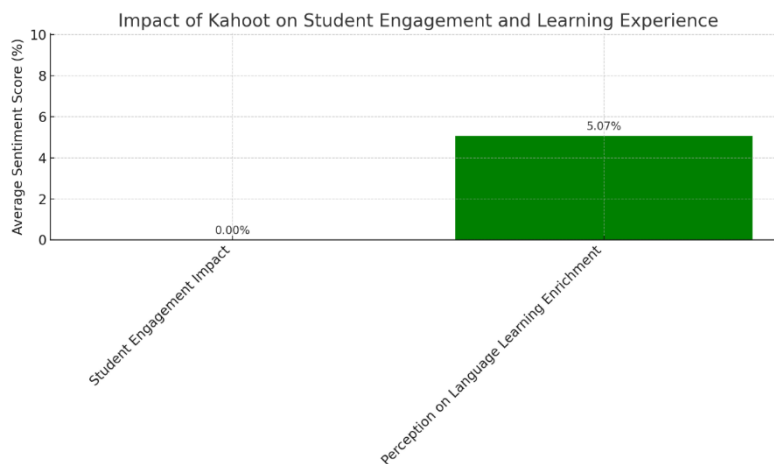
**Table 1**

*The average sentiment scores as percentages to better illustrate the impact of Kahoot*

Aspect	Average Sentiment Score
Student Engagement Impact	0.00 %
Perception on Language Learning Enrichment	5.07%

**Figure 1**

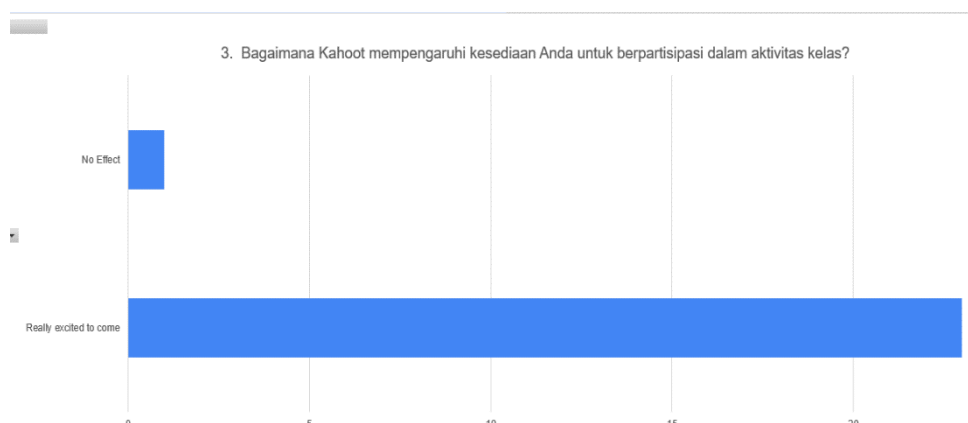
*Impact of Kahoot on Student Engagement and Learning Experience*



The sentiment analysis shows a neutral average sentiment score of 0.00%, indicating a balanced or varied view of Kahoot's impact on engagement. The analysis reveals a slightly positive average sentiment score of 5.07%, suggesting that students mildly favor Kahoot's role in enhancing their learning experience.

**Figure 2**

*The Effect of Kahoot to Student Motivation on Joining the Class*



Student remarks like "Jadi lebih semangat datang" and "Ya, tentu.. sangat merekomendasikan" reflect positive views on Kahoot's motivational impact and effectiveness in engaging students. These qualitative insights and quantitative sentiment analysis offer a holistic view of Kahoot's impact. While the overall sentiment is neutral to slightly positive, strong endorsements underscore Kahoot's role in boosting engagement and enriching the educational journey. Based on the provided bar chart, we can see there are two categories that respondents could choose from in answering the question about the impact of Kahoot on their willingness to participate in class activities. Here is the breakdown:

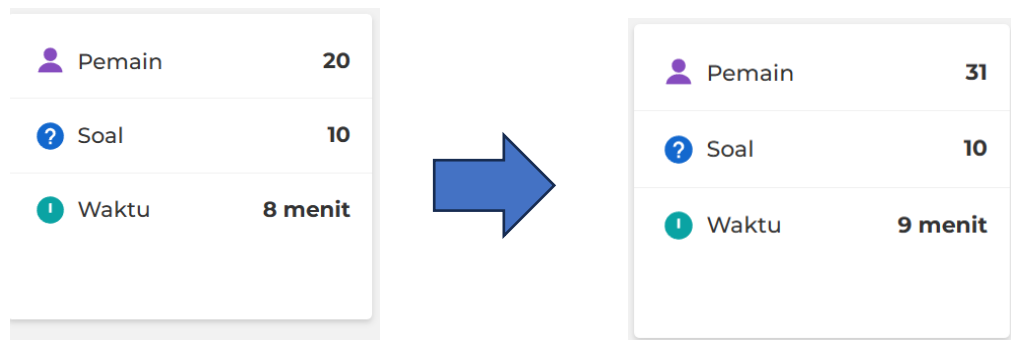
"Tidak ada pengaruh" (No influence) - This category has a lower count, indicating that fewer respondents felt that Kahoot had no impact on their willingness to participate.

"Jadi lebih semangat datang" (Became more enthusiastic about coming) - This category has a significantly higher count, suggesting that most respondents felt more enthusiastic about participating in class activities because of Kahoot.

From the estimated values, approximately 11.54% of respondents felt that Kahoot did not influence their willingness to participate in class activities. In contrast, about 88.46% felt more enthusiastic about participating because of Kahoot. This data suggests that Kahoot positively impacts most respondents' engagement in English learning activities.

### Figure 3

*Pre-test and Post-test*



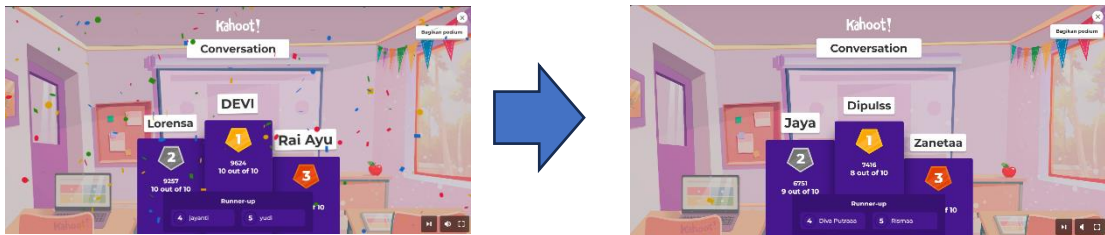
These two images provide data on Kahoot game sessions, indicating increased participation and duration from one session to the next. In the first image, we have a Kahoot session with the following details: Pemain (Players): 20 participants, Soal (Questions): 10 questions, and Waktu (Time): 8 minutes. The second image shows a subsequent Kahoot session with: Pemain (Players): 31 participants, Soal (Questions): 10 questions and Waktu (Time): 9 minutes.

Comparing the two sessions, there is a noticeable increase in player engagement, with the number of participants rising from 20 to 31, an increase of 55%. Additionally, the duration of the session increased by 1 minute, which could indicate either a higher engagement level or that more time was given per question to accommodate the larger group. The number of questions remained consistent at 10 for both sessions, allowing for a direct comparison of the other variables.

This data suggests that Kahoot is becoming more popular among students, reflecting higher engagement or motivation to participate in the activities facilitated by Kahoot. The increase in players and time may contribute positively to the educational outcomes, implying greater student involvement and more time spent on tasks.

#### Figure 4

*Winner in Pre-test and Post-test*



The images provided show the results from two different Kahoot sessions, focusing on a "Conversation" topic, presumably as part of a learning activity. From the first session (left image), we can observe: The top player is "Dipulss", with a score of 7416 points, and answered 8 out of 10 questions correctly. The second place is "Jaya", with a score of 6751 points, and she answered 9 out of 10 questions correctly. The third place is "Zanetaa", with an undisclosed score and number of correct answers.

In the second session (right image), the results show: The top player is "DEVI", with a higher score of 9624 points and a perfect 10 out of 10 questions answered correctly. "Lorezza" is in second place with 9257 points, also with 10 out of 10 questions answered correctly. "Rai Ayu" is in third place with an undisclosed score and number of correct answers. Comparing the two sessions, There is an increase in the scores from the first to the second session. The top score went from 7416 to 9624, and the second-highest score went from 6751 to 9257. The number of correct answers improved for the top positions. In the first session, the highest number of correct answers was 9 out of 10, while in the second session, both the first and second places achieved perfect scores. The increment in scores and correct answers may indicate an improvement in the participants' understanding or familiarity with the subject matter.

Overall, the data shows a positive trend from the first to the second session, suggesting that players potentially learn and improve as they engage with the content through Kahoot. This game might reflect increased knowledge retention or a better grasp of the English conversation skills being tested.

