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FOREWORD FROM EDITORS

We are pleased to present Volume 2, Issue 2 of the *Research in Applied Linguistics Electronic Journal* (RIAL-EJ), published in August 2024. We extend our deepest appreciation to the Director of the Journal Unit, UPT Bahasa at Politeknik Negeri Ujung Pandang, and all the editors, reviewers, and contributors whose dedication made this issue possible.

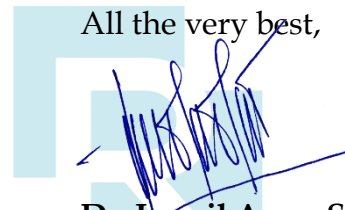
This edition features three research articles, three review articles, and two book reviews, with contributions from institutions both in Indonesia and abroad. The institutions represented include Universitas Sulawesi Barat, STKIP Darud Da'wah wal Irsyad Pinrang, Universitas Negeri Makassar, Universitas Muslim Maros, STKIP YPUP Makassar, Universidad Nacional Abierta y a Distancia (Colombia), Politeknik Negeri Ujung Pandang, STIKES YAPIKA Makassar, and KGiSL Institute of Technology (India). This diversity underscores our mission to promote global dialogue in applied linguistics.

We remain committed to delivering high-quality, peer-reviewed content through a rigorous blind review process and mentoring, and we deeply value the trust our authors place in us. We invite academics to submit research on topics such as ESP, ELT methodologies, project-based language learning, and the professional development of ESP teachers.

We hope this issue inspires further research and dialogue in the applied linguistics community. For any questions or suggestions, please contact the RIAL-EJ editor at rial_ej@poliupg.ac.id. We look forward to continued collaboration with our readers and contributors.

Makassar, 10 Agustus 2024

All the very best,



Dr. Ismail Anas, S.Pd., M.Pd
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EDITORS AND 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 2 [August 2024]. We look forward to continue working with you in the next issue.

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Research Article

Examining University Students' Business English Writing Performance: Frequent Errors and Pitfalls

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ABSTRACT

This study aims to identify the common writing errors made by college students in business English writing and investigate the contributing factors. The study employed a mixed-method approach to comprehensively analyze writing errors in the business English context. The research population comprised college students enrolled in Writing for Business Communication courses at Universitas Sulawesi Barat, with a sample of 100 students majoring in English education. The findings highlighted content errors, organization challenges, vocabulary issues, language use discrepancies, and mechanics errors in their writing. The most common errors encompassed grammatical errors in language use (48%), errors in conveying business messages in content (45%), and document structural errors in organization (38%). Moreover, the study identified several significant factors contributing to these writing errors, including a lack of practice, a limited understanding of business concepts, resource limitations, inadequate feedback, and time constraints. This study underscores the importance of addressing these specific writing challenges in business English education, offering insights for educators to develop targeted strategies and materials. It also contributes to the broader field by highlighting the unique errors within business English writing and emphasizing the need for specialized instruction. Ultimately, this research informs both pedagogical approaches and students' preparation for future careers in the globalized business environment.

Keywords: *Business English, EFL Students, Error Analysis, ESP, Writing Skill*

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INTRODUCTION

The realm of business communication is marked by its reliance on effective written communication as a cornerstone of professional success (Chan, 2006; Isma, Rasmin, Hutauruk, et al., 2023; Klimova et al., 2019). In the globalized world of today, proficiency in Business English writing is a vital skill that college students must acquire to prepare themselves for the challenges of the corporate landscape (AlAfnan et al., 2024; Isma, Hermansyah, et al., 2023; Zhang, 2013). The ability to convey ideas, negotiate, and make a lasting impression through well-structured and error-free written documents is an essential competency for future business leaders and professionals.

Business English, often referred to as "the language of commerce," is a specialized form of English tailored to meet the demands of the corporate world (Chibi, 2018; Nickerson & Planken, 2016; Para, 2015). It encompasses a wide range of written communication, including advertisements, CVs, emails, business reports, application letters, etc. (Tenieshvili, 2023; Yingying, 2020). Each of these documents serves a distinct purpose in the professional arena, from marketing products and services to securing employment opportunities and conveying critical information within organizations. The ability to craft these documents effectively is pivotal for individuals seeking success in their careers.

"Professionalism in business English writing lies on how careful and detailed we are in mitigating common errors "

However, the process of mastering Business English writing can be arduous for college students (Liu et al., 2022; Sun & Fan, 2022; Tsai, 2021; Zhonggen & Guifang, 2016), many of whom are non-native English speakers. Even native speakers may struggle when adapting their general writing skills to meet the demands of a business context. As a result, a multitude of writing errors often plague these documents, ranging from issues with content and organization to vocabulary selection, language use, and mechanical errors (Cahya et al., 2023; Isma, 2018; Isma, Basri, et al., 2024; Isma, Lestari, et al., 2024; Isma, Rasmin, & Samsudin, 2023). These errors not only hinder effective communication but also reflect negatively on the professionalism of the individuals and organizations involved (Isma & Baharuddin, 2022).

