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FOREWORD FROM EDITORS

Thank you to the Director, Journal Unit, and UPT Bahasa Politeknik Negeri Ujung Pandang for their continuous support in bringing forth Volume 2, Issue 1 of RIAL. All of us here at RIAL-EJ would like to extend our deepest appreciation to the editors, reviewers, and contributors who have been so kind, helpful, and cooperative over this whole review and editing process. Volume 2, Issue 1 (2024) marks the consistent publishing endeavor for RIAL-EJ, and we look forward to its continuous development and groundbreaking contributions to applied linguistics research and innovation. We are sommitted to provide our readers with high-quality, peer-reviewed information by using a rigorous blind review procedure for all submitted articles. In particular, we would like to thank the editorial and advisory boards, whose members have been instrumental in helping the journal with submission screening and providing essential editorial support.

Academics in the field of applied linguistics are warmly invited to submit research articles to RIAL-EJ on a variety of subjects, such as English language proficiency (ESP), English language teaching (ELT) methodologies in vocational education, project-based language learning, computer-/mobile-assisted language learning, and the professional development of ESP teachers. In its mission to promote understanding between cultures and to serve as a credible forum for academic debate, RIAL has assembled a global team of editors and reviewers. We are dedicated to improving our pool of experts, giving high-quality comments, and providing ongoing academic assistance, and we really value the faith that authors place in us when they choose to publish their work in our journal.

If you have any questions, comments, or ideas about Volume 2, Issue 1, feel free to contact the RIAL editor at rial_ej@poliupg.ac.id. In the future, we want to work and connect with you.

Makassar, 28 February 2024

All the very best,

Ismail Anas, S.Pd., M.Pd
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REVIEWERS

We would like to express our sincere gratitude and appreciation to the following reviewers who have contributed to the review process of this Volume 2 Issue 1 [February 2024]. We look forward to continue working with you in the next issue.

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Research Article

The Role of Virtual Reality in Enhancing the Effectiveness of Teaching English for Specific Purposes

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ABSTRACT
This study primarily aims to investigate the effectiveness of integrating Virtual Reality (VR) technology into English for Specific Purposes (ESP) instruction within the context of Management studies at Universitas Borneo Tarakan. It significantly contributes by filling a gap in empirical research regarding VR's potential in enhancing ESP teaching in a management context. The methodology involved the use of pre-and post-test scores from 286 students, along with detailed evaluation metrics, to provide strong evidence of VR's transformative potential. The design of the research was experimental, using VR-enhanced teaching to observe its impact on students' language proficiency. The main outcomes revealed a clear improvement in language proficiency, significant increases in top-scoring students, decreases in lower-scoring students, and high levels of student engagement during VR-enhanced lessons. Students reported positive experiences with the technology and perceived significant benefits. However, they also faced challenges such as technical issues and adaptation difficulties, suggesting the need for robust technical support and additional guidance. The conclusions drawn emphasize the need for further research on addressing these challenges and ensuring equal accessibility when implementing VR technology. As such, this study provides valuable insights for modernizing ESP instruction using innovative technologies like VR.

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INTRODUCTION

In the ever-evolving field of education, integrating technology into teaching and learning has been recognized as critical in addressing students' changing needs (de Rosa & de Oliveira, 2022; Gibson & Obiakor, 2017; N. De Vega, Basri, et al., 2023). The field of English for Specific Purposes (ESP) is no exception. ESP aims to deliver language instruction tailored to the specific needs of different professional and academic fields (Basturkmen, 2014; Bocanegra-Valle, 2016; N. De Vega & Atmowardoyo, 2022). One such area requiring specialized English instruction is Management. At Universitas Borneo Tarakan[4], students in the Management department are expected to acquire a wide range of skills. These include technical management expertise and proficiency in English language communication. This linguistic competence enables them to access international resources, interact effectively with peers and experts globally, actively participate in multinational collaborations or business ventures, and contribute positively towards Indonesia's global economic competitiveness.

However, traditional methods of teaching ESP often rely heavily on textbook-based learning or teacher-centered instruction (Bykonia et al., 2019; N. D. Vega, Basri, et al., 2023). While these methods have their merits and have proven effective in certain contexts, they may not fully engage today's digitally oriented students or cater adequately to their unique learning styles and needs over time. Moreover, these conventional approaches may fail to simulate real-world scenarios where students will eventually professionally apply their acquired language skills. This disconnect between classroom learning and real-world application can hinder learners' ability to transfer their

"The effectiveness of VR in teaching ESP within a Management context, particularly at Universitas Borneo Tarakan, remains under-researched"

knowledge effectively when needed (Basri et al., 2022; Stefaniak, 2020). Virtual Reality (VR) presents an innovative solution to these pedagogical challenges. VR can offer immersive learning environments that closely mirror real-life situations related to management practices where English communication is essential (Olson, 2022; N. D. Vega, Eppendi, et al., 2023). These simulations can provide authentic contexts for using English while enabling interactive experiences that can enhance student engagement and motivation.

Despite its potential benefits as a transformative educational tool, there remains a significant gap in empirical research on VR's effectiveness in teaching ESP within a management context, particularly at institutions like Universitas Borneo Tarakan. Existing studies have primarily focused on VR's role in general EFL/ESL contexts without adequately addressing its application within specific disciplines like Management, and this highlights another gap this study aims to address. Moreover, some studies have yielded mixed results about VR's effectiveness, which necessitates further exploration into how it can be utilized optimally for educational purposes (Dansereau, 2014; Olson, 2022; Schunk,

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2023). Therefore, This research represents an important novelty by focusing on using VR technology to enhance ESP teaching effectiveness among Management students at Universitas Borneo Tarakan. This area has yet to be thoroughly explored.

By investigating these areas contradicting previous findings and exploring new perspectives this study could significantly improve ESP instruction quality at Universitas Borneo Tarakan and potentially across similar institutions worldwide facing similar challenges with ESP instruction. Thus, this study aims not only to fill existing gaps but also add new insights into effective strategies for modernizing ESP instruction within higher education settings by investigating how Virtual Reality can be utilized effectively as an instructional tool catering specifically to Management students.

LITERATURE REVIEW

Virtual Reality (VR) as an Educational Tool

Virtual Reality (VR) technology allows users to interact with a computer-simulated environment, whether a simulation of the real world or an imaginary simulation. It involves using computer technology to create a simulated, three-dimensional world that a user can manipulate and explore while feeling as if they were in that world (Dansereau, 2014; Olson, 2022; Schunk, 2023). The unique attributes of VR make it an exciting tool for educational purposes. One significant feature is its ability to provide immersive learning environments. Unlike traditional methods, where information is often presented abstractly, VR can present complex data in an accessible way through its immersive nature. This immersion leads to high levels of engagement and makes learning more enjoyable for students (Di Natale et al., 2020; Makransky et al., 2019).

In addition, VR enables experiential learning by allowing students to interact with objects within these virtual environments. This interactive experience can lead to better understanding and retention of information because learners are actively involved rather than passively receiving information (Hoidn & Reusser, 2020; Nur et al., 2022). Moreover, VR provides opportunities for situated learning, where learning occurs within the context in which it will be applied. Studies have shown that when learners acquire knowledge and skills in relevant contexts, they are more likely to retain what they have learned and transfer this knowledge effectively into practice (Levallet & Chan, 2019; Thompson et al., 2020). Despite these promising features, challenges are associated with implementing VR in education settings, such as hardware and software development costs, technical requirements for operating systems, etc. (Struik & Semerikov, 2020). Moreover, issues around cybersickness or disorientation experienced by some users while using VR have also been reported (Coburn et al., 2020).

However, despite these challenges, research continues exploring how best to optimize this innovative technology's potential benefits towards enhancing teaching-learning processes, particularly within specific fields like ESP instruction. This exploration

into how Virtual Reality can be utilized effectively as an instructional tool catering specifically towards Management students could provide valuable insights not only for Universitas Borneo Tarakan but potentially across similar institutions worldwide facing similar challenges with ESP instruction.

VR in Language Learning Contexts

Virtual Reality (VR) has emerged as a promising tool in language learning contexts due to its immersive and interactive nature. Several studies have explored the impact of VR on different aspects of language learning, including vocabulary acquisition, pronunciation, listening comprehension, and speaking skills.

1. Creating Authentic and Engaging Learning Environments
   Balula et al. (2019); Bilsland et al. (2020); Rendi (2023) utilized VR to create a virtual hotel for students studying Hospitality English. Students could interact with virtual customers in real-life scenarios, which improved their service language skills and gave them greater confidence. Similarly, Lan (2020) used VR to provide immersive English learning experiences such as virtual tours or role-play scenarios for EFL students. The study found that these immersive experiences increased student engagement and improved vocabulary acquisition and pronunciation.

2. Enhancing Communication Skills
   Lan (2020) applied VR within Medical English teaching where simulated medical consultations were conducted. It enhanced communication skills and provided a better understanding of medical terminology among learners.

3. Challenges Associated with Implementing VR
   Despite these promising findings, challenges are still associated with implementing VR in language learning settings. These include technical issues like hardware requirements or software glitches that can disrupt the learning experience (Joshi et al., 2021). Additionally, cost can be a barrier for many institutions due to the high price of some VR equipment.

VR in ESP Contexts

Virtual Reality (VR) offers a transformative approach to learning English for Specific Purposes (ESP). ESP focuses on teaching English required for specific fields or professions such as business, aviation, science, or tourism. VR's immersive and interactive nature can enhance the learning experience in these specialized contexts.

1. Authentic Learning Environments: VR can simulate real-world scenarios relevant to the learner's field of study or profession. For instance, a student studying Aviation English could interact within a virtual cockpit, practicing communication in realistic flight situations (Joshi et al., 2021).

2. Enhanced Engagement: The immersive environments provided by VR can lead to increased learner engagement. It is particularly beneficial in ESP contexts where

motivation can be challenging due to the highly specialized content (Iswati & Triastuti, 2021).

3. Improved Communication Skills: In ESP settings, learners often need to master specific communication skills, such as giving presentations or participating in meetings within their field. VR simulations allow learners to practice these skills in a safe and controlled environment (Chang et al., 2021).

4. Tailored Feedback: Some VR platforms offer AI-driven feedback on language use, which can be tailored to the specific language needs of different professions or fields of study.

Despite its potential benefits, there are challenges associated with implementing VR in ESP contexts: high costs of equipment and software, technical issues, and the need for teachers and students to acquire new digital skills (Galindo-Domínguez & Bezanilla, 2021).

METHOD

Research Design and Participants

The primary objective of this research was to investigate the impact and perceptions of using Virtual Reality (VR) in enhancing the effectiveness of teaching English for Specific Purposes (ESP). This study employed a quantitative approach, utilizing a survey design and Slovin's formula to determine an appropriate sample size. Given a total population (N) of 1000 ESP learners who had experienced VR-enhanced instruction at an educational institution or training centre, Slovin's formula was applied to calculate our required sample size: $n = N / (1 + Ne^2)$. With a desired margin of error (e) set at 5% or 0.05, the calculated sample size (n) was approximately 286 participants.

Data Collection and Analysis

After completing their course or program, a structured questionnaire was designed and administered to these selected participants. The questionnaire aimed to collect data on various aspects such as perceived improvement in language skills, engagement level during VR-enhanced lessons, usability and satisfaction with VR technology, and perceived benefits and challenges associated with integrating VR into ESP learning. After collecting responses from the participants, descriptive statistics like mean scores and standard deviations were used to summarize responses for each survey item. If certain groups within our sample warranted comparison, for example, beginners versus advanced learners, inferential statistical techniques like t-tests or ANOVA were also employed.

Ethical Considerations and Limitations

Ethical considerations were paramount throughout this process. Informed consent was obtained from all participants before they completed the questionnaire; they understood how their data would be used while maintaining anonymity and confidentiality. Potential limitations, such as response bias due to self-reported data, were also acknowledged

upfront. Despite these potential limitations, findings from this research provided valuable insights into how integrating VR technology could enhance teaching effectiveness within ESP contexts by providing authentic learning environments that improved learner engagement alongside communication skills tailored towards specific professional domains.

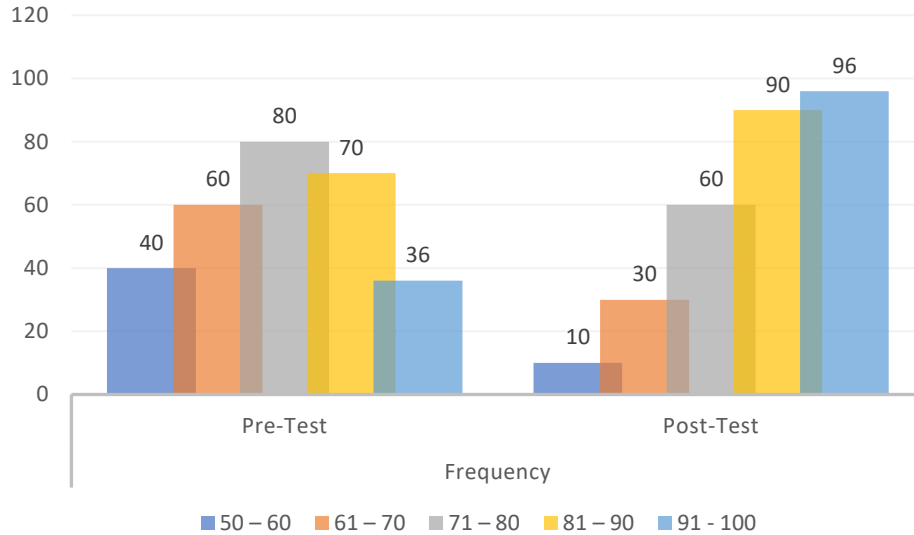## FINDINGS

Description and Analysis

Figure 1. *Comparison of Pre- and Post-Test Score Frequencies Among ESP Students*

The table above provides a compelling snapshot of the transformative power of Virtual Reality (VR) in English for Specific Purposes (ESP) instruction. The data, representing pre- and post-test scores from 286 students, illustrates a clear shift towards improved performance following VR-enhanced teaching. Initially, most learners were concentrated in the mid-score range (71-80), with this group accounting for the highest frequency at 80. The top score range (91-100) was initially less populated, with only 36 students achieving these high marks on their pre-tests.