Despite Kahoot's strengths in elevating the English language learning experience, challenges remain. Kahoot's reliance on technology and stable internet connectivity may need to be improved in some educational contexts. Additionally, its competitive aspect could cause anxiety among less confident students. A balanced incorporation of Kahoot with traditional teaching methods could mitigate these issues, enhancing its inclusivity and effectiveness.

A comparative analysis between Kahoot and traditional teaching methods highlights Kahoot's advantages in fostering engagement and motivation, contrasting with the passive learning often associated with traditional methods. This supports pedagogical theories advocating active learning (Bonwell & Eison, 1991). However, acknowledging the value of traditional methods in establishing language fundamentals



suggests that a hybrid approach, blending Kahoot with traditional methods, could provide the most holistic learning experience.

In summary, the qualitative exploration of Kahoot's impact at Warmadewa University significantly underscores its potential to enhance student engagement in English language learning. By fostering an interactive, motivational, and enjoyable educational environment, Kahoot addresses pivotal language education challenges. To optimize its advantages, educators should consider integrating Kahoot with traditional teaching methodologies, accommodating diverse learning styles and preferences. Future studies might examine the effectiveness of this integrated learning model across various educational settings and subjects.

### **Recommendation**

Drawing from the detailed examination of Kahoot's role in fostering student engagement in English language learning at Warmadewa University, this study proposes several strategic recommendations to enhance the application of game-based learning tools within educational frameworks. For educators, Kahoot and analogous platforms should be weaved seamlessly into their curricula to boost student motivation and participation. Such integration should harmonize with traditional teaching practices, offering a diversified approach accommodating various learner preferences and requirements. It is essential to cultivate a supportive and cooperative learning atmosphere, utilizing Kahoot's group-oriented and interactive features to mitigate competitive stress and nurture a learning community spirit. Overcoming technological hurdles and guaranteeing equal access to digital tools is imperative to ensure comprehensive student participation in these innovative learning methodologies. Educators should also be attentive to students' emotional and psychological states, offering guidance and encouragement to effectively navigate the competitive elements inherent in game-based learning.

For educational institutions, prioritizing investments in vital technological infrastructures and professional development for educators is critical to facilitate the successful incorporation of digital learning tools. Fostering an environment that encourages pedagogical creativity and acknowledges effective educational practices can stimulate a culture of continuous improvement and innovation in teaching and learning.

Future research avenues include longitudinal studies to assess the enduring impacts of game-based learning on student engagement and language mastery, alongside comparative analyses to determine Kahoot's relative effectiveness against other digital and traditional educational strategies in diverse learning environments. Exploring the direct correlations between game-based learning tools and educational outcomes and extending this research to encompass various cultural and instructional contexts will contribute to a more rounded comprehension of game-based learning's role in augmenting language education and beyond.

These recommendations aim to capitalize on the study's positive outcomes, promoting more dynamic, efficacious, and inclusive English language learning experiences. They underscore the importance of a thoughtful and balanced approach to incorporating game-based learning tools like Kahoot in educational settings, enhancing student engagement and learning achievements.

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## Addressing College Students' Writing Difficulties through Cooperative Learning and Inquiry-Based Learning Approaches

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### Abstract

High proficiency in college students' writing is beneficial for their academic success. The dynamic nature of higher education demands effective communication through writing, making it imperative to understand the prevalent issues hindering students' success in this area. This study assessed the effectiveness of Cooperative Learning and Inquiry-based Learning in improving writing difficulties among college students. Conducted over eight weeks at a private university in Cagayan de Oro City, Philippines, this quasi-experimental research involved 64 participants. The study utilized a comprehensive rubric assessing content, organization, grammar, vocabulary, and mechanics to evaluate the students' essays. Results demonstrated notable improvements in both Cooperative Learning and Inquiry-based Learning, with students progressing from 'Emerging' to 'Proficient' levels in writing. These enhancements were significant in all assessed areas, highlighting the effectiveness of the interventions. While both methods were found effective in improving writing proficiency, the Inquiry-based Learning approach stood out as more effective, particularly in improving grammar. This finding emphasizes its role in elevating the overall writing quality of college students. The study's outcomes not only affirm the effectiveness of their pedagogical strategies in enhancing writing abilities. Future research is recommended to further investigate the nuances of these learning approaches, as identified in this study.

**Keywords:** writing quality, cooperative learning, inquiry-based learning

### Introduction

In today's globally interconnected environment, effective writing skills are considered a vital asset within the Philippine education system. Far from being just a basic communication tool, writing proficiency has emerged as a critical determinant for success across various domains. Scholars like Moses and Mohammad (2019) affirm that a student's future employability hinges significantly on their writing expertise, underscoring the necessity of mastering this competency in this modern world.

Several studies within the Philippine context have shed light on the challenges college students face in their writing proficiency. As Bautista and Gonzalez (2013) illustrate, Filipino students often struggle with various elements of writing, including content, structure, grammar, and usage. Such difficulties typically emerge

due to inadequate preparation at the secondary level, thereby becoming starkly noticeable when they transition to the university level, which demands more discipline-specific and analytical writing skills. Bernardo (2007) adds that these struggles frequently result from students' limited vocabulary and habitual direct translation from Filipino, leading to poorly structured essays and weak arguments.

Considering these concerns, this study aims to enhance the writing quality of college students through two pedagogical approaches: cooperative learning and inquiry-based learning.

Cooperative learning is an instructional strategy that promotes collaboration, active participation, and mutual support among students. It involves structured activities where students work together in small groups to achieve a common goal. Cooperative learning fosters positive interdependence, individual accountability, and social skills development. The cooperative learning strategy developed by David W. Johnson and Roger Johnson (2009) emphasizes the positive effects of cooperative learning on academic performance, social skills, and positive relationships among students. On the other hand, inquiry-based learning, rooted in constructivist theory, encourages students to explore and investigate real-world issues, promoting critical thinking and effective communication skills essential for writing proficiency (Pedaste et al., 2015). Utilized in tandem, these pedagogical approaches may improve college students' writing abilities by fostering collaborative learning, in-depth understanding, and critical analysis.

In this era of globalization, Filipino students must not be only equipped with strong academic writing skills but also capable of leveraging these skills for their professional and academic progression. By addressing these research gaps, teachers can ensure Filipino college students are adequately prepared to compete and excel in the global arena, thus underscoring the importance of conducting this study.

## **Framework**

This study hypothesizes that cooperative learning and inquiry learning approaches can enhance the writing quality of college freshmen learners. This investigation draws support from John Dewey's (1933) Constructivist learning theory, Cooperative Learning by Vygotsky (1978) and Independent Learning Theory by Wedemeyer (1977). Dewey believed that learning is not a passive reception of knowledge but an active process of constructing meaning through direct experience. In his seminal work "Experience and Education," he emphasized the value of hands-on learning and the role of experience in shaping understanding (Dewey, 1938). According to Dewey, students learn best when they are actively engaged in their learning environment, interacting with the world around them.

*Cooperative Learning.* Cooperative learning refers to an instructional approach that combines cooperative learning strategies. With the use of technology, cooperative learning enhances collaboration, engagement, and learning outcomes among students. It leverages various digital tools and platforms to facilitate communication, information sharing, and collaborative problem-solving. This structured approach promotes active engagement, interdependence, and shared responsibility among students, fostering a deeper understanding of the material and improving writing quality through collaborative knowledge construction.

When applied to writing instruction, cooperative learning provides a supportive environment where students engage in active dialogue, share ideas, and collectively construct knowledge (Gillies, 2007). Through collaborative writing activities, students have the opportunity to receive and provide feedback, fostering a deeper understanding of writing conventions, organization, and clarity (Keeley, 2014). In addition to the advantages of peer review and discussion, collaborative writing is thought to help improve confidence and make idea development and execution easier (Sitompul et al., 2022).

Numerous studies have consistently examined the effectiveness of the cooperative learning approach in enhancing the writing quality of learners. A study conducted by Zhou and Lewis (2021) unveiled that cooperative learning when used in a college classroom, students were able to learn and have high quality in their outputs. Thus, incorporating cutting-edge technologies in information technologies into effective teaching methods enhances profound learning experiences within higher education settings.

Furthermore, a study conducted by Adhami and Taghizadeh (2022) revealed that students using online platforms such as Edmodo and Google Docs showed significant improvement in their writing quality, particularly in the areas of grammar and fluency. Moreover, adopting this approach led to increased learner engagement, motivation, satisfaction, and reduced anxiety. The outcomes also indicated learners' favorable attitudes toward the educational benefits of using Edmodo and Google Docs.

Lin (2013) studied the impact of using cooperative learning or task-based learning on nursing students and found that it is an effective way to improve students' skills proficiency, and it can also lead to a more positive learning experience.

Research studies conducted in recent years have further highlighted the benefits of a cooperative approach in enhancing writing outcomes. Mendo-Lazaro et al, (2022), implied that cooperative learning encourages the development of interpersonal skills and motivates students to participate more actively in the teaching and learning process. For instance, a study by Kyei-Blankson et al., (2016) suggests that tools such as Google Docs, Microsoft Teams, or collaborative whiteboards enable students to work together in real-time, creating and editing documents or presentations simultaneously. These tools facilitate group projects, brainstorming sessions, and co-creation of content, promoting active engagement and fostering teamwork.