Despite the evident importance of Business English writing skills, there is a notable gap in the literature regarding an in-depth analysis of the common errors made by college students in this domain (Tsai, 2021). While various studies have explored writing errors in general English contexts (e.g., Almusharraf & Alotaibi, 2023; Dobrić et al., 2021; Jawad & Mansour, 2021; Özkayran & Yılmaz, 2020; Yang, 2019), there is a limited focus on the specific challenges posed by Business English writing, especially in the Indonesian EFL context. This study seeks to address these gaps by providing a meticulous examination of the errors encountered in various forms of Business English writing, shedding light on their origins, and proposing avenues for improvement.

The primary objective of this study is to delve deep into the realm of Business English writing by conducting a meticulous analysis of common errors made by college students. To guide our exploration of Business English writing errors, this study addresses the following questions: (1) What are the common errors made by college students in Business English writing? (2) What factors contribute to these writing errors among college students studying Business English? Specifically, this study aims to: (1) Identify the common errors made by college students in Business English writing, and (2) Investigate the factors that contribute to these writing errors.

This study contributes to the field of English language teaching in several ways. First, it adds a substantial body of knowledge to the relatively understudied area of Business English writing errors. By categorizing and analyzing these errors, the paper offers a comprehensive overview that can serve as a foundation for the development of targeted teaching materials and pedagogical approaches. English language educators can use these resources to design more effective curricula that specifically address the needs of students preparing for careers in the business world.

Moreover, understanding the underlying factors contributing to these mistakes is crucial for educators. It enables them to not only correct errors but also prevent them by addressing the root causes. This preventative approach can lead to more sustainable improvements in students' Business English writing skills. In addition, the findings of this study have the potential to inform the development of automated writing evaluation tools tailored for Business English. These tools can provide immediate feedback to students, helping them identify and rectify errors in real time, further enhancing the efficiency of English language teaching in the digital age.

LITERATURE REVIEW

Business English Writing

Business English writing is a specialized form of written communication tailored to meet the demands of the corporate and professional world (Liu et al., 2022; Nickerson, 2022; Sun & Fan, 2022; Tsai, 2021). It encompasses a wide array of written documents used for various purposes, such as conveying information, making persuasive arguments, and fostering effective communication within and outside organizations (Bazerman, 2020; Chibi, 2018; Isma & Baharuddin, 2022; Klimova et al., 2019; Uccelli et al., 2012). Business English writing is characterized by its precision, clarity, and conciseness (Yingying, 2020). It serves as a critical tool for professionals across industries, including marketing, finance, human resources, and management, allowing them to communicate effectively with clients, colleagues, superiors, and other stakeholders (Cornelissen, 2020; Hargie et al., 2004; Klimova et al., 2019).

Business English writing includes a diverse range of documents (Nickerson & Planken, 2016; Tenieshvili, 2023; Yingying, 2020; Zhang, 2013), such as:

1. Advertisements: Used to promote products, services, or events, advertisements require concise and persuasive language to attract customers and convey key information effectively.
2. Curriculum Vitae (CVs) and Resumes: These documents are essential for job seekers, serving as a professional snapshot of one's qualifications, experiences, and skills. Effective CVs and resumes can significantly impact the chances of securing employment opportunities.
3. Emails: Business emails are ubiquitous communication within organizations and with external partners. They demand clarity, professionalism, and brevity to ensure efficient communication.
4. Business Reports: Reports are vital for presenting data, findings, and recommendations within organizations. They require careful organization, data analysis, and clear communication of insights.
5. Application Letters: Application letters are often used to apply for jobs or internships. They should effectively express the applicant's interest, qualifications, and suitability for the position.
6. Memorandums (Memos): Memos are used for internal communication within an organization. They are typically concise and provide essential information or instructions to employees.
7. Business Proposals: Proposals are crucial in the context of business negotiations and partnerships. They need to be persuasive, well-structured, and detail-oriented.

Related Literature on Writing Errors and Business English

Here are some related studies on writing errors and business English:

First, a study by Almusharraf & Alotaibi (2023) investigated the effectiveness of Grammarly, an automated essay scoring (AES) system, compared to human raters in evaluating 197 essays written by English as a Foreign Language (EFL) learners. By applying Corder's error analysis method, the study quantitatively assesses writing errors. The analysis reveals a moderate correlation between human raters and AES regarding total scores and error detection. Notably, AES identifies more errors than human raters and tends to assign lower scores. These findings suggest the potential value of AES systems for EFL writing assessment, highlighting their role in supporting teachers in evaluating students' work more consistently and objectively.

Second, Ngarsou (2022) conducted an experiment involving ten randomly selected students divided into control and treatment groups. Both groups were tasked with writing compositions on the same topic, and their results were compared. The control group showed that the most prevalent errors among learners were spelling (24.24%), word choice (15.15%), and adjective-related errors (12.12%). Overall, the study suggests that even with appropriate instruction, learners of English as a foreign language still make writing errors, highlighting the challenges in achieving error-free writing proficiency.