However, a remarkable transformation occurred after integrating VR into their learning experience. The frequency of students achieving top scores nearly tripled to an impressive count of 96. This significant increase suggests that VR-enhanced instruction facilitated language acquisition and enabled learners to excel in their language proficiency. At the same time, lower score ranges saw substantial frequency decreases during the post-test phase. For instance, those scoring between 50 and 60 fell dramatically from an initial count of 40 to just ten. This shift away from lower score ranges indicates that fewer students struggled with language proficiency following their VR-enhanced learning experience. These findings offer powerful evidence for how transformative technology like VR can be

when integrated into ESP instruction. By creating immersive and engaging learning environments tailored to specific professional domains, we can significantly enhance learner engagement and ultimately improve English language skills among ESP learners.
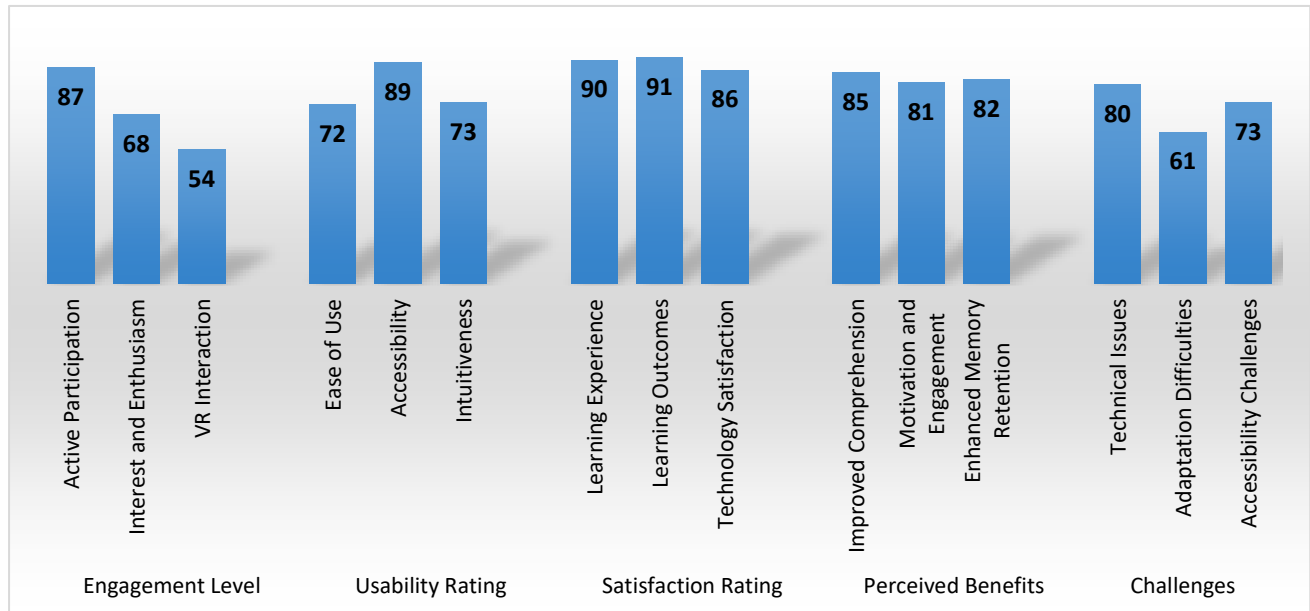

Figure 2. *Evaluation Metrics for VR in ESP Lessons*

In the category of Engagement Level, a surprisingly high 87% of students actively participated in VR-enhanced ESP lessons, indicating an impressive level of engagement. Interest and enthusiasm were also evident at 68%, although this was somewhat lower than active participation, suggesting room for improvement in sparking student excitement. The interaction with VR elements lagged at 54%, hinting that there could be potential for increasing student interaction with the immersive components of VR. The Usability Rating category yielded positive results overall. Ease of use was deemed satisfactory, with a score of 72%. Most notably, accessibility scored highly at an encouraging 89%, suggesting that both non-disabled students and those with disabilities found themselves able to effectively use the VR tools, a testament to the inclusivity of this technology. However, the intuitiveness of the VR interface received a slightly lower score at 73%. While many students found it user-friendly, this hinted at some room for refining the interface's intuitiveness.

Satisfaction Ratings painted a very positive picture across all indicators. The learning experience received an excellent score of 90%, and learning outcomes scored even higher, an astounding 91%. It suggested that most students enjoyed their learning journey through VR-enhanced ESP instruction and felt satisfied with their progress in language acquisition due to this innovative method. Technology satisfaction stood robustly at an impressive 86%. The Perceived Benefits category showcased strong scores across all indicators: improved comprehension (85%), motivation and engagement (81%), and enhanced memory retention

(82%). These scores suggested that learners perceived significant benefits from using VR technology in their ESP instruction, evidence that virtual reality can enhance language learning experiences. Despite these overwhelmingly positive findings, some challenges surfaced unexpectedly. Technical issues were reported by a substantial number, about 80%, indicating areas where improvements or troubleshooting may have been needed for better user experience, an area often overlooked when implementing new technologies like virtual reality in education settings. Adaptation difficulties were experienced by around 61% who faced challenges adapting to new teaching methods introduced via virtual reality; additional support or guidance might have been necessary for these individuals a reminder that transitioning to novel teaching methods can be daunting for some learners. Lastly, accessibility challenges affected around 73% of participants; despite high overall accessibility scores, this emphasized the importance of ensuring equal access for all learners when using virtual reality technologies, a lesson on how technology must cater equally to diverse needs.

DISCUSSION

The findings of this study provide a rich understanding of the potential of Virtual Reality (VR) in English for Specific Purposes (ESP) instruction, specifically within the context of Management studies at Universitas Borneo Tarakan. These results align with previous research indicating that VR can offer immersive learning environments that closely mirror real-life situations related to management practices where English communication is essential (Lan, 2020). This study extends these insights by demonstrating that such environments can significantly enhance student engagement and improve ESP learning outcomes.

The high levels of active participation and interest reported by students echo earlier findings on VR's ability to foster learner engagement in educational settings (Iswati & Triastuti, 2021). However, the relatively lower score for VR interaction suggests a need for more intuitive interfaces or additional training to help students fully engage with VR elements, an area highlighted in previous research as well (Balula et al., 2019; Bilsland et al., 2020; Rendi, 2023).

Regarding usability, our findings reinforce those from prior studies, suggesting that VR tools can be accessible and relatively easy to use once learners become familiar with them. The high satisfaction ratings across all indicators corroborate previous research suggesting positive learner experiences and outcomes when using VR in education (Joshi et al., 2021). As expected, based on earlier work by Wang et al. (2021), our study found significant perceived benefits among learners regarding improved comprehension, enhanced memory retention, and increased motivation. These results support the argument that experiential learning facilitated by interactive technologies like VR can lead to better understanding and retention.

However, as found in past research by Gil-Garcia et al. (2014), implementing new technologies like VR is challenging. Many participants reported technical issues or adaptation difficulties, highlighting the need for ongoing technical support and training during technology integration. Lastly, despite overall high accessibility scores indicating the inclusivity of this technology, as suggested (Siyam, 2019), some participants faced accessibility challenges. It underlines the importance of considering diverse learner needs when integrating new technologies into educational settings. Overall, our findings suggest that while there are undeniable benefits associated with using VR in ESP instruction consistent with prior research. It is crucial to acknowledge potential challenges. Addressing these proactively through robust support structures could optimize the effectiveness of this innovative tool within ESP contexts.

Our study contributes valuable insights into utilizing virtual reality technology within specific ESP contexts like Management studies, an area hitherto under-researched. By corroborating some existing knowledge while revealing new facets unique to our context at Universitas Borneo Tarakan, we hope this work will inform future initiatives to enhance teaching effectiveness through innovative technological interventions.

CONCLUSION

The primary aim of this study was to explore the effectiveness of Virtual Reality (VR) in enhancing English for Specific Purposes (ESP) instruction. The findings reinforce the originality of the work by proving VR's significant potential in improving student engagement, language skills, and overall learning outcomes within an under-researched context. While the study has successfully achieved its objectives, it also uncovers the challenges of implementing VR in educational settings. Future work should focus on developing robust support structures to address these challenges, promising an innovative approach to language instruction. Practical suggestions include providing robust technical support, additional guidance during transitions, and ensuring equal access to all learners. These suggestions are particularly relevant for educational institutions worldwide facing similar challenges with ESP instruction. The implications of this study are significant, suggesting that VR could revolutionize language instruction for specific professional domains. In conclusion, this research highlights VR's potential benefits in ESP instruction, outweighing the challenges, and paving the way for future research and practical implementation in the field of language instruction.

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Research Article

Navigating Language Proficiency Challenges: Enhancing Business Presentations in Indonesian Vocational Higher Education

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ABSTRACT

This paper examines the complex terrain of language competency issues that Indonesian Vocational Higher Education students are faced with, particularly an emphasis on developing their abilities for effective business presentations. Considering the growing significance of English literacy in the increasingly interconnected business sector, it is crucial to comprehend the subtle challenges that students face. The project seeks to uncover individual language issues and investigate tailored possibilities for development through a mixed-methods study approach which involves surveys and interviews. In addition to investigating pronunciation issues, vocabulary proficiency, self-confident, and the effect of language proficiency on the overall efficacy of business presentations, the research explores students' experiences. By bringing these issues to light and asking students for their opinions. In the context of Indonesian Vocational Higher Education, this article seeks to bridge the gap between academic preparation and the prerequisites of professional business communication by offering helpful suggestions for improving language proficiency.

Keywords: *Business presentation, anxiety, self-confidence, business communication*

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INTRODUCTION

The significance of proficient communication has increased due to the globalization of business, and mastery of the English language has become an indispensable ability in the professional arena and as business lingua franca (Roshid et al., 2022). Learning the specifics of English is not just a language challenge for students in Indonesian Vocational Higher Education; it is also an essential part of making effective business presentations. This essay explores the complex landscape of language proficiency issues that Indonesian Vocational Higher Education students encounter, particularly with regard to making effective business presentations.

A crucial part of these students' academic path includes overcoming language obstacles as they are ready to enter the fast-paced world of business. A distinct set of obstacles arises when one must be able to communicate concepts clearly, interact professionally with a variety of audiences, and do it in a language other than their mother tongue. The purpose of this investigation is to clarify the complex nature of these issues and, more significantly, to identify methods and approaches that can improve language competency in a way that is especially appropriate for business communication. Through comprehension and resolution of these obstacles, our goal is to enhance the overall growth of Indonesian Vocational Higher Education students by providing them with the language proficiency required for a smooth transition into the international business world.

"The article explores the difficulties Indonesian higher education students face in language proficiency, emphasizing the importance of institutional support in enhancing business presentations and effective communication."

LITERATURE REVIEW

Language Proficiency

English language competency is now essential for success in the workplace as the global corporate environment changes. This is especially true for Indonesian Vocational Higher Education students who want to master corporate presentation complexity (Anas et al., 2020). This study of the literature looks at the corpus of research on the difficulties students have with language competency in this setting and looks at methods to help them become more proficient presenters of business presentations.

Language Proficiency Challenges

Studies highlight the complexity of language proficiency issues that non-native English speakers confront in higher education (Kuo, 2011). Due to linguistic barriers, cultural quirks, and the particular requirements of business communication, Indonesian students, in particular, confront considerable difficulties (Gebhard, 2019). Typical obstacles include vocabulary restrictions, learning how to pronounce words correctly in English, and the

general effect that language competency has on one's confidence when giving presentations (Zhai & Razali, 2020)

One cannot overstate the impact of cultural quirks on language use. Students from Indonesia might find it difficult to modify their communication style to conform to Western business standards, which could hinder their capacity to effectively communicate ideas (Ismail, 2007). In order to customize treatments that cater to the unique needs of students in Indonesian Vocational Higher Education, it is imperative to comprehend these problems.

Strategies for Enhancing Language Proficiency

Researchers recommend a combination of focused interventions and all-inclusive language support programs to lessen language proficiency issues. Programs for improving vocabulary have shown to be successful in helping students articulate ideas more precisely by broadening their knowledge of business-related language (Simona, 2015). In order to address pronunciation issues and help students acquire more confident and clear oral communication abilities, pronunciation clinics and speech therapy interventions have been suggested (Deterding, 1997)

In addition, it has been suggested that including cultural competency training into language programs can help close the gap between linguistic and cultural differences. Students can adjust their language use more successfully in professional situations by receiving insights into Western business etiquette and communication conventions (Gudykunst, 2017).

METHOD

Research design

A mixed-methods study (Creswell & Cresswell, 2018) strategy comprising surveys and interviews will be used to thoroughly investigate the language proficiency problems experienced by students in Indonesian Vocational Higher Education (Musdariah et al., 2016) and to investigate practical techniques for improving business presentations. When it comes to tackling language proficiency issues, institutions are essential. The research highlights the necessity of an institutional structure that is supportive and cognizant of the particular language requirements of students enrolled in vocational education (Kaliyadan et al., 2015). To guarantee relevance and application, curriculum customization should incorporate business-specific language modules, hands-on activities, and real-world case studies (Trace et al., 2015)

Mentorship programs that involve business executives or language specialists can provide beneficial one-on-one advice, enabling students to get tailored feedback on how they use language in business presentations (Ruecker & Ives, 2015) Additional resources such as workshops on corporate communication skills and tutoring services are made available via the development of language support centers on campus (Trace et al., 2015).

Participants

The study involved 41 female and 16 male students majoring business administration, with an age range of 18 to 22. In order to evaluate the results, identify possible gender-based disparities, and customize interventions, it is imperative to comprehend the demographic background.

Data collection

The objective of the survey is to collect quantitative data regarding the particular language challenges that students encounter when presenting their projects in a business setting. The focus of the questions was on issues including vocabulary mastery, pronunciation issues, confidence, and how much language competence they believe affects how well their presentations work. An electronic copy of the questionnaire was emailed to a sample of students from different vocational programs.

Semi-structured interviews with a selection of participants will be carried out to supplement the quantitative data. Through the interviews, participants will be able to expound on their experiences and thoughts, leading to a fuller knowledge of the subtleties of language problems. Open-ended questions were designed to examine the many approaches students have used to get beyond language obstacles as well as their opinions on the institutional assistance that they believe is necessary for progress.

A thorough examination of language competence issues in the context of business presentations among students in Indonesian Vocational Higher Education will be possible thanks to the combination of quantitative data from the surveys and qualitative insights from the interviews. The goal of this investigation's approach is to provide practical responses and provide guidance for improving language competency in ways that are specific to these students' needs.

Data analysis

The data analysis for this study employs a dual approach, combining quantitative and qualitative methods to comprehensively explore language challenges in business presentations among students in Indonesian Vocational Higher Education. Quantitatively, descriptive statistics and categorical analysis are applied to the survey responses, offering insights into variables such as vocabulary mastery, pronunciation, confidence, and the perceived impact of language competence. On the qualitative front, transcribed semi-structured interviews undergo coding and thematic analysis (Braun & Clarke, 2006), revealing recurring themes related to language challenges, strategies for overcoming obstacles, and opinions on institutional support. The integration of both sets of findings enables a holistic interpretation, providing practical and nuanced responses to improve language competency tailored to the specific needs of the students in the context of business presentations within Indonesian Vocational Higher Education.