*Inquiry-based Learning.* Inquiry-based learning, when applied in conjunction with Wedemeyer's Independent Learning Theory (1977), offers a powerful approach to enhancing writing quality among learners. Independent Learning Theory emphasizes learners' active involvement in the learning process and their ability to self-direct their learning experiences. By combining this theory with inquiry-based learning, students are empowered to take ownership of their writing, engage in self-directed research, and improve their writing quality.

One of how inquiry-based learning aligns with Independent Learning Theory to enhance writing quality is by promoting students' autonomy and self-regulation. In an inquiry-based learning environment, students have the freedom to choose their topics of interest, conduct independent research, and explore their unique perspectives on the subject matter (Park, 2014). This autonomy fosters a sense of responsibility and ownership over their writing, leading to increased engagement and



motivation. As a result, students are more likely to invest time and effort into producing high-quality written work.

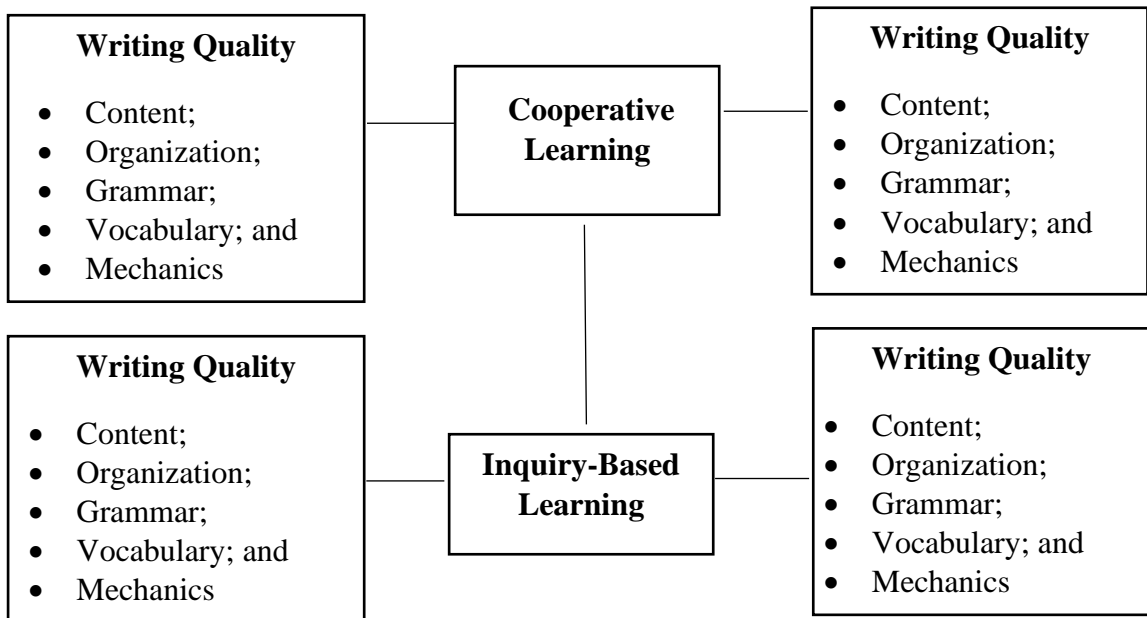
Furthermore, the integration of independent learning principles in inquiry-based learning enhances students' metacognitive awareness and self-reflection. Independent Learning Theory emphasizes the importance of self-assessment and self-monitoring in the learning process (Dembo & Eaton, 2000). In an inquiry-based learning setting, students are encouraged to reflect on their own writing process, identify areas for improvement, and set goals for enhancing their writing quality. This metacognitive awareness enables students to recognize their strengths and weaknesses, make targeted revisions, and take responsibility for their writing development.

Moreover, independent learning within the context of inquiry-based learning equips students with research skills that are crucial for improving writing quality. As students engage in independent research to explore their chosen topics, they learn how to locate, evaluate, and incorporate relevant and reliable sources into their writing (Kuhlthau, 2013). This research competency enables students to provide strong evidence, support their claims, and enhance the credibility and depth of their written work.

In a nutshell, through cooperative learning and inquiry-based learning approaches, educators can guide students toward producing quality written work. Developing proficiency in these areas equips students with essential skills for academic success and prepares them for professional endeavours.

**Figure 1**

*Schema Showing the Interplay of Variables of the Study*



The figure presented on the following page illustrates the intricate interplay among the variables discussed within the framework of the study. This visual representation offers a comprehensive overview of how these variables interact and influence one another. Al-Jaro et al, (2016) suggest that students require concepts to research and write about. Skilled writers can employ prewriting processes and invention techniques, while less proficient writers may require guidance. By visually depicting the relationships and connections, the figure enhances the understanding of the conceptual framework and provides a visual roadmap for the study's theoretical underpinnings.

### **Research Questions**

This study sought to investigate the effectiveness of cooperative learning and inquiry-based learning approaches in improving students' written communication skills. The study seeks to address the following research questions:

1. Are there any statistically significant differences between the levels of the students' writing quality before and after interventions considering: 1) Content; 2) Organization; 3) Grammar; 4) Vocabulary; and 5) Mechanics?
2. Is there any statistically significant differences among students of the experimental and control groups with reference to their writing quality in the pre and post-test?
3. Do the two groups of participants' writing quality significantly differ?

### **Research Objectives**

This study aims to evaluate the impact of cooperative learning and inquiry-based learning methods on enhancing the writing quality of college students enrolled in a private university in Cagayan de Oro City.

### **Methodology**

The research employed a quasi-experimental approach, as described by Di Nardo (2008), to assess the causal impact of interventions on the writing skills of college freshmen students. The study involved a sample of college freshmen students from four different sections, who served as research participants. These sections were formed using a heterogeneous grouping approach, resulting in a total of 64 students. Specifically, two sections, each comprising 32 students, were assigned to the Inquiry-based learning strategy, while the other two sections, also consisting of 32 students, will be assigned to the Cooperative learning strategy. The statistical tools used in this study were descriptive, t-test and ANCOVA. Furthermore, it provided a comprehensive analysis of the data, enabling a deeper understanding of the influence of the interventions on the participants' writing quality.

### **Result and Discussion**

Table 1 showcases the summary table of the participants writing quality highlighting substantial progress within both the Cooperative and Inquiry-based learning Groups. The Inquiry-based learning group exhibited a noteworthy result, advancing from '*Emerging*' to '*Proficient*' (mean score of 4.44), paralleled by the Cooperative Group's ascent into the '*Proficient*' category (mean score of 4.23). This indicates that different teaching approaches can yield substantial gains in writing skills.

This underscores the potential for diverse educational strategies to cater to varying learning styles and preferences, ultimately contributing to improved academic outcomes in writing. The results also highlight the importance of incorporating a variety of teaching methods to foster comprehensive skill development in educational settings

**Table 1**  
*Participants' Writing Quality*

	COOPERATIVE GROUP						INQUIRY GROUP					
	Pretest			Post test			Pretest			Post test		
	M	Int	SD	M	Int	SD	M	Int	SD	M	Int	SD
Content	2.78	Dev	0.42	4.38	Prof	0.55	2.94	Dev	0.25	4.69	Ex	0.47
Organization	2.69	Dev	0.54	4.50	Prof	0.57	2.78	Dev	0.42	4.69	Ex	0.47
Grammar	2.41	Em	0.61	4.16	Prof	0.51	2.14	Em	0.61	4.38	Prof	0.49
Vocabulary	2.44	Em	0.50	4.09	Prof	0.39	2.59	Dev	0.56	4.31	Prof	0.59
Mechanics	2.16	Em	0.68	4.0	Prof	0.25	2.06	Em	0.39	4.13	Prof	0.42
<b>OVERALL</b>	<b>2.49</b>	<b>Em</b>	<b>0.36</b>	<b>4.23</b>	<b>Prof</b>	<b>0.37</b>	<b>2.50</b>	<b>Em</b>	<b>0.39</b>	<b>4.44</b>	<b>Prof</b>	<b>0.34</b>

*Legend:*

4.51-5.00 = Ex (Exemplary); 3.51-4.50 = Prof (Proficient); 2.51-3.50 = Dev (Developing); 1.51-2.50 = Em (Emerging); 1.00-1.50 = Beg (Beginning)

The gains in writing skills shown by the Cooperative and Inquiry-based Learning Groups, as indicated by their advancement to 'Proficient' levels, are well-supported by existing research. Studies on inquiry-based learning, like the one involving pharmacy students, demonstrate its effectiveness in enhancing various aspects of academic writing skills, aligning with the Inquiry Group's performance (Wale & Bogale, 2021). Similarly, research on cooperative learning highlights its role in developing key academic goals, interpersonal skills, and active participation, resonating with the Cooperative Learning group improvement (Mendo-Lázaro, et al., 2022). These findings emphasize the effectiveness of diverse educational strategies in catering to varying learning styles and preferences, thereby contributing to improved academic outcomes in writing and underscoring the value of integrating multiple teaching methods for comprehensive skill development.