FINDINGS

Language Proficiency Challenges

In order to gain initial students responses on Language Proficiency Challenges in delivering business presentations in Indonesian Vocational Higher Education". The following are the result of questionnaire

Level of Confidence and Anxiety Level

The results of online questionnaire about students' responses to level of self-confidence showed that 3 of 57of the respondents were Very confident, 24 of 57 student were confident, 20 were neutral, 9 students were not very confident, and 1 of 57 were not very confidents at all.

In terms of self-confidence in expressing complex business ideas in English: that 3 of 57 of the respondents were extremely confident, 24 of 57 student were confident, 20 were neutral, 9 students were not very confident, and 1 of 57 were extremely unconfident. When they were are about their self-confidences, some of them said that it was affected by their anxiety. Here are students' responses:

"I frequently experience anxiety in the lead-up to my presentation. (SRJ 12)

"Pronouncing industry-specific words can be tricky, and I fear it influences how proficient I come over in presentations." (SJR 26)

"I'm nervous because I don't want to miss my opportunity to attract the interest of the audience and stumble through my opening remarks." (SRJ 31)

"I believe that nervousness is increased by the pressure to make a good first impression. I'm concerned that a poor start might characterize the presentation as a whole." (SRJ 40)

The findings show that students' degrees of confidence in their ability to conduct business presentations vary widely. Anxiety was found to be a key element impacting students' self-confidence. They expressed worry about their initial impressions and how to pronounce phrases related to their sector.

Preparation Level

In terms of level of preparation for business presentations of the pupils, twenty felt adequate, seven felt underprepared, five felt extremely well prepared. Remarkably, none admitted to being totally unprepared. These discrepancies may result from disparities in study techniques, time management strategies, or the weight assigned to preparation.

Pronunciation Issues and Their Effect on Professionalism

Forty-eight students, or the majority, admitted that they occasionally had trouble pronouncing words correctly during business presentations. The answers brought up a variety of pronunciation-related concerns, including pronouncing names, acronyms, numerals, and trade words. Students understood how pronunciation may affect their overall professionalism and how important it is to pronounce words correctly in order demonstrate

competence and trustworthiness in a professional setting. The following are students' responses taken from Students Journal Reflection (SRJ)

"I've encountered pronunciation challenges with financial terms, and it makes me feel less confident in my business presentations." (SJR31)

"Certain trade language is difficult for me to convey precisely, and I concern it may divert from the main point of my presentations." (SJR 50)

"I have challenge with pronunciation, particularly with technical terms, and I'm worried about how it influences my trustworthiness." (SJR 52)

The data above showed that students realized how pronunciation may affect their overall professionalism and how important it is to pronounce words correctly in order demonstrate competence and trustworthiness in a professional setting.

Vocabulary Issues

In Indonesia's continuously shifting vocational education system, business administration students sometimes struggle with vocabulary during presentations. The data gathered from student responses highlights prevalent issues and the demand for focused solutions. Students emphasized the significance of improving their vocabulary by expressing difficulties in remembering technical jargon and in finding the appropriate terms. Effectively conveying ideas promptly using suitable business language became apparent as a major issue, which led to the realization that skill development was needed. The apprehension of use industry-specific terminology deceptively underscores the need for further experience and exposure. The aforementioned data emphasizes how crucial it is to deal with language difficulties in order to equip students for successful business communication.

Strategies in Navigating Language Proficiency Challenges

Techniques for Handling Pronunciation Issues

The following are responses from Students Journal reflection showed the Techniques for Resolving Pronunciation Problems in Business Presentations:

"I practice a lot, concentrating on the words I struggle with, until I feel confident." (SJR 2)

"I focus in in pronunciation practice using internet-based materials and applications." (SJR 7)

"I prefer to seek suggestions from friends and lecturers during improve activities." (SJR 12)

"I separate down challenging terms, study pronunciation, and rehearse them autonomously." (SJR 14)

"Going to articulation training provided by the college." (SJR 26)

"Exercising front a mirror allows me to watch and adjust my pronunciation." (SJR 36)

"Paying attention" on business presentations by experienced presenters and imitating their pronunciation." (SJR 44)

"Exercising with friends and providing shared advice on pronunciation." (SJR 49)

These data showed initiative in dealing with pronunciation issues, such as: Focused practice, using online resources, asking peers and lecturers for feedback, breaking down

difficult terms, studying pronunciation on one's own, listening to native speakers' audio resources, attending articulation training, using speech recognition software, practicing in front of a mirror, and modeling skilled presenters were some of the strategies used. These various approaches highlight the value of a customized and comprehensive strategy to address a range related speech problems.

Boosting Confidence Strategies

Students practiced in front of a mirror, recorded themselves, wrote comprehensive scripts, asked other students or instructors for feedback, and received it all in order to build their confidence prior to presentations. These approaches demonstrate that the significance of thorough preparation and the crucial role confident plays in successful presentations are highlighted. The Students Journal Reflection are displayed below:

> *"I either record myself or rehearse my presentation in front of a mirror several times. This ensures that I know the subject matter completely and makes me to get acquainted with it. (SJR 2)*

> *"I feel more comfortable presenting the material with ease the more I practice." (SJR 5)*

> *"I write a complete script or outline before I deliver. A well-organized strategy reduces the possibility that "I will forget key information and gives me a greater sense of control (SJR 51).*

> *"I ask mentors or peers for their opinions. Receiving helpful feedback after seeing my presentation to someone else enhances its content and gives me confidence (SRJ 55).*

Institutional support

Students emphasized how important institutional support is to improving their language skills so they are able to deliver business presentations. The campus's wide support is reflected in the following aspects:

> *"The institution provides courses where we learn and get advice on effective business presentation English." (SRJ 4)*

> *"We receive access to internet-based courses that focus on business vocabulary and presentation speech." (SRJ 5)*

> *"Language support includes individual sessions with English instructors to deal with particular presentation issues." (SRJ 19)*

> *"There are language laboratories where we are able to practice pronunciation and get assistance on language use." (SRJ 37)*

> *"The institution supports involvement with English club or forums for discussion, facilitating language development." (SRJ 54)*

> *"We obtain modules and manuals on English strategies for business presentation." (SRJ 55)*

The institution demonstrates a robust commitment to enhancing students' language proficiency, particularly in the context of business presentations, through a multifaceted approach. Firstly, dedicated courses are provided, emphasizing effective business

presentation skills in English, coupled with valuable advice to foster a comprehensive understanding. Additionally, students are granted access to internet-based courses targeting business vocabulary and presentation speech, leveraging digital platforms to supplement traditional learning methods. The institution recognizes the diverse challenges students may encounter in their presentations and addresses this by offering individualized language support through one-on-one sessions with English instructors. Furthermore, language laboratories are available for practical pronunciation practice and tailored language assistance, providing students with hands-on experiences to refine their language skills. The institution extends its support beyond formal settings by encouraging students' involvement in English clubs and forums, fostering a community that facilitates real-world language application and peer interaction. Lastly, the provision of modules and manuals focusing on English strategies for business presentations underscores the institution's dedication to equipping students with practical resources for success in professional communication. Together, these initiatives reflect a comprehensive and student-centric approach to language development within the academic context.

DISCUSSION

The investigation of language proficiency difficulties in Indonesian Vocational Higher Education has given rise to a more sophisticated knowledge of the problems that students encounter, especially when it comes to business presentations. The main conclusions are summarized in this talk, which also explores the consequences for teaching strategies, institutional support, and the field of language education as a whole.

The study found that students' limited vocabulary was a major source of difficulty. During business presentations, respondents reported having trouble finding and using terminology and idioms unique to their industry. This result is consistent with previous research emphasizing the value of focused vocabulary improvement initiatives (Simona, 2015). An idea for resolving this issue in the curriculum was to incorporate language modules that are unique to business. Students' frequent language restrictions highlight the necessity of focused assistance. Developing industry-specific vocabulary ought to be the main goal of curriculum design. Coursework that includes specialist language modules can introduce students to terminology related to their fields of study. Students' business presentations will be more effective if they can close the vocabulary gap and express concepts more clearly (Simona, 2015).

Pronunciation issues have a significant effect on students' confidence, so focused efforts are necessary. Speech therapy programs and pronunciation clinics can provide kids the skills they need to get past this obstacle. Developing oral communication skills helps with pronunciation problems and increases self-assurance when making business presentations. As pronunciation improves, students will probably approach presentations more confidently, which will lead to more meaningful communication (Deterding, 1997). Moreover, it is important to prepare students for the international business environment, as evidenced by the recognition that cultural subtleties influence communication styles. For students to modify their communication methods to conform to Western corporate norms, cultural competency training is essential. Students can more easily navigate a variety of

communication environments by participating in mentoring programs with language experts or business executives who can provide insights into cultural nuances (Gudykunst, 2017).

One of the most important things to consider when dealing with language proficiency issues is institutional assistance. Survey participants underscored the need of customized language assistance facilities, mentorship initiatives, and courses centered on business communication abilities (Kaliyadan et al., 2015). The perception was that the establishment of an environment that supports language development requires the integration of these resources into the institutional structure. Furthermore, The importance of institutions in offering the required support networks is emphasized throughout the debate. Important elements of institutional support include language assistance centers, business communication skills training, and mentorship programs. These systems establish a setting where students can ask questions, get tailored answers, and actively try to solve language-related problems. The larger objective of producing graduates who are well-rounded and proficient communicators is in line with the incorporation of these support systems into the institutional structure (Trace et al., 2015).

CONCLUSION

Managing language competency issues in Indonesian Vocational Higher Education is a complex process that calls for cooperation from academic staff, organizations, and students. This topic adds to the continuing conversation on successful language instruction techniques by discussing issues with pronunciation, vocabulary limits, cultural quirks, and supporting institutional assistance and technology integration. In order to keep language education relevant to the changing demands of students in a worldwide society, it acts as a call to action for educators and institutions to innovate and evolve.

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CONFLICT OF INTEREST

The authors declare that there isn't any conflict of interest with this article's publishing. The study was carried out objectively, and the conclusions and results that were made were predicated on the data's objective examination. The substance of this work has not been impacted by any personal or financial links with persons or organizations. The integrity and reliability of the research given in this article are guaranteed by this transparency.

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Research Article

An Investigation of Sociometric Status on Students' Achievement in Indonesian EFL Speaking Class

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ABSTRACT

This study investigates the correlation between sociometric status and students' achievements in an Indonesian EFL speaking classroom. Employing a mixed-method approach, the research categorizes students into five sociometric statuses: popular, controversial, rejected, neglected, and average, based on peer evaluations and sociometric assessment. The study further examines the academic performance of these students, particularly in speaking tests, to ascertain the impact of their sociometric status on their language acquisition proficiency. Findings reveal a distinct variance in speaking test scores across different sociometric statuses, with students classified as having high sociometric status (popular) significantly outperforming their peers in lower status categories (controversial, rejected, neglected). Statistical analysis, including ANOVA tests, underscores a compelling correlation between sociometric status and academic achievement in the EFL speaking classroom, suggesting that students who are more positively perceived by their peers tend to exhibit higher proficiency in speaking tests. The study contributes to the broader discourse on the influence of peer relationships on educational outcomes, particularly within the context of language learning. This study's insights are pivotal for educators, curriculum designers, and policymakers aiming to enhance both the social and academic dimensions of language learning in diverse educational settings.

Keywords: *Sociometric status, students' achievement, speaking class, EFL classroom*

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INTRODUCTION

In the world of education, we as prospective teachers are required to have extensive knowledge, creativity and insight for their students which contains the knowledge, abilities, weaknesses, and strengths provided by students (Stronge, 2018; Adnot et al., 2017; Biesta, 2015). To know the ability and development of participants, can be done through tests and non-tests.

The types of tests used vary which can be adjusted to the needs of the users themselves. The test is used to measure how high students learn in testing and understanding the subjects that have been delivered by the teacher (Deslauriers et al., 2019). While for individual assessment patterns of students can be done with sociometric techniques. Sociometry is an appropriate tool to collect data about social relationships and social behavior of students, because through sociometry we obtain data about the arrangement of relationships between individuals, the structure of relationships between individuals and the direction of social relations (Avramidis et al., 2017). Sociometry has a very important position in guidance and counseling.

"Students' sociometric status emerges as a key determinant in demonstrating significantly superior performance in speaking tests"

The emergence of sociometric status among students is related to students' peer relationships in the classroom and outside the classroom which creates a variety of context interactions. Oberle et.al (2010) stated that the most important thing in education is understanding the role of peer acceptance and peer rejection that indirectly contribute to the social and emotional development of children and adolescents has become a growing concern of parents, educators and researchers who share an interest in promoting positive development and prevention of psychological problems. In this regard, peer relationships are very important for the social and emotional development of adolescents and have been linked to student academic success. According to Bahar (2010), sociometric status is one of the assessments in determining the position of students among peers.

LITERATURE REVIEW

Sociometric status is useful for programs that can help create a better social environment and at the same time help to overcome problems in the social environment at school (Engels et al., 2016). Sociometric status also helps students in solving problems. In every environment or social group there is always an isolated party. Either that was because he resigned from the group or he was exiled by the participants. For this reason, with sociometry, the teacher can see students who are isolated in certain classes. this technique is usually applied by a counseling teacher. Moreover, Rimkiene, V.J & Kardelis (2005)

revealed that it is important in analyzing the sociometric status in the social environment of adolescents that occur in class.

Speaking ability is measured by the ability of students to have a conversation in an interactive process of constructing meaning that involves generating, receiving and processing information. Likewise, Brown (2004) believes that language proficiency is ensured when students get the opportunity to work with the target language in different contexts. Also, this study explores whether current classroom assessment practices at selected preparation schools can be effective in assessing speaking skills. Thus, investigating the assessment of students' speaking skills is the main concern of this study.

As can be understood from the previous discussion, the teaching of speaking skills and assessment is highly interrelated. Information obtained from speaking skills assessment can be used by teachers to improve the teaching of their speaking skills. In addition, students can use the results of speaking assessments to improve their speaking abilities. That is, assessment of speaking skills can improve students' speaking skills by showing areas and components that must be improved by students. Therefore, assessment plays an important role in teaching and learning speaking skills. That is why scholars believe that teaching and speaking evaluation are seen as two sides of the same coin.

Despite this fact, speaking skill has not been properly and adequately assessed by English language teachers. From the experiences of teaching English at secondary and preparatory schools for the last eight years, the researchers have observed that teachers do not give due attention to the assessment of students' speaking skill. Such practice hinders students from getting important and necessary feedback and comments from their teachers. In other words, students do not get the needed feedback and comments from their English language teachers that may enable them to improve or enhance their speaking skill.