Table 2 presents the findings in the participants' writing quality before and after the interventions. The data reveal a marked improvement in the writing skills for both groups, transitioning from the pretest to the posttest phase. This is shown in the statistically significant t-test results in the Cooperative group ( $t=23.45$ ,  $p=.000$ ) and in the Inquiry group ( $t = -27.99$ ,  $p=.000$ ). These findings indicate a noteworthy elevation in writing proficiency after the interventions. Thus, the null hypothesis is rejected. The findings effectively challenge the null hypothesis, which suggested no significant variation in writing quality as a result of the interventions. The results, therefore, underscore the effectiveness of the applied interventions in fostering improved writing abilities among the participants.

**Table 2**

*Result of the Test of Difference in the Participants' Writing Quality Before and After the Interventions*

	COOPERATIVE GROUP						INQUIRY GROUP						Effect size	
	Pretest		Post test		t	P	Effect Size	Pretest		Post test		t		p
	M	SD	M	SD				M	SD	M	SD			
Content	2.78	0.42	4.38	0.55	13.55**	.000	1.70	2.94	0.25	4.69	0.47	19.49**	.000	2.52
Organization	2.69	0.54	4.50	0.57	17.31**	.000	2.22	2.78	0.42	4.69	0.47	20.33**	.000	2.64
Grammar	2.41	0.61	4.16	0.51	12.33**	.000	1.53	2.14	0.61	4.38	0.49	17.72**	.000	2.28
Vocabulary	2.44	0.50	4.09	0.39	15.57**	.000	1.98	2.59	0.56	4.31	0.59	18.60**	.000	2.40
Mechanics	2.16	0.68	4.05	0.25	15.40**	.000	1.96	2.06	0.39	4.13	0.42	14.57**	.000	1.85
<b>OVERALL</b>	<b>2.49</b>	<b>0.36</b>	<b>4.23</b>	<b>0.37</b>	<b>23.45**</b>	<b>.000</b>	<b>3.06</b>	<b>2.50</b>	<b>0.39</b>	<b>4.44</b>	<b>0.34</b>	<b>27.99**</b>	<b>.000</b>	<b>3.67</b>

Additionally, the overall effect size of 3.67, is extraordinarily high in the context of Cohen's d metrics. This magnitude of effect size is suggesting that the interventions implemented had contributed on improving writing quality. Such a pronounced effect size implies not just statistical significance but also practical significance, indicating that the changes in writing quality are substantial and likely to have meaningful implications in real-world educational settings. This data strongly support the efficacy of the applied interventions, suggesting that they could be effective tools in educational practices aimed at enhancing writing skills.

The data also provide compelling evidence of the participants' improved writing abilities across various components. Notably, the Content component stands out with a remarkable t-value of 19.49, signifying a substantial enhancement in their capacity to generate relevant and insightful content. This suggests a deeper level of engagement with the topics they were writing about. Additionally, the Organization component, exemplified by a noteworthy t-value of 20.33, highlights a significant advancement in the coherence of the writing structure. This, in turn, implies that the participants' writing has likely benefited from increased clarity and persuasive effectiveness.

**Table 3**

*Mann-Whitney (Z) Values Showing Significant Differences in the Two Groups of Participants' Writing Quality*

Participants' Writing Quality	Intervention 1 COOPERATIVE GROUP (Mean Rank)	Intervention 2 INQUIRY GROUP (Mean Rank)	Mann-Whitney U	Z	p	Effect sizes
Content	29.83	35.17	426.5	<b>1.30</b>	<b>.193</b>	-0.16
Organization	31.14	33.86	468.5	<b>.707</b>	<b>.480</b>	-0.09
Grammar	27.20	37.80	342.5	<b>2.45*</b>	<b>.014</b>	-0.31
Vocabulary	31.39	33.61	476.5	<b>.552</b>	<b>.581</b>	-0.07
Mechanics	30.20	34.80	438.5	<b>1.07</b>	<b>.283</b>	-0.13
OVERALL	27.77	37.23	360.5	<b>2.06*</b>	<b>.039</b>	-0.26

\* significant at 0.05 level

The observed difference in performance between the two groups could be attributed to the unique aspects of Inquiry-based Learning. This approach emphasizes student-centered, active learning where students explore questions, problems, and scenarios, leading to deeper understanding and retention of knowledge. It often involves critical thinking, problem-solving, and application of concepts in real-world contexts, which can enhance writing proficiency by fostering a more engaged and reflective learning process.

Furthermore, the effect size for overall writing quality is measured at -0.26 according to Cohen's d metrics. This denotes a small to medium effect, signifying that while the improvement in writing quality is statistically significant, its practical implication is moderate. Such an effect size suggests observable improvements in real-life educational settings, but not drastic or overpowering changes (Di Carlo, 2019).

Overall, the data illustrates the clear advantage of the inquiry-based intervention in improving overall writing quality, especially in grammar mastery. While the two methods showed comparable effectiveness in areas like organization, vocabulary, and mechanics, the inquiry-based approach emerged as a more effective tool for enhancing comprehensive writing skills. This coincides with Wale and Bogale (2021) that inquiry-based writing education helps students enhance their academic writing skills, such as task completion, coherence and cohesion, lexical resource, grammatical range, and accuracy. This analysis emphasizes the critical role of methodological choice in educational settings, particularly when aiming to improve specific aspects of writing proficiency.

## Recommendations

English language educators are encouraged to enhance their teaching methods by leveraging Learning and Inquiry-based learning approaches to address learners' writing difficulties. Additionally, structured inquiry-based learning activities can guide students in asking questions, conducting research, and critically analysing sources, with necessary scaffolding and support. School administrators play a crucial role in maximizing effective learning strategies, providing ongoing professional development for teachers in technology and inquiry integration, and collaborating with teachers to ensure alignment with educational standards.

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## Translanguaging Practice in EFL Classroom: A Comparative Study of Chinese and Indonesian Universities

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### Abstract

This comparative study investigates translanguaging in undergraduate English as a Foreign Language (EFL) classrooms in China and Indonesia, filling a gap in comparative and higher education research. Employing a qualitative approach, this study employed classroom observations and interviews in two universities in China and Indonesia to explore translanguaging's pedagogical integration into language learning. A total of 70 university students and four lecturers in China and Indonesia became the participants of this study. The data collected from the transcriptions of classroom recordings were categorized based on Fang and Liu's (2020) classifications of classroom translanguaging practices and interrater were applied to ensure the validity of analysis results. The findings show while consistent in Chinese contexts, Indonesian classrooms showed variations, notably lacking content localization. The comprehensive examination of translanguaging in Chinese and Indonesian EFL classrooms confirms its efficacy in leveraging students' existing linguistic and cultural backgrounds to foster a deeper understanding of a second language, making learning more inclusive and engaging. This study enriches the existing body of research by demonstrating the versatility and impact of translanguaging across diverse linguistic and cultural landscapes. Finally, by describing translanguaging as a bridge between students' linguistic and cultural backgrounds and EFL learning, this study offers crucial insights for educators aiming to embrace more inclusive and responsive teaching approaches, underscoring its transformative potential in EFL classrooms.

**Keywords:** translanguaging, EFL classrooms, higher education, comparative study

## Introduction

The monolingual approach in second language education that advocates for the exclusive use of the target language has posed significant challenges to learners' confidence and engagement. According to Cummins (2007), this viewpoint maintains a rigid division between L1 and L2, supported by the idea that immersion in second language learning experiences (L2) should be preferred over first language (L1) acquisition. However, there are serious ramifications for learners from this monolingual approach which could undermine their confidence and hinder their progress toward learning a second language. Furthermore, it can have a significant impact on how they feel about learning a second language, which can affect their engagement and behavior in L2 learning.

While the monolingual approach has been widely practiced and debated within EFL classroom contexts, alternative pedagogical strategies that might better address the challenges learners face should be explored. In countries where English serves as a foreign language, like Indonesia and China, the drawbacks of employing an English-only policy, especially regarding learner confidence and engagement, should not be overlooked. In these countries, the discussion of the suitability and effectiveness of an English-only policy in an EFL classroom is questioned, as posed by Emilia and Hamied (2022) within the Indonesian context and Sun, Wang, and Liu (2015) within the Chinese context. Therefore, this consideration sets the stage for exploring translanguaging as an innovative approach, contrasting the monolingual approach, that embraces the linguistic diversity present in EFL classrooms.

Classroom translanguaging practices are embraced by non-native English speakers to foster an inclusive learning environment that values and utilizes native linguistic resources. Translanguaging aims to soften the sharp distinctions that are typically made between languages, supporting the acknowledgment of multilingual practices from the viewpoint of language users as opposed to the languages themselves (Garcia, 2009; García & Wei, 2014). This method creates a more inclusive and dynamic learning environment. Using translanguaging as a pedagogical strategy allows teachers to take advantage of their students' linguistic diversity while also acknowledging it, which increases student participation and engagement in class activities.

Concerning translanguaging practices in the expanding-circle countries, exploring translanguaging in Chinese and Indonesian EFL classrooms offers a promising avenue for enhancing language education in multilingual contexts. Comparing translanguaging practices between these two countries is crucial due to their populous and linguistically diverse settings. Moreover, both countries encounter challenges in teaching EFL due to their multiple local languages that coexist with the national language, making the monolingual approach to teaching English extremely complicated. Therefore, exploring the implementation of translanguaging in these settings can shed light on how it is applied across different environments to highlight best practices in EFL classrooms.

Based on the elaborations above, this study aims to investigate translanguaging strategies in higher education to reveal the complex applications of translanguaging in the Chinese and Indonesian contexts. The study intends to shed light on the potential of translanguaging to enhance second language teaching and learning in a variety of educational settings by investigating these dimensions.

## Literature Review

Translanguaging was coined by Williams (1994) as a bilingual teaching approach, and it has since expanded to include the flexible language use of multilingual people and communities in our increasingly interconnected world. This method, which has been elaborated by Baker (2011) and others, emphasizes the interaction of languages in learning and cognition and sees multilingualism as an integrated linguistic system. However, the theoretical viewpoint that treats languages as interconnected parts of a single system (Canagarajah, 2011) questions the conventional bilingualism views and highlights the resourcefulness and adaptability of multilingual speakers. Nevertheless, by utilizing linguistic diversity in the classroom, translanguaging has emerged as a crucial pedagogical tool that improves comprehension and engagement.

The dominance of monolingual ideologies in English Language Teaching (ELT) has historically marginalized the role of students' L1 in L2 learning, promoting English as the sole medium of communication and inadvertently overlooking the linguistic and cultural richness students bring to the classroom (Phillipson, 1992; Mahboob & Lin, 2016). This perspective has often led to the perception of L2 learners' outputs as deficient across various linguistic domains due to the overlooked influence of L1 (May, 2011; Hamed, 2018; Nuruzzaman et al., 2018; Chania & Amri, 2019; Boonraksa & Naisena, 2021; Rafael, 2019; Putri & Rosa, 2020). However, a paradigm shift is occurring, with a move away from adhering strictly to native speaker norms towards embracing multilingual ELT classrooms that recognize and leverage the linguistic diversity of students as emerging multilinguals (Rabbidge, 2019) and cultural values in language learning (Baker, 2011; Creese & Blackledge, 2010). This shift facilitates the adoption of translanguaging approaches, which integrate students' L1 knowledge into the learning process, enhancing both teaching efficacy and classroom management (Illman & Pietilä, 2018; Kampittayakul, 2018; Gabryś-Barker, 2020). Such approaches have been shown to significantly improve student engagement, comprehension, and overall language proficiency, particularly benefiting those with lower initial proficiency levels by providing a more inclusive and relatable learning environment (Iversen, 2019; Dougherty, 2021; Akbar & Taqi, 2020; Yuvayapan, 2019; Burton & Rajendram, 2019; Gabryś-Barker, 2020).

In China, translanguaging within ELT has gained traction, evidenced by studies like Wang's (2020) which highlighted its role in enhancing interactive communication in content-based university instruction. Research by Fang and Liu (2020) and Zhou and Mann (2021) further validates translanguaging's benefits, particularly for students with varying English proficiencies, advocating for its inclusion in multilingual teaching strategies. In addition, Zhang and Jocuns (2022) also observe a preference for translanguaging over monolingual approaches, underscoring its utility in supporting students, especially those less proficient in English.

In Indonesia, translanguaging is shaping ELT practices across educational levels, as shown by studies in settings like Islamic boarding schools (Madkur, 2022; Aribah & Pradita, 2022) and regions such as West Papua (Sahib, 2019). These studies reveal translanguaging's effectiveness in not only enhancing classroom engagement and management but also in facilitating vocabulary acquisition and integrating cultural values. However, challenges arise due to the linguistic diversity of teachers, especially in areas with a significant number of non-native educators (Sahib et al., 2020). At the tertiary level, translanguaging continues to show promise, improving students' language

skills and adapting well to online learning environments (Atta & Naqvi, 2022; Emilia & Hamied, 2022). Overall, in both Chinese and Indonesian EFL contexts, translanguaging is recognized for leveraging linguistic resources to improve comprehension, reduce student anxiety, and promote a more inclusive and effective language learning environment (Nur et al., 2020; Liando et al., 2022; Nursanti, 2021).

Previous translanguaging studies show significant gaps in the literature regarding translanguaging practices in undergraduate EFL classrooms, especially in nations with high levels of linguistic and cultural diversity like China and Indonesia. Studies that bridge the linguistic and educational traditions of these countries are particularly scarce when it comes to comparative analyses. Moreover, although translanguaging has been thoroughly studied in elementary and secondary education contexts, its use and consequences at the undergraduate level have drawn relatively less attention. In stark contrast to the bilingual or multilingual contexts frequently depicted in existing literature, this gap also exists in the EFL context, where English serves as a foreign language rather than the language of the dominant society. Furthermore, the focus on teacher strategies and perspectives has overshadowed the underrepresentation of the student perspective on translanguaging practices. Finally, there is much to be learned about how different language policies affect educational outcomes. One area that could use further investigation is the impact of educational planning and language policy on translanguaging in EFL classrooms, particularly in the context of comparative frameworks.

Using insights from Fang and Liu (2020), this study addresses the gaps by investigating how translanguaging practices are classified in the classroom. They list the following five different translanguaging techniques: (1) explaining concepts or language points by employing a variety of linguistic resources, such as L1, diagrams, and visuals; (2) checking comprehension by having students translate concepts to gauge their understanding of the material; (3) localizing knowledge by connecting English-originated content to Chinese contexts and examples; (4) reinforcing instruction through repetition in L1 or code-switching to make instructions clear; and (5) building rapport in the classroom through the use of translanguaging.

## **Research Objectives**

This research aims to classify and compare the strategies of translanguaging employed in Chinese and Indonesian EFL classrooms, guided by Fang and Liu's (2020) classifications. The study objective is to identify, categorize, and compare the specific translanguaging strategies utilized by the lecturers within the diverse linguistic and cultural landscapes of China and Indonesia. By comparing the two countries, this research is committed to underscoring the similarities and differences in translanguaging implementation across these two settings.

## **Methodology**

### **Research Design**

This study employs a qualitative research design to delve into the intricacies of translanguaging practices within the EFL settings in China and Indonesia. By employing a qualitative approach, this study aims to capture the nuances of translanguaging strategies occurring naturally within classroom interactions to provide descriptive insights into translanguaging practices.



**Research Setting and Participants**

The research was conducted at the provincial university-level EFL classrooms in China and Indonesia, offering a comparative lens on translanguaging in diverse educational and cultural contexts of two populous countries with a wide array of linguistic diversity where English serves as a foreign language. Furthermore, at the university level, pedagogical strategies, including translanguaging, are often employed deliberately.

The study's participants encompassed university students and faculties from both China and Indonesia. In China, the research involves two experienced English literature teachers, each with seven years of teaching experience, and a cohort of 36 junior students enrolled in mandatory English courses. The Indonesian component includes two educators with expertise in English education and English studies, each with a minimum of five years of teaching experience, alongside 34 tertiary-level students, providing a broad spectrum of insights into translanguaging practices. The participant selection from both countries was strategically made to encapsulate the engagement with English at the university level which shapes their linguistic and academic identities and makes their experience with translanguaging practices pertinent to this study. Moreover, the inclusion of experienced educators ensures that this study benefits from professional insights into the integration of translanguaging strategies in language instruction.

**Research Instruments**

Three research instruments used in this study are observation checklists, field notes, and audio recordings. First, structured observation checklists outlined specific behaviors, interactions, and translanguaging practices to look for in each translanguaging strategy during classroom observations. This study designed the observation checklist based on Fang and Liu's (2020) translanguaging strategy classifications by listing the points of observation under each category. Second, field notes captured the detailed descriptive and analytical observations that complemented the observation checklists. These notes provided a detailed narrative of classroom dynamics in which translanguaging occurred. Third, audio recordings served as documentation of authentic classroom interactions that captured the spontaneous use of language within the natural flow of the lessons. These recordings allow the researchers to revisit the classroom sessions multiple times for thorough and detailed analyses of the data. In addition, these recordings provided a consistent dataset for multiple researchers and increased the reliability of findings through inter-rater agreements.

**Data Collection**

Prior to data collection, permissions were sought from potential participants, ensuring informed consent for classroom observations and recordings were obtained. To ensure depth and accuracy, the data collection process involved pre-observation, classroom observations, post-observations, and data transcription and organization.

The pre-observation phase involved developing an observation checklist based on Fang & Liu's (2020) translanguaging classifications. The researchers studied this checklist to use in classroom observation and learned how to take detailed field notes. In addition, the researchers tested the audio recording setups to capture classroom sessions without intrusion.