Besides, the extent to which English language teachers assess the speaking skill of their students is not clearly known. The assessment techniques used by English language teachers to assess the speaking skill of their students and the components of students' speaking skill assessed by English language teachers are not studied at the selected school. In addition, English language teachers usually encounter different challenges while assessing the speaking skill of their students. These problems have initiated the researcher to conduct a study on the present study. Accordingly, it is imperative to describe the practices and challenges of assessing the speaking skill of the students.

The other important rationale for the present study is that the research gap is observed in the area. That is, the review of local studies revealed that limited local studies were undertaken in relation to the present study. For instance, Fasil (1992) studied how oral skills are taught. Tsegaye (1995) conducted research on speaking strategies employed by college students respectively. Jenenew (2006) studied how oral skills are taught and also

made a survey on teachers' and students' respective roles for implementation in EFL speaking classrooms. Tesfaye (2007) researched communication strategies utilized by Omo TTI teachers in oral production of English. Taye (2008) made a comparative study of televised and non-televised speaking skills teaching techniques.

The purpose of this study is to investigate sociometric status on students' achievement especially in the speaking skill. Twenty Five students at the twelfth grade of social science class are study consists of observation checklist, rating-scale measurement, and students speaking score. To investigate the sociometric status the following research question was proposed:

1. How is students' behavior toward peer relationship based on the categorization of sociometric status in the EFL speaking classroom?
2. How is the influence of sociometric status on students' achievement in Indonesian EFL Speaking Class?

METHOD

Research Design

This study employed a mixed-methods approach, integrating both quantitative and qualitative research methods to explore the influence of sociometric status on students' achievement in an Indonesian EFL speaking class. The quantitative component involved the collection and analysis of numerical data regarding students' sociometric status and their speaking test scores. In contrast, the qualitative aspect focused on observing and interpreting students' behaviors and interactions within the EFL speaking classroom to understand the dynamics of peer relationships. The participants of this study were thirty students from a twelfth-grade social science class at IMMIM boarding school in Makassar, Indonesia. The selection of participants was based on convenience sampling, as the class was readily accessible to the researcher. The students' ages ranged from 17 to 18 years old, comprising both male and female students.

Research Instruments

There are four main instruments used in this study, they are described as follows:

Sociometric Survey

Sociometric status was assessed using the procedure described by Asher & Dodge (as cited in (Bgin, 1986). A sociometric questionnaire was administered to determine the sociometric status of each student within the classroom. This survey asked students to nominate their peers based on various criteria such as likability, cooperation in group work, and social interaction preferences.

Observation Checklist

To supplement the quantitative data, an observational checklist was used to record students' behaviors and interactions during class activities. This tool helped in identifying patterns related to sociometric status, such as participation in group work, leadership roles, and social dynamics as well as in order to obtain data on students positive and negative behaviors among peers especially toward their peer relationship in a learning and teaching process.

Field Notes

The use of notes in the classroom assisted the researcher to think and write about what is going on in the students interaction. Students positive and negative behavior were explicitly observed through notes. Cowie N (as cited in Heigham, J & Croker R.A, 2010. p. 173) reveals that these notes might be very brief for a smal-scale 'quick and dirty' project where the main purpose is to quickly find out information about an issue or situation. Then, the researcher was able to focus on how student behavior in speaking class in order to how the nomination of sociometric status.

Speaking Assessment

In conducting phonetic transcription from the speaking record, we used three testers to calculate the students' score. They are; one researcher and two other English teachers of IMMIM Boarding School. In making transcription of the students' speaking performance, we used video camera for documentation. To calculate the students' score, we used the scoring criteria level introduced by Heaton (1988:100) and finalize the overall score which are as follows:

Data Analysis

Accuracy

Students' scores on accuracy were classified based on the criteria in the following tables:

Table 1.
The Score Criteria of Speaking Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors
Very Good	5	Pronunciation is only slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but not serious phonological errors. A few grammatical and lexical errors but not only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by mother tongue only a few phonological errors. Several grammatical and lexical errors some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in a communication. Many grammatical and lexical errors.

Very Poor	1	Serious pronunciation errors as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

Fluency

Table 2.
The Score Criteria of Speaking Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally by only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times limited range of expression.
Very Poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort, very limited range of expression.

Comprehensibility

Table 3
The Score Criteria of Speaking Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek classification. He cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is listening to the speaker
Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Heaton (1991:26)

Quantitative data from the sociometric survey and speaking test scores were analyzed using descriptive statistics to identify trends and differences among sociometric status groups. An ANOVA test was conducted to examine the statistical significance of differences in speaking test scores across the sociometric categories. For the qualitative data, thematic analysis (Clarke & Braun, 2017) was used to interpret observations of student behavior and interaction. This involved coding the data into themes related to sociometric status, such as leadership, cooperation, and social engagement. The integration of quantitative and qualitative findings provided a comprehensive understanding of how sociometric status influences students' achievement in the EFL speaking class.

FINDINGS

This research paper delves into the intricate dynamics of sociometric status and its consequential impact on student achievement within an Indonesian EFL (English as a Foreign Language) speaking class. The investigation is propelled by the hypothesis that sociometric status—students' perceived popularity and acceptance among their peers—plays a pivotal role in influencing their engagement, participation, and ultimately, their success in acquiring English speaking skills. Drawing on a mixed-methods approach, the study meticulously combines quantitative data from speaking tests with qualitative insights from observations and sociometric assessments.

Students' behavior toward peer relationship based on the categorization of sociometric status in the EFL speaking classroom

The initial part of the investigation focused on the categorization of sociometric status among students in the EFL speaking classroom. Sociometric status, a metric gauging the peer-perceived popularity or acceptance of individuals within a social setting, is pivotal in educational contexts as it influences various facets of student interaction and learning. In the context of the EFL speaking classroom, this status is particularly salient due to the interactive nature of language learning, where peer feedback, collaboration, and communication play crucial roles.

After conducting observation, rating-scale measure was distributed to the students in order to know about how much every student interested to learn and talk to his or her peers. The findings revealed that there were five types of sociometric status in the EFL speaking classroom and it consists of popular, controversial, neglected, rejected, and average. Those types of sociometric status frequently occur among peers. Finch (1998) asserted that the rating-scale measure is used to rate how much they like each child in their class on a scale of 1 to 5 and this method allows researchers to label children as of low, high, and average acceptance.

Figure 1.
Distribution Chart of Sociometric Status
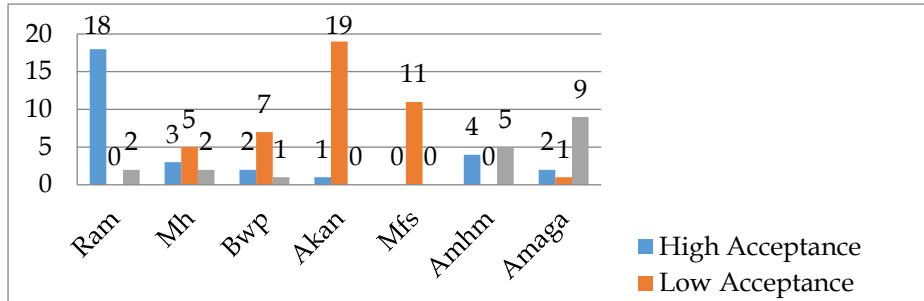
Table 4.
Five Categorization of Sociometric Status

No	Nama	Categorization				
		Popular	Controversial	Rejected	Neglected	Average
1	MFS				√	
2	MRA					
3	SFR					
4	NI					
5	MH		√			
6	AMHM					√
7	AMAGA					√
8	LMIJ					
9	AMS					
10	RAM	√				
11	ANA					
12	MFAA					
13	MNK					
14	BWP			√		
15	AMFH					
16	MS					
17	WI					
18	AA					
19	RS					
20	ZMS					
21	MHFN					
22	AFB					
23	MNR					
24	AKAN			√		
25	FM					
26	AMU					
27	MFH					
28	MU					

| 29 | SH |
| 30 | AAG |

Tablw 4 displays that there were five categorizations of sociometric status involve popular, controversial, rejected, neglected, and average. As can be seen on the result above, popular student was **RAM** in which he was known as friendly and smart student. He has a higher level of cognitive ability especially on English subject. Moreover, he has good relationship with his peers in which he was never disapproval on teacher's choice in deciding his group work.

The findings indicate that popular children are cooperative, sociable, friendly, and sensitive to others. Zakriski & Prinstein (2001) concluded that popular children rate high in sociability and cognitive abilities, were good problem solvers, and had positive social traits and friendship relations. The result of rating scale proved that there were 18 students chose 'strongly like' scale and it is categorized on a high acceptance. Then, it has been clear that popular student is actively liked by other peers. The second type of sociometric was controversial. The table above showed that **MH** was a controversial student. In this case, after distributing rating-scale measure, there were five rate 'dislike' to his and there were two students' rate 'like' to his. It is indicated that she was disliked by some and liked by some students.

This controversial student tended to show aggressive behavior to his peers, but he also showed his greater sociability. Moreover, after investigating the result of observation, he was over talkative student in which he frequently talked more in a class and he often showed his rejection on teacher's choice in determining a group. But he was also displayed his friendly to his peers when work and talk in a group. The third categorization of sociometric status was rejected student. It is believed that rejected student was actively disliked by peers in which the result of stating-scale measure displayed that there were 19 students' rate 'strongly dislike' to student **AKAN** and they were only one student rate 'like' to him.

Rejected children, who are frequently disliked and not well-liked (Gifford-Smith & Brownell, 2003) . It showed that majority students did not like with him because of his behaviors in the classroom. Regarding on the result of observation, he frequently displayed aggressive behavior to his peers especially to female students. A study found that aggressive-rejected children (children who are actively disliked by their peers and who are highly aggressive) were fewer independent learners, less interested in schoolwork, and more disruptive in the classroom (Wentzel & Asher, 2005; Arham & Ariani, 2020). Then, it has been clear that **AKAN** is classified as rejected student who frequently did disruptive

behavior such as less interested in schoolwork, reporting his friend mistakes, and coming to classroom habitually late.

Those types of behaviors are classified as disruptive behavior. Moreover, the result of the rating-scale measure showed that **BWP** was disliked by other peers in which there were 11 students rate 'dislike' scale to him and it is categorized as low acceptance Meanwhile, there was no students rate 'like or strongly like' to him. It is indicated he was also categorized as rejected student. It was proved through observation that he frequently did some inappropriate behavior in a verbal or nonverbal behavior. He was commonly shouting angry in the classroom and it was disruptive behavior. Moreover, He has ever hit her friend when teacher was explaining the material.

It was equal with **BWP** behavior in which both students have ever showed less interested in schoolwork. Another categorization of sociometric was called by neglected status. As can be seen on the table above, **MFS** was neglected in which there were 7 students rate 'dislike' to him and there were 2 students' rate 'like' to her. It was revealed that he was disliked by peers and he was liked by few students. As shown during the observation, he was not interacting to the other peers and he has low sociability. He seldom be quiet during the learning process. The last classification of sociometric status was average student. It has been calculated that both students **AMHM** and **AMAGA** were categorized as averagee students. They were rated as average by their peers in which there were 7 students rated **AMAGA** as 'average' and there were 5 students rated **MH** as 'average.

It is believed that every student has different behavior in interacting with their peers. In general, every student has different behavior, cognitive ability, motivation, and personality. That makes them different to each other. But, the diversity among student did not disturb the way students learn and the way teacher teach. In the teaching and learning process during two months, the researcher found that most students in the classroom have a good relationship with their peers. However, some students show positive behavior and some students show negative behavior to their peers especially during the learning process.

In the twelfth-grade class of social science, most students are friendly to the teacher. But, when the learning process is begun, some students started to show their personality or character. To know students' behavior among peers, the researcher observed students' interaction in the classroom during two months. During the learning process, the researcher used observation sheet as an assistance to prove students' behavior among peers. It is found that every student has different behavior in which variety of behavior are shown by them.

After observing the social interaction among peers, it is indicated that there were five categorizations of sociometric status occur in the eleventh grade of social science class. Moreover, after distributing sociometric assessment, it is found that there was a

categorization of status or peer relationship in that classroom. Then, demographic information about the sixth participants will be described below:

Table 5.
Demographic Information of the Six Participants

No	Participants	Description
1	RAM	He is a smart student. He is friendly to his peers. He pays more attention to the teacher's explanation and actively involve during the learning process. Sometimes, he provided guidance to her peers. He was liked by her peers in the classroom.
2	MH	He is overtalkative student. He speaks too much in the class and he can actively answer teacher's question. Moreover, he likes to communicate with the other students. But he often showed impolite behavior. For instance, he has ever jumped on the table. He frequently showed his rejection to his group.
3	BWP	He has disruptive behavior. He often goes outside of the class when the teacher is explaining the material. He frequently talks to his friends when teacher is talking in front of the class. he showed less interested when worked in a group. sometimes, he only played at his handphone. He has ever angry to some female students in the class. he only talked with few students in the class especially his close friend.
4	AKAN	He frequently shouting angry to his peers because of noising class. He was impolite enough to his teacher. Sometimes, he sleeps in the class while other students were doing task. He was also tended to focus on his handphone.
5	MFS	He was not interacting to the other peers and he has low sociability. He seldom be quiet during the learning process.
6	AMHM	He was quiet student. He has never made mistake in a class. He was liked by his peers. He obeys teacher's instruction and never showed her disagreement.
7	AMAGA	He was quiet student. She has never made mistake in a class. He was liked by her peers. He obeys teacher's instruction and never showed her disagreement.

The findings, derived from qualitative observations and quantitative assessments, reveal a nuanced spectrum of sociometric classifications ranging from high, medium, to low. Students with high sociometric status were observed to be more engaged, proactive, and often took on leadership roles during group activities or discussions. They were perceived positively by their peers, often sought after for collaboration, and played pivotal roles in facilitating a conducive learning environment. Conversely, students classified with low sociometric status exhibited a marked contrast in their engagement and interaction patterns. These students were less likely to participate voluntarily and showed signs of reticence during speaking tasks. Peer interactions with these individuals were limited, and at times, they were even marginalized from group activities, reflecting a palpable divide in peer acceptance and integration.

The medium sociometric status group represented a diverse mix of behaviors and peer perceptions. These students occasionally participated in activities and were variably accepted by their peers, indicating a fluidity in their sociometric positioning that could be influenced by specific interactions or achievements. The sociometric assessment revealed a diverse range of statuses among the students, including categories such as popular, rejected,

neglected, controversial, and average. This distribution underscores the complexity of social relationships and their potential effects on learning outcomes.

The influence of sociometric status on students' achievement in Indonesian EFL Speaking Class

The second facet of this investigation delves into the correlation between sociometric status and academic achievement, specifically in speaking proficiency within the EFL classroom. Leveraging the data on students' names, their sociometric status (High, Medium, Low), and their speaking test scores, we conducted a comprehensive statistical analysis to elucidate the impact of sociometric status on language acquisition and proficiency.

The empirical investigation into the correlation between sociometric status and achievement within an Indonesian EFL speaking class yielded insightful revelations. This analysis, grounded in data from thirty twelfth-grade social science students, meticulously explores the intersection of peer perception and classroom social dynamics with English speaking proficiency. The quantitative aspect of our study is grounded in the speaking test scores of students, which are classified into five achievement categories based on their performance: Very Good (91-100), Good (76-90), Fair (61-75), Poor (51-60), and Very Poor (<50). This categorization facilitates a nuanced understanding of students' speaking abilities in relation to their sociometric standing within the class.

Table 6.
Students' Overall Speaking Score

Name	Speaking Test Score	Achievement Category
MFS	85	Good
MRA	60	Poor
SFR	75	Fair
NI	88	Good
MH	70	Fair
AMHM	65	Fair
AMAGA	90	Good
LMIJ	55	Poor
AMS	78	Good
RAM	92	Very Good
ANA	72	Fair
MFAA	58	Poor
MNK	89	Good
BWP	63	Fair
AMFH	91	Very Good
MS	76	Good
WI	59	Poor
AA	74	Fair
RS	87	Good
ZMS	62	Fair
MHFN	77	Good
AFB	94	Very Good

MNR	56	Poor
AKAN	79	Good
FM	60	Poor
AMU	95	Very Good
MFH	80	Good
MU	54	Poor
SH	96	Very Good
AAG	81	Good

Tabel 7.
Students' Sociometric Status and Speaking Test Score

Name	Sociometric Status	Speaking Test Score
MFS	High	85
MRA	Low	60
SFR	Medium	75
NI	High	88
MH	Medium	70
AMHM	Low	65
AMAGA	High	90
LMIJ	Low	55
AMS	Medium	78
RAM	High	92
ANA	Medium	72
MFAA	Low	58
MNK	High	89
BWP	Low	63
AMFH	High	91
MS	Medium	76
WI	Low	59
AA	Medium	74
RS	High	87
ZMS	Low	62
MHFN	Medium	77
AFB	High	94
MNR	Low	56
AKAN	Medium	79
FM	Low	60
AMU	High	95
MFH	Medium	80
MU	Low	54
SH	High	96
AAG	Medium	81

Our analysis unveiled a stark disparity in speaking test scores across the sociometric categories. Students with high sociometric status boasted an average speaking test score of 90.7, markedly higher than their medium and low-status counterparts, who averaged scores of 76.2 and 59.2, respectively. This gradient in speaking proficiency underscores the

significant role of sociometric status in educational attainment, particularly in skills as interactive and socially contingent as language speaking.

To further substantiate these findings, we employed an ANOVA test to assess the statistical significance of the observed differences. The test yielded a p-value of approximately 8.04e-17, affirming the hypothesis that sociometric status significantly influences speaking test scores among EFL learners. This significant disparity highlights the integral role of social dynamics and peer perception in the educational landscape, particularly in contexts demanding high levels of interaction and communication.

The findings suggest that students with higher sociometric status benefit from a more enriching and interactive learning environment, facilitated by positive peer relationships and higher levels of engagement and participation. This environment, in turn, fosters better speaking proficiency, indicating a reciprocal relationship between sociometric status and language learning success.

DISCUSSION

The findings from this research illuminate the intricate dynamics of sociometric status within the EFL (English as a Foreign Language) speaking classroom and its significant influence on students' achievement. This section delves into the theoretical and practical implications of these findings, linking them to established theories and previous research while also considering their implications for teaching practices and future studies.

Students with high sociometric status, identified as being popular, friendly, and sociable, tend to create and benefit from a positive learning environment. This is directly linked to the speaking score, where these students achieved higher speaking test scores. The supportive network fostered by positive peer relationships likely offers these students more opportunities for practice, feedback, and encouragement, crucial elements for language acquisition. On the other hand, the analysis of controversial students, who exhibit a mix of positive and negative behaviors leading to varied peer acceptance, provides a nuanced understanding of their academic performance. These students' active engagement in classroom discussions, despite their mixed sociometric status, suggests that even with fluctuating peer perceptions, active participation in language learning activities can sustain or improve academic performance. This aligns with the results in their overall speaking score, indicating that sociability and engagement can mediate the effects of sociometric status on achievement.

While the exploration of rejected and neglected students highlights the difficulties these individuals face in integrating into the learning community. This isolation or marginalization directly correlates with the lower speaking test scores. The lack of peer interaction and support for these students not only diminishes their opportunities for language practice but also affects their motivation and confidence, critical factors in

language learning. Additionally, students identified with an average sociometric status, who neither stand out in positive nor negative peer perceptions, demonstrate moderate achievement levels in speaking tests, as shown in the overall speaking score. This suggests that while these students may not experience the full benefits of high sociometric status, they are also not as adversely affected by the challenges faced by those with low status. It indicates a baseline of peer support and interaction that is sufficient for maintaining average academic performance.

Theoretical Implications

The study's results, which highlight the positive correlation between high sociometric status and superior speaking test scores, resonate with the social constructivist perspective of Vygotsky (1978), emphasizing the pivotal role of social interactions in the cognitive development and learning processes. Vygotsky's theory suggests that learning occurs within the Zone of Proximal Development (ZPD) through social interactions, where peers play a critical role in facilitating learning (Vygotsky, 1978). High sociometric status students are likely to have more opportunities for meaningful interactions, thereby accessing a wider range of ZPDs, which enhances their language acquisition capabilities.

Moreover, the findings align with the social competence model proposed by Wentzel (1991), which posits that students who are well-regarded by their peers (i.e., those with high sociometric status) are more likely to exhibit behaviors that are conducive to academic success. These students often demonstrate higher levels of classroom engagement, motivation, and positive attitudes towards learning, which are critical factors in achieving proficiency in language learning tasks (Wentzel, 1991).

Practical Implications

The connection between the sociometric status categorization and its influence on academic achievement underlines the critical role of educators in shaping classroom dynamics. Educators are tasked not only with facilitating language learning but also with fostering an environment that promotes positive social interactions and mitigates the adverse effects of social exclusion.

Interventions designed to improve the sociometric status of students, particularly those identified as rejected or neglected, could have a significant impact on language learning outcomes. Strategies such as cooperative learning activities, peer tutoring programs, and social skills training can encourage more inclusive peer interactions, thereby enhancing the learning experience for all students.

Implications for Future Research

This study opens avenues for future research to explore the mechanisms through which sociometric status influences language learning outcomes. Longitudinal studies could examine how changes in sociometric status over time affect language achievement, providing insights into the stability and fluidity of peer relationships and their long-term impact on learning. Additionally, qualitative research methods, such as interviews and observations, could shed light on the subjective experiences of students with different sociometric statuses, offering a deeper understanding of the social dynamics within EFL classrooms.

Investigations into the effectiveness of specific pedagogical interventions aimed at improving the sociometric status of students and, consequently, their language outcomes would also be valuable. Such studies could help educators and policymakers design targeted strategies to enhance the learning experiences and outcomes of all students, regardless of their social standing within the classroom.

CONCLUSION

After observing students' behaviors toward peer relationship based on the categorization of sociometric status, the result displayed that majority students at the eleventh grade of social science class have a positive and few students have negative behaviors during the learning process especially in the EFL speaking classroom. Highly-positive behaviors displayed by majority students consist of providing guidance, providing joking, giving direction, and showing affection. Meanwhile, highly-negative behaviors displayed by few students of social science class involve inappropriate behavior, hitting, and threats and medium-negative behaviors such as disapproval behavior, noncompliance, and yelling. However, among those four negative behaviors, inappropriate behavior frequently transpired toward peer relationship during the learning process. Hence, it can be concluded that all five sociometric status were reflected positive and negative behaviors during the process of learning in EFL classroom. The findings from this research contribute to a nuanced understanding of the role of sociometric status in language learning within the EFL speaking classroom context. By highlighting the significant impact of peer relationships on academic achievement, this study underscores the need for educators to consider the social dimensions of learning environments. Through targeted interventions and supportive teaching practices, educators can mitigate the effects of sociometric status, fostering an inclusive and equitable learning environment that enables all students to thrive.

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CONFLICT OF INTEREST

No conflict of interest reported by the authors

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Review Article

Corpus Linguistics Today: A Qualitative Approach

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ABSTRACT

Corpus linguistics, the study of language form and function using computerized corpora, involves collecting extensive electronic texts to analyze language usage. It serves various objectives: qualitative analysis, exploring nuances in language use, and quantitative analysis, identifying patterns in word usage and collocations. Corpus linguistics tracks language variation over time, aids language teaching, supports lexicography, and contributes to discourse analysis. Its evolution grew from the 1950s to the present day, marked by technological advancements and theoretical integration. The article underscores the significance of qualitative analysis in providing contextual insights into language use. The systematic creation of a corpus involves steps like text selection, data collection, preprocessing, annotation, and quality control. Various qualitative analysis techniques, from discourse analysis to lexical semantics, offer diverse perspectives for studying linguistic phenomena. This article provides a concise overview of corpus linguistics, its evolution, the importance of qualitative analysis, corpus creation, and qualitative analysis techniques. Therefore, this article might contribute to corpus linguists, corpus researchers, and ESP teachers in starting, studying, and applying corpus.

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INTRODUCTION

Corpus Linguistics has revolutionized our understanding and investigation of language, resulting in an explosion of empirical study encompassing practically all aspects of language. Primarily attributable to the information revolution of the late 20th century is the development and expansion of corpus and computational techniques within descriptive and applied linguistics (McCarthy & O'Keeffe, 2010). What began as an improvement in methodology, facilitated by an ever-increasing volume of data and more powerful, efficient computers for processing, has evolved into a paradigm shift with significant theoretical implications, necessitating a reevaluation of many established theoretical stances within the field (Tognini-Bonelli, 2010). Corpus linguistics is a branch of linguistics that relies on an extensive collection of authentic text samples, known as a corpus. These broad and diverse language collections enable linguists and scholars to examine language patterns, usage, and structure systematically and in a data-driven manner. This article examines the present state of corpus linguistics, focusing on qualitative approaches that increase our understanding of language beyond statistical analysis.

"Corpus linguistics today embraces qualitative approaches for deeper linguistic insights."

UNDERSTANDING CORPUS LINGUISTICS

Corpus Linguistics and Its Primary Objectives

Corpus Linguistics has become a term referring to a wide range of activities and approaches (Hunston & Su, 2019). Collecting enormous quantities of text in electronic format appears to be a feature all these entities share. Thus, Corpus Linguistics could be described succinctly as "the study of the form and function of language through the examination of computerized corpora" (Partington et al., 2013). However, a corpus is not just a simple collection of texts. Instead, a corpus seeks to represent a language or some part of a language (Biber et al., 2010).

The expansive characterization presented here encompasses a substantial corpus of scholarly investigations conducted through methodologies examining a specific search term and its surrounding context (e.g., keyword-in-context or concordance lines). These methodologies involve the computation of relative frequency (e.g., collocation studies) and the annotation of various linguistic features, such as word class, grammatical function, or semantic class, to facilitate frequency calculations based on these categories (Goźdź-Roszkowski, 2021). Furthermore, the field of Corpus Linguistics in the present day has experienced significant diversification, manifesting in several forms contingent upon the researcher's perspective on the status and use of corpus material. The treatment of corpus evidence by researchers has emerged as a significant concern, leading to the adoption of several techniques (Tognini-Bonelli, 2010) based on the primary objectives of corpus linguistics itself as follows:

a. Descriptive/ Qualitative analysis: Corpus linguistics seeks to characterize language usage in real-world contexts. It attempts to accurately represent how words, phrases, and grammatical structures are used in various written and spoken discourse types. It is essential for exploring aspects of language, such as nuanced word meanings, pragmatic behaviors, and contextual usage, that quantitative analysis alone cannot reveal (Biber et al., 2010).

b. Quantitative Analysis: One of the primary goals is to conduct quantitative analyses to identify patterns and tendencies in language utilization. This involves calculating the frequency of words, analyzing collocations, and analyzing distributional patterns (Sinclair, 1991).

c. Variation and Change: Corpus linguistics enables linguists to monitor variation and change in language over time. By comparing corpora from various periods, researchers can identify shifts and developments in the language (Conrad, 2004; Crawford & Csomay, 2016).

d. Linguistic Research: Corpus linguistics is an indispensable instrument for evaluating linguistic hypotheses. Linguists utilize Corpora to investigate a vast array of linguistic phenomena, from syntax and semantics to pragmatics and discourse analysis (Illie & Norrick, 2018)

e. Language Teaching and Learning: Corpora are increasingly used to provide authentic examples of language use in language teaching and learning. The exposure of learners to authentic language in context can improve their comprehension and language proficiency (Friginal, 2018; Gavioli, 2005; O'Keeffe et al., 2007; Timmis, 2015).

f. Lexicography: Corpora are essential in lexicography, assisting dictionary compilers with providing accurate and current definitions, examples, and collocations for words and phrases (Fuertes-Olivera, 2018; Kennedy, 1998).

g. Stylistics and discourse analysis: It aids in analyzing how language is employed for particular purposes, such as in literary texts, academic writing, and advertisements (Crawford & Csomay, 2016; Hoey et al., 2007).

At its core, corpus linguistics is a collaboration between empirical research and the depth of rigorous linguistic analysis. It allows linguists to explore language in a structured and evidence-based way, uncovering patterns, variations, and insights critical to our understanding of how language works in practice."