During classroom observations, the researchers recorded translanguaging instances using the checklist. Additionally, they took extensive field notes to capture the classroom's broader pedagogical context. Furthermore, audio recordings were initiated at the start of each class to document the entire classroom sessions.

The post-observation phase involved a review of observation checklist and field notes for additional details post-observation. This phase also involved the secure storing of audio recordings before they were annotated with relevant contextual information.

Finally, the audio recordings were transcribed verbatim with anonymization, only focusing on translanguaging instances. The transcribed data from the recordings were then compiled into a coherent dataset for analysis alongside observation checklist records and field notes.

### **Data Analysis**

Initially, the transcribed audio and field notes were systematically coded based on Fang and Liu's (2020) translanguaging categories. For example, a code CE-L1 referred to the category of Concept Explanation where the teachers or students use L1 to explain complex English terms or concepts, or a code CC-Translate referred to the Comprehension Checking category where the teachers asked the students to translate key concepts or terms into L1 to verify the students' understanding. This coding facilitated the organization of data for further analysis.

Subsequently, emerging patterns and themes within the coded data were thematically analyzed. This phase of data analysis was focused on how translanguaging practices varied and aligned across the Chinese and Indonesian contexts. Additionally, insights from field notes were incorporated to get a deeper understanding to these themes for more understanding of translanguaging pedagogical implications before synthesizing them to identify the key narratives on translanguaging use.

Finally, teachers were then interviewed in their native languages (Mandarin for Chinese participants and Indonesian for Indonesian participants) to encourage in-depth responses about the reasons behind their translanguaging practices on instances of the observed translanguaging practices in the classrooms to strengthen the researchers' analysis results.

### **Results**

The study on translanguaging practices in Chinese and Indonesian EFL classrooms found that the practices followed the typology put forth by Fang and Liu (2020), which included localizing content, establishing a safe classroom environment, explaining concepts or language points, and checking comprehension. These practices varied in Indonesian classrooms, with content localization being conspicuously absent, even though all five categories were present in Chinese classrooms.

#### **Concept Explanation**

Using a combination of the target language, visual aids, and contextual cues to explain ideas or language components is a common translanguaging technique. Both Chinese and Indonesian contexts were noted for this approach, as the following examples demonstrate.

An example of translanguaging is seen in Extract 1, where the teacher uses cultural familiarity to improve understanding by incorporating Chinese to offer hints about a historical figure. In order to contextualize and reinforce learning, the teacher

employs translanguaging techniques such as the use of visual aids in conjunction with linguistic shifts, which aids students in deducing the reference to Premier Zhou Enlai.

### Extract 1

T: Now, I will give you a picture, obviously, he is very famous, you can guess who he is?

T: I will give you some hint or clue, you know the premier, I will give you another clue, *他在少年时期说过一句话*。(When he was young, he used to say some famous words)

Ss: *周恩来*.(Zhou Enlai)

T: Some pictures of Premier Zhou.

A strategic pedagogical approach is demonstrated in the Chinese EFL classroom by the teacher's translanguaging practice of introducing a historical figure in a combination of Chinese and English with visual aids. This approach bridges new English language content by utilizing students' preexisting linguistic and cultural knowledge. The teacher successfully drew on the students' prior knowledge by starting the conversation in English and giving hints in Chinese, which made the learning process more relatable and interesting. An anchor point was provided by mentioning Premier Zhou Enlai, a well-known figure in Chinese history, and using a famous quote from him to place the study of English in a familiar cultural setting. As a result of the new vocabulary and concepts being associated with established cognitive schemas, this helped with comprehension as well as retention. Additionally, the addition of a visual component-Premier Zhou's photo-solidified the link between the historical context and the language input, strengthening the multimodal learning process. By illustrating how the flexible use of several languages and semiotic resources can promote deeper comprehension and engagement in the language learning process, this practice is consistent with the translanguaging framework.

In the second extract, the teacher switches between Indonesian and English to clarify the usage of *will* and the future tense. A student responded spontaneously in English after the exchange started by eliciting responses from the class in Indonesian. Translanguaging is useful in real-time language instruction and correction, as demonstrated by the teacher's strategic code-switching, which not only added to and clarified student contributions but also clarified the grammatical point as seen below.

### Extract 2

T1: So, I'll is the short term for I will and the meaning is *saya* (I)...?

S1: *Akan* (will)

S2: *Nanti!* Eh! *Akan!* (Later! Um! Will!)

T1: *Akan* (will). *Jadi gitu ya*. I'll talk to you later. *Akan* (will). This is also something that will happen in the future. *Untuk menyatakan kegiatan di masa depan* (To state a future action) like *besok* (tomorrow) or *minggu depan* (next week), we can use will.

S2: We will test next week!

T1: We will HAVE A test next week?

*Enggak*. (No.) We will NOT have a test next week.

The pedagogical benefit of using students' L1 for grammatical clarification in L2 learning was demonstrated by the translanguaging strategy used in the Indonesian EFL classroom, where the teacher switched between Indonesian and English to explain the future tense. Students felt more at ease participating in class when the teacher

initially switched to Indonesian to elicit student responses. The next student response in English, which used the target grammatical structure, showed that they had internalized the concept and were actively participating in the lesson. The way the teacher expanded on the student's attempt in a combination of English and Indonesian and corrected it is an example of how translanguaging can be used to provide prompt, understandable feedback. This exchange demonstrates how the language structure is used in a communicative context and clarifies the grammatical point.

### Comprehension Checking

The process of checking comprehension within EFL classrooms, particularly through the lens of translanguaging, offers profound insights into its pedagogical efficacy. Fang and Liu (2020) delineates this approach as teachers' method of verifying students' grasp of key concepts by encouraging the translation of these concepts into the students' first language. This translanguaging strategy, observed in both Chinese and Indonesian classrooms, facilitates a deeper understanding and engagement with the learning material.

In a Chinese EFL setting, when a teacher uses translanguaging, they typically give students an English sentence to translate with the phrase "result in" serving as the main point of emphasis. The teacher skillfully scaffolds student understanding by strategically switching between Chinese for instruction and English for content clarification. This bilingual exchange demonstrates the effectiveness of translanguaging in enhancing learning by having students apply newly learned language structures while also confirming their understanding.

#### Extract 3

T: 两分钟大家思考一下如何把这个句子翻译成英文。(I will give you two minutes to think about how should translate the sentence into English)

T: You can translate the sentence by using the phrase result in. We have learnt the phrase, right?

Ss: 导致 · 结果.(It means lead to or consequently)

T: Who can have a try? Very easy, very easy, for example, 团队 team, environment 环境 · 成功 success, very easy, right, who have a try?

T: Okay, you, please. 这为女生.(The girl over there)

S: 我只会简单的 · 其他就不会了。(I just know some simple words.)

T: Okay, sit down, please.

The teacher used a variety of strategies in the Chinese EFL classroom to assess comprehension through translanguaging. When given in Chinese, the first instruction was to consider translating a sentence into English. This helped the students connect with the English language content by using their first language as a scaffold. This method validated the students' preexisting linguistic resources while also reducing the cognitive load associated with processing new information in a foreign language. The idea of *result in*, which was previously introduced, was then encouraged to be used. This reinforced and served as a reminder of the material that had been learned. The teacher's skillful switching between Chinese and English to deliver content and instructions is an excellent example of how the translanguaging framework emphasizes fluid language practices that improve learning. The teacher's encouraging acknowledgment and the student's attempt to respond, despite admitting to having a

limited vocabulary, highlight the inclusive environment of the classroom where translanguaging promotes a sense of safety and encourages language exploration.

In the Indonesian context, the teacher uses the opportunity for students to summarize a peer's plans in Indonesian following an English discussion to make sure they understand. The student's request for an Indonesian response and subsequent accurate summary highlights the beneficial effects of translanguaging on comprehension. This exchange demonstrates how translanguaging helps students absorb L2 content more fully by enabling them to express their ideas in L1, which helps them understand English discourse on a deeper level as seen in Extract 4.

**Extract 4**

T2: Plans. What is a plan?

SS: *Rencana!* (Plans!)

T2: *Rencana.* (Plans.) I believe all of you have plans. It can be short term plans, it can be long term plans. Do you have plans? [silence]

T2: You don't have plans?

SS (some): Yees.

S1: *Ada* (I have plans), Ma'am.

SS: Me too.

T2: Ok. *Coba, saya mau tanya* [student's name] (Let's try. I want to ask [...]). Are you here?

S2: Yes, Ma'am.

T2: Hi, [student's name]! Do you have any plans after the class?

S2: Yes, Ma'am. With my friends. We will watch a movie.

T2: Oh! How nice! What movie are you going to watch?

S2: Honestly, we don't know because [pause] because [pause]

T2: Ah! So you haven't decided on it. *Rencananya belum sampai situ ya?* (Your plan hasn't reached that far?)

S2: Yes, Ma'am. Stop at going to the movie [laugh]

T2: *Ada yang bisa jelaskan rencananya* [student's name] (Someone can tell us what is [...] plan?)

S3: Me!

T2: Yes, please [student's name]

S3: In Indonesian, Ma'am?

T2: Of course.

S3: *Jadi* [student 2's name] *sama temennya mau nonton film habis kelas. Tapi belum tau mau nonton apa. Bener, Ma'am?* (So, [...] and her friends are going to see a movie after the class. But they don't know what to watch yet. Is that right, Ma'am?)

T2: That's right! Good job!

The Indonesian classroom example provides additional context for understanding how translanguaging is used in comprehension assessments. The teacher's question concerning plans started a bilingual conversation that fluidly combined Indonesian and English, mirroring the language environment of the classroom. In addition to testing students' comprehension of the material in English, this translanguaging technique helped them make the connection between the concept and their own experiences, which were expressed in their L1. The pause that occurred after the first question, and the affirmation that followed in both Indonesian and

English, demonstrated how comfortable and proficient the students were with using the English language. Translanguaging played an important role in verifying students' linguistic identities and guaranteeing comprehension, as demonstrated by the teacher's facilitation of a student recounting another's plans in Indonesian with permission to use L1. A clever use of translanguaging to support language acquisition while preserving engagement and inclusivity was demonstrated by the teacher's affirmation and praise in English, which served to connect the L1 insights back to the L2 learning objectives.

### **Knowledge Localization**

The translanguaging practice of localizing knowledge, observed exclusively in Chinese EFL classrooms, underscores the pedagogical strategy of contextualizing English language content within the familiar cultural and linguistic landscape of the students. In order to bridge the gap between the foreign language and the students' real-world experiences, the teacher used culturally relevant examples and metaphors to clarify concepts taught in English, as shown in Extract 5.

#### **Extract 5**

T: Okay, now, move back to your book, you will see some famous poets or famous sentences. *我们现在来学一些关于成功的名人名言* (repeating the former sentence in Chinese), first one, Abraham Lincoln said always bear in mind, your own resolution to succeed is important than anything.

T: So, this picture shows the relationship between success and failure, *失败和成功的关系* (repeating the former sentence in Chinese). Just like the iceberg, above the water, success under the water, failure

Ss: Failure.

T: *所以成功是很小一部分, 大部分的艰辛努力在失败中度过的。*

Here, the teacher used a well-known statement from Abraham Lincoln to talk about the ideas of success and failure—a universal subject with a regional twist. The teacher ensured understanding and culturally adapted the lesson by repeating the English explanation in Chinese. The teacher compared success to the visible tip of an iceberg, with the majority of effort and failure lying below the waterline. Students were able to establish a strong connection with the material thanks to this analogy, which is common in many cultures but especially poignant in the Chinese educational context where hard work and perseverance are highly valued. The teacher skillfully employed translanguaging here to not only translate the material but also to transform it, making it understandable and relevant to the students' own experiences and cultural perspectives.

### **Instruction Reinforcement**

Both Chinese and Indonesian EFL classrooms demonstrate the importance of translanguaging as a strategic pedagogical tool for reinforcing instruction. The method helps to elucidate, highlight, and reinforce comprehension of the educational material presented in L2 by repeating important ideas in the students' L1.

One example of effective instructional reinforcement in the Chinese context was when a teacher repeated instructions and content summaries in Chinese after first presenting them in English. Translanguaging helps students internalize newly introduced language points into their cognitive framework while also ensuring that they understand the core of the lessons as seen in Extract 6.



**Extract 6**

T: So, through previous learning, we have finished 2 units, right? *通过以前的学习，我们是不是学了两个单元了，对吗？* (The repeating of the sentence in Chinese -So, through previous learning, we have finished 2 units, right?)

Ss: 对。(Yes)

T: Do you remember the title of Unit 1 living in harmony, and unit 2 is being positive and positive thinking?

T: Unit 2 tells how to keep a positive life.

T: *第二单元见了我们怎样积极向上一些。* (The repeating of the above sentence Unit 2 tells how to keep a positive life.)

T: Look at teaching content, after learning, first you have learn new words and expression, then you can talk about topics, lastly build your own goal of your life. *和成功有关的学习和表达，谈论简单的话题，最后呢，通过学习有一个理想的目标。* (the repeating of the sentence in Chinese: Look at teaching content, after learning, first you have learned new words and expression, then you can talk about topics, lastly build your own goal of your life)

In Extract 6, the Chinese EFL teacher's use of translanguaging to reinforce instruction showcases a deliberate pedagogical strategy aimed at enhancing student comprehension and retention. By summarizing key points of previous lessons in both English and Chinese, the teacher not only ensures that the instructional content is accessible but also reinforces the connection between new vocabulary and previously covered material. This dual-language recapitulation serves a critical function in the translanguaging framework, as it acknowledges and leverages the students' existing linguistic resources to scaffold new language learning.

The teacher's approach reflects a nuanced understanding of translanguaging, not merely as a tool for translation but as a means to deepen conceptual understanding. By articulating the titles and core concepts of the units in both languages, the teacher facilitated cognitive bridging, where students could link new English terms with their corresponding concepts in Chinese. This method underscores the translanguaging principle that students' L1 is an asset in L2 learning, promoting a more integrated and holistic approach to language acquisition.

Translanguaging in reinforcing instructions was also used by the teacher in the Indonesian EFL classroom to get the students talking about the attention-grabbing aspects of presentations. In addition to ensuring understanding, the seamless transition between English and Indonesian broke down linguistic barriers and encouraged participation as seen in Extract 7.

**Extract 7**

T1: The next thing is the attention-grabbing. *Apa itu* (What is) attention-grabbing?

S1: Setelah perkenalan? (After the introduction?)

T1: No. It's still a part of the introduction. *Masih bagian dari perkenalan* (It's still a part of the introduction). *Ada yang bisa tebak?* (Anyone can guess?) Attention-grabbing.

Attention. What is attention? *Attention itu artinya apa?* (What does it mean by attention?)

SS: *Perhatian!* (Attention)

Extract 7 illustrates how an Indonesian EFL teacher employed translanguaging to engage students and check their comprehension of the lesson's discussion. The teacher's seamless transition between asking questions in English and Indonesian not only catered to the diverse proficiency levels within the classroom but also encouraged active participation by making the content more relatable and understandable. This interaction exemplifies the translanguaging framework's emphasis on fluid language practices that foster inclusive and dynamic learning environments.

The teacher's use of translanguaging to clarify the concept of attention-grabbing and to elicit students' personal experiences and plans demonstrated a strategic approach to making the English content meaningful and relevant to the students' cultural and linguistic backgrounds. By validating and incorporating students' responses in Indonesian, the teacher reinforced the instructional content while also acknowledging the students' L1 as a valuable tool for learning. This practice highlights the potential of translanguaging to reinforce instruction.

**Rapport Building**

The use of translanguaging to foster a conducive and friendly learning environment is a notable aspect observed in both Chinese and Indonesian EFL classrooms. This practice not only aids in language comprehension but also significantly contributes to building a positive classroom rapport, essential for an effective learning experience.

In the Chinese context, the teacher's introduction of a culturally familiar song, Hua Wei, and the subsequent invitation to listen to it as a class activity exemplify the strategic use of translanguaging to create a relaxed and engaging classroom atmosphere as can be seen in Extract 8.

**Extract 8**

T: Have you sung the Hua Wei song? *大家听过华为的主题曲吗?* Okay. Dream is Possible.

Ss: *梦想是可能的。*

T: *我们先听一下这首歌好不好?* (would you like to listen to the song, how about that?, then we will do some listening exercise.

Ss: *好, okay.*

The teacher's use of translanguaging to introduce a culturally familiar song (Hua Wei) served as an innovative approach to breaking the monotony of traditional language lessons. By inviting students to listen to a song and subsequently engage in a listening exercise, the teacher effectively blended cultural elements with language learning objectives. This strategy not only made the learning process more enjoyable but also demonstrated the teacher's consideration of the students' cultural backgrounds and interests. The seamless switch between English and Chinese not only ensured clarity of instructions but also reinforced the notion that both languages are valuable tools in the learning process. This approach aligns with the translanguaging framework, which advocates for the fluid use of languages to create more inclusive and dynamic learning environments. The positive student response highlights the effectiveness of translanguaging in not just facilitating language acquisition but also in enhancing student motivation and class participation.

In the Indonesian EFL setting, translanguaging emerges as a powerful tool for building rapport through humor, as evidenced by the playful exchange between the teacher and students regarding the concept of attention-grabbing.

**Extract 9**

T1: Ok. So...what is attention-grabbing then?

SS: *Mengambil perhatian.* (Taking the attention.)

T1: How? Bagaimana?

S1: *Ditarik-tarik.* (By pulling repeatedly.)

S2: Push! Push!

T1: Push?

SS: Pull!!

T1: *Memangnya pintu, ada push and pullnya?* (Do you think it's a door that you can push and pull?)