The Evolution of Corpus Linguistics in Linguistic Research

Corpus Linguistics has a long history dating back to the early 20th century. Its evolution in linguistic research has been a transformative journey, significantly reshaping how we

understand and analyze language. Over the decades, corpus linguistics has evolved from a relatively niche methodology to a cornerstone of modern linguistics. This evolution can be delineated through several key phases:

a. Pre-modern concordance (1950s): Corpus linguistics stems from the emergence of a (pre-modern) concordance in the late 1950s to the practical needs of scholars in the study of the Bible (O'Keeffe & McCarthy, 2010). Concordance is an alphabetical index of the principal words in a book or the works of an author with their immediate contexts.

b. Early Beginnings (1960s-1970s): Corpus linguistics as a text analysis method based on electronic tools can be traced back to the 1960s and 1970s when researchers began to compile and analyze extensive text collections. One of the pioneering projects in Corpus Linguistics was the Brown Corpus created in the 1960s at Brown University and Lancaster-Oslo-Bergen (LOB) corpora, which contained two collections of 1 million words and 500 sample texts of American and British English by Henry Kucera and W. Nelson Francis. This seminal text corpus marks the beginnings of quantitative linguistic analysis Francis & Kucera 1979; Johannson et al. 1978 as cited by Gavioli (2005).

c. Growth of Computer Technology (1980s): The advent of computer technology was a game-changer for corpus linguistics. The development of more powerful computers allowed the creation of larger, more diverse corpora and advanced analytical tools. In 1980, Sinclair, in his earliest exploratory years of corpus analysis that was to culminate in the ground-breaking COBUILD project, started to collect a corpus of texts on the computer for dictionary making and language study. The compilers of the Collins Cobuild English Language Dictionary (1987) had daily access to a corpus of approximately 20 million words (O'Keeffe & McCarthy, 2010).

d. Theoretical integration (1990s): In the 1990s, corpus linguistics benefited from technological progress and is very much ascending. By the time computers could be used by anyone, the traditions of searching through texts for all examples of a specific part of the language, writing dictionaries based on proven usage, and analyzing language based on actual informant data became well established. Then, researchers began to use corpora to test and refine linguistic hypotheses, leading to a more nuanced understanding of language (O'Keeffe & McCarthy, 2010). This age was launched by some corpora, like the Bank of English (BoE) (1991) and the British National Corpus (BNC) (1995).

e. Specialized Corpora (2000s): The 21st century saw the development of specialized corpora, focusing on specific linguistic aspects like spoken language, historical language, or learner language. These corpora enriched linguistic research in various

subfields. A large and growing number of highly specialized corpora are being created for a particular purpose. One of them is the Academic Word List (AWL) corpus by Coxhead (2000) (Coxhead & Nation, 2001).

f. Interdisciplinary Collaborations (2010s): Corpus linguistics became increasingly interdisciplinary, with collaborations between linguists, computer scientists, and other fields. This synergy led to the development of advanced software tools and applications, further broadening the scope of research. There are, however, a growing number of corpora available in other languages as well. Some are monolingual corpora - collections of text from one language- and multilingual corpora with the exact text in several languages (Taylor & Marchi, 2018).

g. The Digital Age (Present): In the digital age, corpora are more accessible and extensive than ever. Online resources and collaborative efforts have democratized corpus linguistics, making it a fundamental resource for linguistic research in academia and industry. More and more universities offer courses in corpus linguistics and use corpora in their teaching and research. The number and diversity of corpora being compiled are significant, and corpora are used in many projects. More information can be found by browsing the net and reading journals and books. The electronic mailing list Corpora can be a good starting point for someone who wishes to learn about what goes on within the field of corpus linguistics at the moment (Absalom, 2021; Mitkov, 2022).

The development of corpus linguistics demonstrates its transformation from a novel methodology to a fundamental aspect of linguistic research. It has made the study of language in diverse contexts possible, casting light on linguistic patterns, variation, and change. The future of corpus linguistics in linguistic research is even more promising as technology advances and new applications are developed.

QUALITATIVE APPROACHES IN CORPUS LINGUISTICS

Qualitative Research Methods in the Context of Corpus Linguistics

Corpus analysis can be broadly categorized as consisting of qualitative and quantitative analysis. Qualitative approaches play a pivotal role in corpus linguistics by offering a deeper, more nuanced understanding of language. It is a methodology for in-depth investigations of linguistic phenomena grounded in authentic communicative situations (Hasko, 2012). The aim of qualitative analysis is a complete, detailed description. The main disadvantage of qualitative approaches to corpus analysis is that their findings cannot be extended to broader populations with the same degree of certainty that quantitative can analyze. The research findings are not tested to discover whether they are statistically

significant or due to chance. Qualitative approaches, on the other hand, enable researchers to explore the 'how' and 'why' behind linguistic phenomena (Bennet, 2010).

In quantitative research, we classify features, count them, and even construct more complex statistical models to explain what is observed. Findings can be generalized to a larger population, and direct comparisons can be made between two corpora so long as valid sampling and significance techniques have been used (Ludeling & Kyto, 2009). Thus, quantitative analysis allows us to discover which phenomena are likely to be genuine reflections of the behavior of a language or variety and which are merely chance occurrences (Adamou, 2019). However, the picture of the data that emerges from quantitative analysis is less rich than that obtained from qualitative analysis. Quantitative analysis is, therefore, an idealization of the data in some cases. Also, quantitative analysis tends to sideline rare occurrences.

Thus, doing qualitative research in the context of corpus linguistics is particularly significant for several reasons:

a. Contextual Understanding: Qualitative approaches allow researchers to consider the contextual factors influencing language use. This is essential for comprehending the subtleties of language, such as idiomatic expressions, metaphors, and cultural influences (Aijmer & Altenberg, 2014).

b. Semantic Analysis: Qualitative methods enable the examination of semantic nuances, helping researchers identify connotations, pragmatic meanings, and speaker intentions that quantitative analyses may overlook (Bennet, 2010).

c. Fine-Grained Patterns: By closely examining individual instances of language, qualitative approaches unveil fine-grained patterns, variations, and exceptions that quantitative analysis might homogenize. This analysis should consist of complete, naturally occurring texts (oral or written) whose origins and provenance are well documented (Hasko, 2012).

d. Interdisciplinary Insights: Qualitative corpus analysis is often interdisciplinary, drawing from sociolinguistics, discourse analysis, and pragmatics. This interdisciplinary perspective enriches our understanding of language in different social and cultural contexts (Flowerdew, 2009).

e. Hypothesis Generation: Qualitative approaches can be a valuable starting point for generating hypotheses, which can later be tested quantitatively. They help researchers form more precise research questions and hypotheses based on real-world language data (Bennet, 2010).

In conclusion, the significance of qualitative approaches in corpus linguistics rests in their capacity to reveal the underlying complexities of language, thereby fostering a more

comprehensive and contextual understanding of linguistic phenomena. Together, they contribute to an exhaustive investigation of language in its natural environment.

The Distinction Between Quantitative and Qualitative Approaches in the Context of Corpus Linguistics

As mentioned in the previous section, we can assume that the distinction between quantitative and qualitative approaches in research lies in their methods and goals. Quantitative corpus research gathers and analyzes numerical data to identify patterns, relationships, frequency, and statistical significance. It often involves surveys, experiments, and large-scale data collection, aiming for generalizability and objectivity. Lakoff (1987, as cited by Lewandowska-Tomaszczyk, 2007) states that a qualitative approach is proposed when we need to study the four types of Commensurability criteria, they are (1) truth-conditional criteria (classical translatability); (2) criteria of use; (3) framing criteria; and (4) conceptual organization criteria.

In contrast, qualitative corpus research explores a phenomenon's depth, context, and richness. Quantitative linguistic criteria consist of the: (1) frequencies: (i) in general language, (ii) in a context-specific language variety, (2) quantitative distributional facts; (3) sentence length; (4) type/token ratio; (5) lexical density (low frequency-high frequency); and (6) naturalness (frequency and contextual preferences) (Lewandowska-Tomaszczyk, 2007). It employs interviews, observations, and content analysis to gather non-numerical, textual, or visual data. Qualitative research seeks to understand the 'how' and 'why' behind human behavior, emphasizing interpretation, meaning, and context.

To choose what method is suitable for our study, we can go back clearly and pay attention to the research question of our study and what type of data we need. While quantitative research provides statistical rigor and generalisability, qualitative research offers insight into the intricacies of human experience, allowing researchers to uncover subjective perspectives and cultural nuances, word meanings based on intonation and speech, as well as by genre and environment. Often, by combining quantitative and qualitative methods, a mixed methods approach can provide a more comprehensive understanding of complex phenomena.

The Benefits of Qualitative Approaches in the Context of Corpus Linguistics

Qualitative approaches are valuable in corpus linguistics studies for several reasons:

a. Contextual Insights: Qualitative methods permit researchers to investigate language in its natural context, revealing the complexities of how words, phrases, and grammatical structures are used in various texts and spoken discourse. This contextual awareness is essential for comprehending language's meaning and ramifications (Hardt-Mautner, 1995).

b. Nuanced analysis: Qualitative methods enable linguists to analyze language at a granular level, revealing subtle nuances in meaning, connotation, and pragmatic application. This level of specificity is frequently difficult to attain through quantitative analysis alone (Adamou, 2019).

c. Pragmatic interpretation: Qualitative analysis is particularly effective for interpreting pragmatic aspects of language, such as tone, intention, and speaker attitudes. Researchers can determine how sarcasm, politeness, and other subtle pragmatic signals are communicated through language (Rühlemann & Clancy, 2018).

d. Uncovering patterns: By engaging in qualitative analysis, linguists can identify patterns that may not be readily apparent in quantitative data. These patterns may include idiosyncratic usages, stylistic preferences, and context-specific language variants (Hasko, 2012).

e. Rich data exploration: Qualitative methods facilitate rich data exploration, allowing researchers to interpret 'how' and 'why' linguistic phenomena. This in-depth investigation frequently results in broader language comprehension (Hasko, 2012).

f. Interdisciplinary insights: Qualitative corpus linguistics frequently intersects with other disciplines, such as sociolinguistics, discourse analysis, and stylistics, resulting in insights from multiple disciplines. This cross-pollination enriches the analysis by introducing a variety of perspectives and methods (Lewandowska-Tomaszczyk, 2007).

g. Generation of Hypotheses: Qualitative analysis is essential in developing hypotheses and research questions. It can help linguists develop specific hypotheses to evaluate with larger datasets, guiding subsequent quantitative research (Partington & Marchi, 2015).

h. Cultural and Societal Context: Qualitative approaches in corpus linguistics permit language study in various cultural and societal contexts. Researchers can determine how language reflects and influences cultural and social practices (Taylor & Marchi, 2018).

i. Fine-Grained Research Qualitative analysis can reveal subtle variations in language, even within particular dialects or registers. This level of specificity is essential for a comprehensive analysis of language usage (Hasko, 2012).

j. Linguistics discovery: Qualitative approaches frequently result in linguistic discoveries, such as discovering previously undocumented language phenomena, emergent neologisms, or shifts in language usage (Prasetya et al., 2020).

In conclusion, qualitative approaches in corpus linguistics extend the field's capabilities beyond statistical analysis, providing a more comprehensive and context-rich understanding of language in real-world settings.

BUILDING AND ANNOTATING CORPORA

The Process of Creating a Corpus for Qualitative Analysis

Creating a corpus for qualitative analysis is an organized and systematic endeavor involving several vital steps. The steps arranged here are according to the author's reading for several articles and books (Ahsanuddin et al., 2022; Coxhead, 2018; Goźdź-Roszkowski, 2021; Mcenery & Hardie, 2012; Nation, 2016; O'Keeffe & McCarthy, 2010; Toriida, 2016), they are:

a. Defining Research Objectives: The process begins with clearly defining the research objectives and questions. Researchers must establish what they aim to explore or understand through the corpus.

b. Text Selection: Selecting appropriate texts is critical. Researchers must choose texts that align with the research focus. This may involve decisions about sources, such as written documents, spoken language transcripts, online discussions, or a combination. In this step, we have to decide on some features to support our corpus; they are (1) text types (be it written or spoken text), (2) Geographical divisions (the distinction between US and UK English), (3) Age-related material (lists will be intended for young children, teenager, adult, etc.), (4) Language learning situation (English is learned as a second language or as a foreign language), (5) corpus size (for token or type), and (6) Proportion of text types in a corpus (how much the amount of written or spoken text will be).

c. Data Collection: Data collection methods can vary depending on the sources selected. Researchers might manually transcribe spoken language, extract text from digital sources, or curate existing written texts. Data should be collected systematically to maintain consistency.

d. Corpus Compilation and Text Preprocessing: Once the data is collected, it must be organized and compiled into a corpus. This includes structuring the data to facilitate analysis, often with attention to details like file formats, metadata, and organization into sub-corpora. Here, we can compile manually or assisted by software. There are so many kinds of software we can use, like Anthony's software (https://www.laurenceanthony.net/software.html), Range (https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/vocabulary-analysis-programs), WordSmith's tool (https://www.lexically.net/wordsmith/downloads/), or Sketch Engine (https://www.sketchengine.eu/). Then, the preprocessing steps begin to proofread

the text after analysis. This can involve removing irrelevant information, standardizing formats, and tokenizing (splitting text into words or phrases).

e. Annotation: Annotation is a crucial step in the process. Researchers add metadata and linguistic information to the corpus, such as part-of-speech tags, syntactic structures, semantic categories, and other linguistic features. Annotation enhances the corpus's usability and assists in qualitative analysis.

f. Quality Control: Rigorous quality control is essential to ensure the accuracy and reliability of the corpus. This includes verifying transcription accuracy, resolving annotation discrepancies, and ensuring the corpus's consistency.

g. Validation: After the corpus goes through several stages, validation becomes essential to produce an accurate and valid corpus. Validation can be done by asking for expert help to see the relevance of the word list to the field of research focus. Some researchers use the semantic scale by Dang (2020) or directly consult with experts in the field of corpus studies.

h. Documentation: Documenting the corpus creation process is essential for transparency and replicability. Researchers should maintain records of data sources, data cleaning procedures, annotation guidelines, and any decisions made during corpus compilation.

i. Storage and Access: The corpus should be stored in a format that allows easy access and analysis. Digital repositories or corpus management systems are often used to organize and manage the corpus effectively.

j. Ethical Considerations: Researchers must address ethical considerations, such as obtaining necessary permissions for data use, ensuring participant privacy, and adhering to copyright and data protection regulations.

Creating a qualitative corpus requires careful planning, attention to detail, and adherence to best practices. It provides the foundation for in-depth linguistic analysis, enabling researchers to explore the nuances and complexities of language use within their chosen context.

The Considerations for Corpus Selection and Compilation

When conducting qualitative corpus analysis, careful consideration of corpus selection and compilation is paramount to the success of the research. Several vital considerations (Biber et al., 2010; Coxhead, 2018; Nation, 2016; Poole, 2018; Timmis, 2015) should be addressed:

a. Representativeness: The selected corpus should represent the language or context under investigation. Researchers must ensure that the corpus reflects the language's

diversity and nuances. For example, in sociolinguistic research, it's essential to include data from various social groups and regions to capture linguistic variation.

b. Balance between Diversity and Specificity: Achieving a balance between corpus diversity and specificity is crucial. While a diverse corpus is valuable for capturing a wide range of language use, a corpus that is too broad may dilute the study's focus. Researchers need to determine the appropriate scope based on their research objectives.

c. Source and Genre Selection: Decisions regarding the sources and genres included in the corpus are pivotal. Researchers should consider the appropriateness of text sources, such as newspapers, interviews, literary works, or social media posts. The selected sources should align with the research questions and the linguistic phenomena of interest.

d. Temporal Considerations: Temporal considerations are essential for historical linguistic research. Researchers should decide on the corpus's periods, considering linguistic changes and diachronic analysis objectives. For contemporary linguistic analysis, recent data is often preferred to reflect current language usage.

e. Ethical and Legal Aspects: Ethical considerations, including data privacy, informed consent, and adherence to copyright laws, must be addressed during corpus compilation. Researchers should ensure they have the necessary permissions to use and share the data.

f. Annotation Guidelines: If the linguistic annotation is part of the process, clear guidelines should be established. These guidelines define how linguistic features will be marked in the corpus and provide consistency in the data, ensuring that it can be used effectively for qualitative analysis.

g. Corpus Size: The size of the corpus is an important consideration. Researchers must determine the corpus's size based on the research objectives and available resources. A smaller, well-annotated corpus may be more effective for in-depth analysis, while a larger corpus may offer broader insights.

h. Sample Size: Determining the appropriate sample size is critical for qualitative analysis. Researchers should decide how many texts or instances to include in the analysis, balancing the need for depth and richness of data with practical constraints.

By addressing these considerations, researchers can compile a corpus that is well-suited to qualitative analysis, facilitating a more in-depth exploration of the linguistic phenomena under investigation

QUALITATIVE ANALYSIS TECHNIQUES IN CORPUS LINGUISTICS

In corpus linguistics, qualitative analysis methods play a pivotal role in uncovering the depth and richness of language use. Researchers have developed various techniques to explore linguistic phenomena qualitatively. Here are some of the qualitative analysis methods commonly used:

a. Discourse Analysis: Discourse analysis focuses on the structure and organization of language in context. Researchers examine how language constructs meaning within conversations, texts, or spoken discourse. This method helps uncover rhetorical strategies, speech acts, and patterns of communication (Mahlberg, 2014; Mautner, 2009; Partington & Marchi, 2015).

b. Content Analysis: Content analysis is employed to examine textual data content systematically. Researchers categorize and analyze the occurrence of specific words, themes, or linguistic features within the corpus. This method often identifies recurring patterns or themes in language (Kreuter & Kreuter, 2021).

c. Thematic Analysis: Thematic analysis involves identifying and analyzing recurring themes and patterns within the corpus. Researchers categorize data into themes or categories to understand the underlying structures of the language and the topics being discussed (Vaismoradi et al., 2016).

d. Pragmatic Analysis: Pragmatic analysis delves into the use of language in context, focusing on speech acts, implicatures, and the intended meaning behind utterances. Researchers aim to uncover how language functions in real-life interactions (Jucker, 2013; Rühlemann & Clancy, 2018; Staples & Fernández, 2019).

e. Qualitative Coding: Qualitative coding involves systematically labeling and categorizing text segments based on specific criteria. Researchers use coding to identify patterns, themes, or relationships within the corpus. This method is often used in thematic and content analysis (Biber et al., 2010).

f. Stylistic Analysis: Stylistic analysis explores the linguistic choices made by authors or speakers, examining elements like figurative language, tone, register, and rhetorical devices. Researchers aim to understand how style contributes to meaning (Mahlberg, 2017).

g. Critical Discourse Analysis (CDA): Critical discourse analysis focuses on the societal and power structures that underlie language use. Researchers examine how language perpetuates or challenges social norms, ideologies, and power relationships (Cheng, 2013; Hardt-Mautner, 1995; Mautner, 2009).

h. Frame Analysis: Frame analysis investigates how language constructs frames or interpretative schemata for understanding events, issues, or concepts. Researchers examine how language shapes perception and frames public discourse (Davis, 1995).

i. Narrative Analysis: Narrative analysis explores the structure and content of narratives within the corpus. Researchers examine how stories are constructed, identifying narrative elements and storytelling techniques (Cheng, 2014).

j. Conversation Analysis: Conversation analysis studies the organization and structure of spoken or written conversations. Researchers investigate turn-taking, repair sequences, and other conversational features to understand how interactions negotiate meaning.

k. Lexical Semantics: Lexical semantics involves qualitatively exploring word meanings, connotations, and semantic relations within the corpus. Researchers uncover the nuances of word usage, such as polysemy, metaphor, and metonymy (Geeraerts, 2019).

These qualitative analysis methods offer a diverse toolkit for corpus linguists to explore and interpret language in various forms and contexts. The choice of method depends on the research objectives and the nature of the linguistic data being analyzed.

CONCLUSION

This article comprehensively examines corpus linguistics's core principles and evolutionary path within its specific field. The discipline of corpus linguistics focuses on systematically collecting significant digitalized texts to study language. The all-encompassing concept of a corpus encompasses diverse research endeavors to portray and comprehend many aspects of language usage. The field has evolved, transitioning from rudimentary concordances in the 1950s to sophisticated computational tools and expansive digital corpora in the present period. The field of linguistics has integrated it as a fundamental element, yielding practical observations regarding patterns, diversity, and changes within language.

The article highlights the main objectives of corpus linguistics, which entail utilizing qualitative research methods. Qualitative analysis explores the nuanced contextual elements of language usage, delving into the underlying mechanisms and rationales contributing to manifesting linguistic phenomena in various real-world situations. The qualitative methodology offers a thorough understanding of language within its contextual framework, delving into the complexities of semantics, pragmatic acts, and the underlying intentions of speakers that cannot be fully captured through quantitative analysis alone. These approaches facilitate a comprehensive understanding of language.

Furthermore, the article outlines the systematic process of creating a corpus for qualitative analysis. This systematic undertaking involves formulating explicit research objectives, selecting texts that align with the study's goals, collecting and organizing data, annotating the corpus, ensuring quality, verifying findings, documenting processes, and addressing ethical considerations. A robust foundation is formed to undertake comprehensive linguistic analysis by meticulously adhering to these processes. The essay additionally examines the variables implicated in choosing and assembling a corpus. It emphasizes guaranteeing its representativeness, picking suitable sources and genres, considering temporal elements, addressing ethical considerations, and defining the corpus size. Researchers adhere to these standards while constructing corpora that align with their research objectives.

The article offers valuable insights into the many qualitative analysis approaches employed in corpus linguistics. A range of approaches can be employed for analysis, encompassing discourse analysis, thematic analysis, content analysis, and stylistic analysis. Each technique provides a unique framework for analyzing and understanding the intricacies of language in different contexts. This essay emphasizes the significance of qualitative approaches within corpus linguistics. These approaches thoroughly investigate language's intricacies and nuances, enabling a thorough understanding of linguistic phenomena.

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CONFLICT OF INTEREST

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Review Article

Exploring Pedagogical Approaches and Research Instruments in Technology-Enhanced Language Learning: A Systematic Review

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ABSTRACT
This systematic review explored how higher education institutions use technology-enhanced language learning. This evaluation follows PRISMA principles to identify the most pertinent studies from 2000 to 2022. These papers demonstrate a thorough examination of important aspects and effective tactics in ESL training. This review identifies common themes in the literature in three areas. Scholars mostly used task-based learning, communicative methods, flipped classrooms, and other techniques. The next part discusses data gathering methods such surveys, interviews, tests, forum group discussions, and observations. Finally, this work synthesizes a selection of current research articles. These studies provide a sophisticated knowledge of technology-enhanced language acquisition in higher education and a framework for additional research.

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INTRODUCTION

Conventional teaching methods are often a discussion of the pros and cons (Li, 2016). It is seen as inadequate and boring by students, especially when teenagers are very active in using gadgets. In other words, technology has a huge impact on students' learning expectations and study habits. Besides, the use of information technology (IT) is now no stranger to being used in education. Schools are currently advised to increase the digitization of schools. So that many educators are trying to improve their IT skills, one of which is by participating in training workshops, workshops on learning applications, as well as IT-based teaching and learning methods. In conclusion, teachers with more computer experience are more confident in their abilities to use them effectively (Peralta & Costa, 2007).

Information and Communication Technology (ICT) has a significant impact on how people learn and get information or knowledge (Anas, 2019; Anas & Musdariah, 2018). This will help teachers facilitate language acquisition for their students while making the teaching and learning process more effective and efficient. The incorporation of ICT will aid educators in fulfilling the global demand to replace traditional teaching methods with technology-driven infrastructure and resources (Musdariah, 2023). Mwendwa (2017) says that the way a teacher uses technology depends on several things, such as how familiar they are with computers, how much time they have, and what hardware and software are available. Furthermore, technology is a vital part of teachers' lives since they can utilize it to help students learn. The critical aspect is to reconsider the idea of incorporating technology into the curriculum to enhance the teaching and learning process. Additionally, according to (Niiranen, 2021) technology assists students in becoming independent, developing research and problem-solving skills, and enjoying studying in general.

"TELL is an approach to promoting the students' learning engagement and participation"

The innovative application of methods, tools, materials, equipment, systems, and strategies directly related to English language education and contribute to accomplishing intended goals is usually recognized as the use of modern technology in English teaching. In addition, (Ahmadi, 2017) asserted that one of the essential aspects of learning is the way teachers employ to facilitate the language learning process in their classrooms. Several review studies on Technology-Enhanced Language Learning (TELL) were carried out. Ghanizadeh et al. (2015) examine the efficacy of technology in enhancing learning in general and language acquisition in particular. Jeffrey (2015) said that based on reviewing a book of Walker and White's book, they believe that instructors may be scared by changes in technology, or more precisely. Instructors cannot keep up with the changes in technology as quickly as their students can and hence are not comfortable integrating as diverse a range of technologies into their lessons (e.g., YouTube videos or audio recording and editing programs).

Unfortunately, language learning and teaching technologies are evolving so rapidly that we must be able to follow their uses and modifications. In addition, several technologies have become obsolete and are never utilized again. Therefore, it is necessary to conduct more regular reviews of the technologies employed to language learning and instruction and to examine past, current, and future practices. This review can serve as a guide for language students, lecturers, and researchers. In other words, if an educator wishes to know the kinds of pedagogical approaches in TELL, this review article can give important information about what the previous studies have used. Besides, this review paper also can provide the instruments that the researchers used to conduct the research and the result of the research. According to Machi & McEvoy (2012), review studies are an essential source of knowledge for the advancement of any scientific area since they give helpful synthesis and fresh ideas. We addressed the three research questions listed below: (1) What pedagogical approaches were utilized in the evaluated papers? (2) What are the most important research tools?

METHOD

Review method

To ensure credibility, papers were electronically and manually searched. To ensure credibility, papers were electronically and manually searched. This research employed publish or perish software for meta-analysis. Moher et al. (2015) suggested that PRISMA assists writers plan and reporting systematic reviews and meta-analyses. This systematic review uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method, which consists of four processes: identification, screening, eligibility, and inclusion. PRISMA's comprehensiveness and versatility have made it popular among researchers.
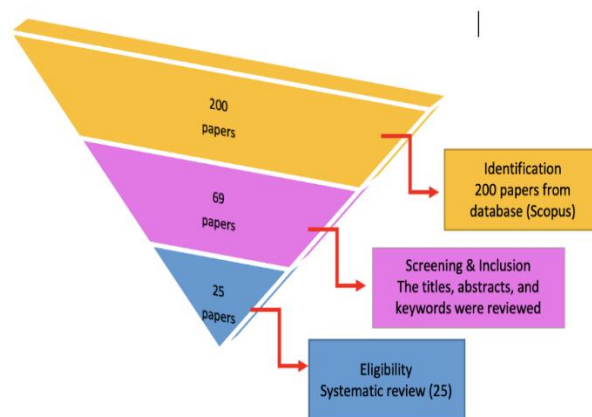

Figure 1. Pyramid of PRISMA

Following the PRISMA criteria, the systematic review begins with examining the identification procedure. The systematic review starts with evaluating the identification process, per PRISMA. The top studies from 2000 to 2022 compare crucial criteria and techniques. The first criterion for picking ESL and EFL TEFL papers. After identifying all

articles, the screening procedure begins by removing duplicates from several databases. Initial filtering left 131 articles. Abstracts and keywords were reviewed for relevance to TEFL, ESL, and EFL. This filtering method evaluated 62 publications not related to the study's goal. Nineteen books, 16 conference proceedings, four editorials, and five reviews remained. Using inclusion and exclusion criteria, 25 articles might be included. With 25 publications remaining, measures were utilized to choose more relevant papers that better illustrated TELL. Meanwhile based on 25 articles that have been reanalyzed, only 9 articles directly discuss the pedagogical approach used by previous researchers.

Article Screening

After a quick evaluation of the publications, it became evident that categorizing would be advantageous because they cover a wide variety of TELL-related subjects and use different methodologies. Using a classification form, the papers were coded to retrieve research data. Depending on the study's scope, researchers drafted this form. A language expert and two TELL or literature review experts assessed the proposed form. Also changed during data analysis.

Data Analysis

This study used a systematic search technique to discover papers that aligned with established review criteria using the "Publish and Perish" tool. Making use of the program's capacity to obtain and analyze raw citation data, scholarly papers were methodically retrieved and reviewed from several databases. The software offers important measures for citations, such as the number of publications, total citations, and h-index, which allow for a thorough assessment of the academic environment. The papers that were found were organized more efficiently with the help of tables, and the results of the content analysis could be better understood with the help of descriptive statistics. To tackle new problems with TELL, such as insufficient teacher training, academic dishonesty, and interruptions to students' learning, a comprehensive literature analysis was carried out. In addition, the review incorporates findings from non-empirical studies, which adds useful information that backs up the educational claims made in earlier studies. The combined data is a great starting point for future research and teaching strategies using technology-assisted language acquisition, as well as for drawing pedagogical conclusions.

RESULTS

Pedagogical Approach

The results revealed that the evaluated studies employed a range of educational strategies. Task-based learning was the technique with the most significant number of participants (n = 4 articles). It is a method of learning a language that is oriented on the student and places an emphasis on making meaningful use of the language being known in order to complete meaningful activities. Typically, the teacher assigns students a task that requires them to communicate in the target language. In Bradley & Lomicka (2000) and Oh & Nussli (2014), students built a contextualized TELL using a task-based approach. Meanwhile the other

pedagogical approaches were found such as authentic learning, communicative, flipped classroom, behavioral, and constructivism.

Table 1.
Results of literature searches

Approaches	Journal (alphabetically)	Author (s) (Year)
Task-based learning	CALICO Journal Computers in Human Behavior International Journal on Advances in Life Sciences J. Educational Computing Research	(Egbert, 2009) (Yang & Chen, 2007) (Oh & Nussli, 2014) (Bradley & Lomicka, 2000)
Authentic Learning	EURASIA Journal of Mathematics Science and Technology Education	(Sasi et al., 2017)
Communicative	Australian Journal of Teacher Education	(Howard, 2017)
Flipped Classroom	Computer-Assisted Language Learning	(Webb & Doman, 2020)
Behavioral	Journal of Further and Higher Education	(Alavi et al., 2022)
Constructivism	Computer-Assisted Language Learning	(Rüschoff & Ritter, 2001)

Emerging issues

Based on the table above, the emerging issues in task-based learning could be attributed to a lack of thorough investigations on the efficacy of distinct task-based learning methodologies across different educational environments. Additionally, there could be scope for examining the effects of task-based learning across various levels of language

proficiency or researching the potential integration of technology into task-based language instruction (Oh & Nussli, 2014).