SS: [laugh]

T1: Alright. *Jadi* (So,) door grabbing *adalah* (is) *Tuh kan!* *Jadi* door-grabbing. (See! I said door-grabbing)

SS: [laugh]

The Indonesian classroom scenario presents translanguaging as a medium for injecting humor into the learning environment, thereby creating a more relaxed and interactive atmosphere. The teacher's playful exchange with the students about the concept of attention-grabbing exemplifies how translanguaging can be used to make abstract language concepts more tangible and engaging. The humor, facilitated through the bilingual dialogue about pushing and pulling doors, served as a metaphorical and literal bridge between languages, making the lesson more memorable and enjoyable for the students. This interaction not only aided in language comprehension but also fostered a sense of camaraderie among the students and between the students and the teacher. The use of both Indonesian and English in this light-hearted banter underscores the translanguaging framework's emphasis on the natural and strategic use of multiple languages to enhance communication and build positive relationships within the classroom.

## Discussion

A thorough examination of translanguaging strategies used in EFL classes in China and Indonesia reveals a strategic approach to language teaching that aligns with Fang and Liu's (2020) translanguaging strategy classifications used as the framework in this study. This approach is implemented through several translanguaging methods, namely concept explanation, comprehension checking, knowledge localization, instructional reinforcement, and rapport building. The methods employed in these classrooms are consistent with the principles of translanguaging theory, which advocates for the thoughtful integration of language resources to facilitate learning (García & Wei, 2014). Notably, Indonesian classrooms exhibit a slight difference with the absence of knowledge localization, whereas Chinese classrooms utilize these approaches. Hence, the claims made by scholars such as Baker (2011) and Creese and Blackledge (2010) about the critical role that contextual and cultural relevance plays in learning a language are supported by this discrepancy.

The method of concept explanation in this context is defined by teachers' adept use of language switching between L1 and L2 and their tactful use of examples. This practice embodies the main principle of the translanguaging framework that delves into the learners' linguistic repertoires to improve their comprehension and learn L2 more efficiently (García, 2009). Furthermore, the identified translanguaging practices from the presented classroom excerpts show how students' L1 and L2 are carefully mixed to improve comprehension. Hence, this finding is consistent with previous research conducted by Lewis, Jones, and Baker (2012) that emphasizes the benefits of translanguaging in language learning by integrating it into the learners' linguistic experiences and making it more inclusive, relevant, and engaging.

In terms of comprehension checking, translanguaging facilitates classroom interactions by allowing students and teachers to switch between L1 and L2 when eliciting the students' comprehension. Not only does this method validate the results of Fang and Liu (2020), but it also provides additional proof that translanguaging can significantly improve understanding by maintaining engagement with the material. In doing so, it also aligns with the notion that translanguaging techniques can transform language instruction by promoting greater comprehension and active engagement (Creese & Blackledge, 2010). It achieves this goal by creating a learning environment that is more responsive and inclusive.

Regarding knowledge localization, connecting the learning materials to students' language and cultural experiences can greatly boost engagement and comprehension (Wei, 2011). It demonstrates the potential of translanguaging to create a more inclusive, dynamic, and productive learning environment by acknowledging and utilizing the students' linguistic repertoire influenced by their cultural diversity in the classroom.

In addition, when instructions from L2 are reviewed in L1, translanguaging facilitates the emphasis, clarification, and reinforcement of L2 instructions. As per the recommendations provided by García & Wei (2014), this approach indicates how the translanguaging framework supports an integrated method of teaching languages that utilizes students' entire language repertoire to improve retention and comprehension regarding classroom instructions.

Finally, translanguaging becomes a crucial tool for rapport building to create a warm and engaging learning environment. Incorporating humor and culturally relevant content into classroom instruction can reduce anxiety resulting from language barriers and promote a sense of community among students in the classroom through translanguaging. This method stresses the significance of emotional and relational aspects in language education and highlights the transformative impact of translanguaging on classroom dynamics and student well-being (Creese & Blackledge, 2015).

In China, knowledge localization strategy was notably prevalent as the teachers adeptly contextualized English within familiar cultural narratives. This strategy not only facilitates comprehension but also engages the students by connecting L2 structures to their existing knowledge and experiences. The pedagogical choices highlight the importance of cultural relevance in language learning as they suggest that translanguaging strategies drawn on the students' cultural background potentially enhance their learning experience.

Conversely, the translanguaging emphasis in Indonesian classrooms was more pronounced on concept explanation of grammar and comprehension checking. These strategies can be seen in the teachers' frequent navigation between Indonesian and English to clarify grammatical structures and verify the students' comprehension which then foster interactive and responsive learning environments. Hence, these findings underscore that the employed translanguaging strategies bridge L2 learning and students' understanding of complex L2 rules.

In conclusion, the extensive analysis of translanguaging methods in EFL classes in China and Indonesia validates translanguaging potential for teaching foreign languages as it points out the adaptive nature of translanguaging. The teachers in both China and Indonesia tailored the translanguaging strategies to suit their students' linguistic and cultural realities. Using students' pre-existing linguistic repertoires and cultural knowledge, translanguaging not only promotes a deeper understanding of L2, but also makes language learning more equitable, engaging, and comprehensive. This study builds upon previous research on the topic by showcasing translanguaging's effectiveness in a range of linguistic and cultural contexts by drawing from the Chinese and Indonesian contexts. However, the absence of content localization in Indonesian classrooms raises questions about the unexplored benefits of integrating local culture into language instructions. This gap suggests an area for further exploration of Indonesian EFL translanguaging practices.

Synthesizing the comparative insights, it is evident that translanguaging is not a universal strategy but rather a spectrum of practices adapted by the teachers based on their professional pedagogical objectives, tailored to the specific needs of the students. The difference in translanguaging practices between China and Indonesia, despite their contextual similarities, highlights the importance of responsive language pedagogy that facilitates the diverse linguistic landscape where the students operate.

It is important to note that this study significantly expands the body of research on translanguaging techniques employed in EFL classrooms by adding variables of higher education and comparative study. Comparing translanguaging practices in EFL classrooms in China and Indonesia higher education offers crucial new insights into how contextual and cultural relevance work in language learning. Furthermore, this research validates the need for a pedagogical change in EFL

environments toward teaching approaches that are more linguistically and culturally sensitive. In addition, this study also broadens the translanguaging theoretical framework by providing empirical evidence of its application and outcomes in diverse educational contexts. It advances translanguaging as a pedagogical strategy by giving educators a deeper understanding of how translanguaging can be strategically implemented to address the challenges of language instruction in multilingual and multicultural classrooms.

The pedagogical implication of this study can be seen in the nuanced role of translanguaging in enhancing English as a Foreign Language (EFL) instruction within the diverse contexts of Chinese and Indonesian classrooms. The study demonstrates how translanguaging can be used carefully to build rapport, verify understanding, help students understand conceptual explanations, support learning, and make a classroom that is more welcoming, interesting, and productive. It exemplifies translanguaging as a pedagogical bridge that connects students' existing linguistic and cultural repertoires with the acquisition of a new language. For educators who wish to adapt their teaching methods to be more linguistically and culturally sensitive, this study offers valuable insights regarding the subtle application of translanguaging practices. Furthermore, this study presents the transformative potential of translanguaging in global language education and advocates for its integration into pedagogical practices to better serve the needs of diverse learners.

Despite this study's significance, it is important to recognize its limitations. First, this study only investigated specific geographic and educational contexts and it may not have captured the diversity of translanguaging practices across different linguistic and cultural landscapes, which could limit the findings' generalization and broader application. Second, it might be difficult to draw strong conclusions about the relationships between translanguaging practices and academic success due to the absence of quantitative student outcomes. Third, the unique advantages and challenges of translanguaging in this study are not adequately placed within the broader context of language education methodologies because there has been no comparative study with those other approaches. It may be possible to expand on our knowledge of how translanguaging can enhance inclusive, culturally sensitive, and productive learning environments through future research addressing these limitations.

## **Recommendations**

We make the case for an all-encompassing strategy to fully realize the benefits of translanguaging in instruction for EFL classrooms in higher education. To ensure inclusive and dynamic classroom practices, it is necessary to offer teachers ample opportunities for professional development that will enable them to implement translanguaging effectively. At the same time, to improve learning engagement and comprehension, learning materials must be adapted to communicate more to students' cultural and contextual realities. Additionally, there is an urgent need to promote flexible language policies that facilitate the use of students' L1 in EFL classrooms to create a more encouraging learning environment. Promoting the creation of more encouraging learning environments that value linguistic diversity is crucial to raising students' comfort and engagement which can be realized by utilizing their entire language repertoire.



Finally, we recommend that future research on translanguaging in EFL classrooms take a multidisciplinary approach to better understand the pedagogical implications and long-term effects of this practice. To improve the generalizability of results, future research should cover a wider range of linguistic and cultural contexts than just Chinese and Indonesian settings. Furthermore, longitudinal research is essential to capturing the long-term effects of translanguaging on learner attitudes, academic achievement, and language proficiency. In addition, the relationship between translanguaging practices and student outcomes may become clearer if quantitative methodologies are combined with qualitative analyses. At last, future studies in these areas will make a substantial contribution to our understanding of translanguaging as a transformative pedagogical tool in international language education.

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