The research gap in authentic learning may be filled by doing additional studies on the practical use of genuine learning methodologies in STEM (Science, Technology, Engineering, and Mathematics) education. Scholars may investigate the effects of authentic learning experiences on student motivation, achievement, and engagement in these disciplines (Sasi et al., 2017). According to them, using materials that are interesting to youngsters promotes learning and boosts comprehension of the subject. Providing real learning facilitated the social aspect of learning. Technology was both an activity facilitator and a learning incentive. Language and technology served as mediators to shape the learning encounter. The area of research that may be lacking in communicative language instruction pertains to the comprehension of precise pedagogical methodologies that augment communicative competence. Scholars may conduct investigations into the efficacy of communicative strategies across various language learning environments or examine the potential integration of technology into communicative language instruction (Howard, 2017). Besides, He also argues that a student must have a large vocabulary to apply speaking, listening, reading, and writing abilities. This is consistent with the communicative approach to language instruction utilized with students who develop communicative competence.

An area of research that has yet to be thoroughly investigated is the optimal methodology for incorporating flipped learning into language classrooms. This may encompass an examination of the influence of pre-class materials on students' level of readiness, an analysis of the function of instructor facilitation in flipped classrooms, and an evaluation of the flipped approach's enduring consequences on language acquisition (Webb & Doman, 2020). The flipped classroom pedagogical approach was discovered through a survey of online articles. TELL uses technology to enhance student autonomy and control over their learning. Reverse approaches to teaching and learning are one way to guarantee that technology is an integral part of inquiry-based classroom learning. Moreover, the area of research that remains unexplored in the behavioral approach could be the contribution of behavioral interventions to the success of college students. Scholars may undertake an inquiry into the efficacy of particular behavioral strategies in augmenting student learning outcomes, in addition to examining the enduring consequences of these interventions on both academic and personal growth (Alavi et al., 2022). Besides, further research could be conducted to determine how technology can be integrated into constructivist language learning environments in order to fill the research void in constructivism. Scholars may consider investigating the potential of digital tools to support collaborative and inquiry-based learning, as well as evaluating the effects of constructivist methodologies on heterogeneous learner cohorts (Rüschoff & Ritter, 2001). Additionally, there are two participants in the research benefited from behavioral approach. Alavi et al. (2022) states that while technology-enhanced assessment has a favorable effect on the performance of students, students have diverse views regarding e-assessment that must be examined in future research. The students give positive responds of the e-assessment. While Zhang et al. (2022) claim that teachers may affect the adoption of technology-enhanced collaborative

writing through cognitive, metacognitive, behavioral, and motivational factors. Future studies might focus on teacher preparation, student autonomy, and the size of writing groups. Besides, in constructivism approach, there is one participant. Over the last decade, language learning theory has shifted from a highly directed to a more open learning environment, with constructivism emerging as a new and extremely student learning paradigm. Learning is viewed as a self-directed and self-directed process of knowledge creation, and the learner is viewed as a self-directed knowledge creator (Rüschoff & Ritter, 2001).

DISCUSSION

The study looks at a range of pedagogical approaches to language learning research, with a focus on task-based learning, authentic learning, communicative language education, the flipped classroom, behavioral techniques, and constructivism. Task-based learning is the technique that is most frequently utilized, which indicates its widespread acceptance and recognition in the field of language education. Nevertheless, a meticulous analysis of the research void reveals particular domains that necessitate additional investigation within every pedagogical methodology. There is a dearth of exhaustive research examining the effectiveness of different methodologies in task-based learning across a range of educational contexts. Oh and Nussli (2014) call attention to the integration of technology into task-based language instruction, which emerges as a promising area for further investigation. As highlighted by Sasi et al., (2017), authentic learning highlights a knowledge gap regarding the implementation of genuine learning methodologies in STEM education. This necessitates further research to investigate the impact of these experiences on student motivation, achievement, and engagement in STEM fields. There is a knowledge gap regarding precise pedagogical methodologies that improve communicative competence in the context of communicative language instruction. This necessitates that scholars examine the effectiveness of communicative strategies in various language learning environments and consider the possibility of integrating technology, in line with the insights provided by Howard (2017). Concerning the most effective methodology for integrating flipped learning into language courses—including analyses of pre-class materials, the instructor's facilitation role, and the long-term effects on language acquisition—the flipped classroom approach creates a research void (Webb & Doman, 2020). The research lacuna within the behavioral approach pertains to the extent to which behavioral interventions contribute to the achievement of college students. This has motivated scholars to investigate the effectiveness of particular strategies and analyze the long-term effects on both academic achievement and personal development (Alavi et al., 2022). The area of constructivism where additional research is needed is technology integration; this calls for a deeper examination of digital tools that facilitate collaborative and inquiry-based learning, as well as an assessment of their effects on learner cohorts that are heterogeneous (Rüschoff & Ritter, 2001).

Furthermore, the discourse encompasses research instruments, demonstrating an all-encompassing methodology through the utilization of a variety of tools such as assessments, questionnaires, interviews, forum group discussions, and observations. The implementation of sophisticated technologies, exemplified by the Advanced Joint English Teaching (AJET)

software, signifies a dedication to pioneering data gathering methods. Additionally, the use of unique instrument sets customized for various participant cohorts exemplifies astute research design, thereby augmenting our nuanced comprehension of the efficacy of language learning within the ever-evolving domain of education research.

Based on these findings, the following are some recommendations for future researchers in the subject. Initially, a number of studies failed to identify the pedagogical approaches employed in TELL design. Therefore, it is advocated that such crucial information be made public. Second, the researchers in this study found that the majority of studies employed survey, review, and experimental research methods, indicating that several types of data might be collected. For example, physiological data may be collected using wearable sensor technologies, and correlations between the data and TELL can be explored to develop the field. Thirdly, a number of research issues were identified at TELL, such as the types of technological tools and the tendency toward new technology in education. The subsequent researchers can use TELL to construct integrated courses for ESL and EFL students.

CONCLUSION

Informed by the review results, TELL has the potential to promote the student engagement in the teaching and learning process. Several review studies on technology-enhanced language learning (TELL) have been undertaken up to this time. The discussion emphasizes research instruments, including assessments, questionnaires, interviews, forum group discussions, and observations. Innovative data collection approaches, such as the Advanced Joint English Teaching (AJET) software, demonstrate complex study design and a deep grasp of language learning efficacy. Future researchers should publicize Technology-Enhanced Language Learning (TELL) pedagogical approaches, explore diverse data collection methods, including physiological data, and address research issues like technological tools and their incorporation into integrated ESL and EFL courses. This study emphasizes the dynamic relationship between methodology, technology, and learner results, laying the framework for language education research innovation.

CONFLICT OF INTEREST

No conflict of interest reported by the author(s)

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Book Review Article

Documenting Learning Moments, Journeys, and Expeditions as Teachers' Reflection: A Book Review of the Writing Teacher's Guide to Pedagogical Documentation
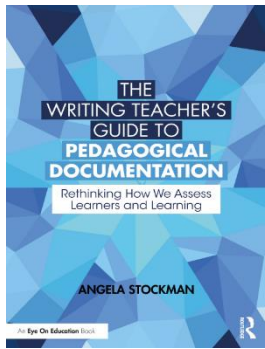
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Book Cover	Bibliographic Information	
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	Author(s)	Angela Stockman
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	ISBN	978-1-003-33324-1 (ebk)
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INTRODUCTION

Education is a dynamic and collaborative process where students play a pivotal role in their own learning journey. They surpass their traditional role as mere recipients of knowledge and become active partners in the learning process, inspiring and enriching educators' practices. However, despite the immense value that lies within the activities that unfold within classrooms, these experiences often go undocumented and unnoticed. The documentation of classroom activities yielded pedagogical evidence, which served as data informing teachers' decision-making and instructional practices. Pedagogical documentation is a tool for formative assessment to identify the students' learning needs (Buldu, 2010; Rintakorpi, 2016). These needs can be generated from capturing classroom learning activities as data or documents for learning analytics (Jones & McCoy, 2020). By emphasizing practical processes, protocols, and tools for effective documentation, Stockman equips educators with the essential framework to capture and analyze the full spectrum of learning experiences. It also provides teachers with the necessary guidance to enhance their documentation practices and promote authentic and evidence-based learning for their students. It goes beyond theory, offering real-world case studies and examples from experienced documentarians who have harnessed the power of documentation in their own teaching contexts. It offers an opportunity to reimagine teaching practices and create inclusive and vibrant learning environments. This book is organized in three parts: 1) a comprehensive description of documentation, 2) how to plan and organize a documentation project, and 3) what tools and resources to document the students' learning.

BOOK CONTENT

Part I of this book consists of three chapters, including a comprehensive explanation of documentation and its process, the kaleidoscope of documentation, and a comprehensive guide to using this book. According to this book, documentation is a process of documenting, studying, and sharing learning experiences. It is seen as a tool that allows educators to improve teaching and learning by understanding important relationships, patterns, and trends in their practices. Stockman gives examples of documentation, such as photo-taking, video creation, audio production, and the collection of documents (e.g., assignments, products, lesson plans, worksheets, rubrics, and reflection journals). The teachers can then analyze these evidence as reflective sources to make changes in their future classrooms. In the second sub-topic, the author illustrates the kaleidoscope of documentations emphasizing on moments, journeys, and expeditions as a means to capture the dynamic and multifaceted nature of the learning process. She recounts her experiences when engaging in comprehensive documentation of various aspects of the learning process, encompassing both her teaching practices and student activities. In other words, she regards documentation not only as a means of assessing and improving teaching practices but also as a way to capture the essence of learning moments, journeys, and expeditions, making the entire process more profound and complex than initially anticipated. The author's views on

documentation are also supported by the experiences and reflections of three documentarians. In the last section of part I, she encourages and convinces readers to feel the sense of documentation adventure and illustrates how it worked in her classrooms. She additionally delineates prevalent challenges associated with the documentation process, while also expounding on strategic approaches for their resolution.

Part II of this book provides a detailed outline for planning your own documentation projects. It explores five essential aspects: choosing what to document (a moment, journey, or expedition), methods to make thinking and learning visible, techniques for documenting thinking and learning, approaches to interpreting collected data, and strategies for incorporating diverse perspectives throughout the project. In chapter 4, Stockman describes the ARCS (Alignment, Representation, Culture, and Sustainability) framework to plan a documentation project. This framework guides the new documentarians to begin with greater vision and purpose, including both inductive and deductive ways to documentation. The author acknowledges that some people may find it overwhelming to document without a clear purpose, but they personally find it to be the natural flow of their documentation work. More specifically, a figure of a journey mapping with a series of moments was clearly illustrated, providing new insights to new documentarians to organize their documentation projects. Moreover, the author also provided the readers with the seven tips to single documentation, including the spark, courage, joy, frustration, shift, silly, and the unexpected.

In chapter 5, Stockman describes the 5Ps of documentation, including people, place, process, practice, and product. She clearly describes what documentarians can learn from and about each of them. The documentation of people includes their identities, knowledge, social, and emotional well-being. Moreover, she also notices the values of desires, threats, concerns, goals, and plans, including their performance, skills, and thrills during their learning. Besides documenting people, a place where learning is enacted reveals the features of learning environment, including the buildings, the colors, ornaments, equipment/tools, materials, etc. Regarding the learning process, she documents the cognitive, creative, and metacognitive processes, and evidence of idea integration as well. Furthermore, the documentation process involves observing and capturing unexpected learning moments in writers' idea generation, emphasizing clear learning targets for multimodal expression. Peer review, self-assessment, and reflective insights are documented, along with the distinction between revision and editing. Specific craft moves in writing and diverse practices in design postures are also recorded, fostering a shared learning environment with a focus on leveraging the best contributions for improvement. The last approach to documentation encompasses mastery evidence, continuous learning, product evolution, communication dynamics, collaboration insights, and the curation of reflective work for a holistic understanding of the learning process. In other words, it includes the collection of documents, learning artifacts, interviews, and observations.

In chapter 6, Stockman offers some ways of documenting thinking and learning, such as capturing what is really happening in the classroom. She also provides a framework for documenting the 5 Ps through the exploration of learning opportunities, approaches, tools, and platforms. More specifically, the learning progression of becoming a new documentarian falls into four categories: beginning, approaching, mastery, and evolving. In chapter 7, she clearly describes the seven steps of analyzing the data: 1) learning documentation, 2) data display, 3) open coding, 4) axial coding, 5) selective coding, 6) theoretical coding, and 7) memo writing. With this in mind, readers will easily understand how evidence from the documentation processes were analyzed and meaningfully constructed. In chapter 8, Stockman emphasizes the importance of inviting diverse perspectives before, during, and after the documentation activity. This can be done though getting insights from critical friends, social media sharing, and publication. The last part of this book presents the tools and resources that can be used for documentations, particularly those who are new to documentation. They are easy steps to follow, including twenty-one guiding instruments have been constructed for carrying out a documentation project.

REVIEWERS' ARGUMENTATION

As I read and review this book, we agree that documentation is all about making learning visible and meaningful (Kalliala & Samuelsson, 2014). It presents a compelling scientific argumentation and exemplification for the significance and positive insights of learning documentation project. The kaleidoscope of documentation, as highlighted in chapter 2, describes its role in capturing dynamic learning moments, journeys, and expeditions. Furthermore, the inclusion of experiences and reflections from three documentarians reinforces the credibility of the author's views. Part II is the most insightful parts of the book which delves into the practical aspects of planning documentation projects, introducing the ARCS framework and the 5Ps of documentation. Overall, the book effectively communicates the scientific rationale behind the book's approach to documentation, illustrating its potential positive impact on educators and learners learning experience. However, a new documentarian should have adequate knowledge and understanding about the ethical issues in learning documentations (Lindgren, 2012). In conclusion, the book offers a well-crafted guidance to pedagogical documentation as a reflection and tool for teaching improvement.

CONFLICT OF INTEREST

No conflict of interest reported by the author(s)

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Research and Innovation in Applied Linguistics-Electronic Journal (RIAL-EJ) is a scholarly publication that follows a rigorous double-blind review process and offers mentoring to authors. It serves as a platform for disseminating cutting-edge research and innovative practices in the field of Applied Linguistics. The journal specifically focuses on publishing high-quality articles, including research papers, reviews, book reviews, and perspective pieces, with a particular emphasis on English for Specific Purposes (ESP) and vocational English education.

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The journal publishes new issues twice a year, in February and August, providing a regular and timely platform for scholars and practitioners to share their findings and perspectives. Before submitting a manuscript, it is advisable to consult the journal's guidelines and ensure that the proposed topic aligns with the journal's scope and objectives. RIAL-EJ strives to maintain the highest standards of scholarly publication, fostering the exchange of knowledge and promoting advancements in the field of Applied Linguistics.

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Editor In-Chief

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