Third, Antonio & Briones (2022) examined students' business writing skills, stressing the importance of clarity and conciseness to prevent miscommunication. Focusing on student-leaders in a college of education, it identifies common letter types, analyzes linguistic errors in mechanics, morphology, lexicon, and syntax, and assesses competency in business writing format and content. Despite self-perceived competency, students make errors in punctuation, sentence structure, and word choice. The study aims to create innovative instructional materials based on findings to enhance future student-leaders' skills. Further research will evaluate the practicality of these materials, ensuring their usefulness for present and future students.

Furthermore, the study by Omar & Barzani (2022) aimed to analyze writing errors made by third-year Kurdish EFL students at Cihan University in Duhok, Iraq. The research involved 37 participants who took a poetry midterm exam, with their responses serving as data. Eight types of errors were identified: spelling, punctuation, grammar, capitalization, prepositions, verb misuse, and pronoun misuse. Punctuation and capitalization errors were the most common among the Kurdish learners. These findings are valuable for EFL teachers, highlighting the need to address these specific errors and use them as pedagogical insights when designing instructional activities to enhance writing skills.

Moreover, Dobrić et al. (2021) delved into the intricacies of task difficulty in Applied Linguistics, an area with limited empirical research. It explores various methods for defining task difficulty, with a focus on objective measures like performance ratings and error counts as indicators. The study analyzes errors using the scope-substance error taxonomy in writing assessments from the Slovene General Matura examination in English. Findings reveal that most errors occur at the word and phrase level, and error frequency tends to decrease with improved writing proficiency. However, punctuation errors increase in prominence at higher proficiency levels. These results have implications for assessment, rating scale development, rater training, and effective teaching strategies, offering insights into task difficulty factors across various tasks.

In addition, a study by Jawad & Mansour (2021) investigated grammatical errors in written English by Libyan EFL students, particularly those influenced by Arabic as their first language. Grammatical errors significantly impact EFL writing, with previous studies highlighting the role of L1 interference. This study delves into EFL learners' error patterns and assesses if time spent learning and using English in daily life correlates with reduced errors. Data from 30 participants at Kufrah-Benghazi University reveals 205 errors in areas like articles, word/verb forms, and prepositions. Errors are more common among learners with less exposure to English and suggest direct translation from Arabic. The study recommends teaching strategies to mitigate such errors.

These studies collectively emphasize the significance of addressing writing errors in EFL contexts, whether in general writing or specialized fields like Business English. They also underscore the potential of technology, like AES systems, in aiding assessment and the ongoing challenges students face in achieving error-free writing proficiency. The proposed

study aims to contribute to this area of research by focusing on specific Business English writing challenges in an Indonesian EFL context.

METHOD

Research Design

This study employs a mixed-method approach within the descriptive study design (Creswell & Clark, 2018). It combines quantitative and qualitative methods to comprehensively analyze common writing errors in Business English among college students. The quantitative aspect involves the systematic examination of written documents to identify errors quantitatively. The qualitative component delves into the underlying causes of these errors through interviews to gain deeper insights into the challenges faced by students in the business writing context.

Participants

The study's population comprises college students enrolled in Writing for Business Communication courses at Universitas Sulawesi Barat. The research sample consists of 100 college students majoring in English Education.

Research Instrument

Research instruments used document analysis and interviews. To quantify writing errors, a standardized rubric was developed to assess various types of errors. The rubric was designed based on five key areas of writing assessment: content, organization, vocabulary, language use, and mechanics. Each area was evaluated on a 4-point scale (1-4), with specific descriptors for each level. A score of 1 indicates significant errors or inadequacies, while a score of 4 represents excellent performance with minimal to no errors. A random selection of written documents, including essays, reports, and emails, was evaluated using this rubric.

Data Analysis

The analysis focused on content, organization, vocabulary, language use, and mechanics errors. Furthermore, in-depth semi-structured interviews were conducted with a subset of participants to explore the underlying reasons for writing errors and gather qualitative insights into their experiences and perceptions. Data analysis used both qualitative and quantitative analyses. Quantitative data from the document was analyzed using SPSS software. Descriptive statistics, such as frequencies and percentages, were used to quantify the types and frequencies of writing errors. Meanwhile, qualitative data from interviews was transcribed and analyzed using thematic analysis (Clarke & Braun, 2017). Emerging themes related to the underlying causes of writing errors and students' perceptions of these challenges were identified.

FINDINGS

Overview of Writing Errors in Business English Writing

The following table summarizes the research findings:

Table 1.

Writing errors in business English writing

Category	Errors	Percentage	Explanation
Content	Conveying Business Messages	45%	Many students struggle to formulate clear and concise business messages, leading to ambiguity in their writing. Common issues include vague language, lack of definition for key terms, and omission of crucial details. These errors impact the document's persuasiveness and effectiveness.
	Conveying Accurate Information	30%	Inaccuracies in information presentation are prevalent, often stemming from inadequate research or misinterpretation of data. Factual errors, such as incorrect statistics or outdated information, affect the document's credibility in a business context.
Organization	Document Structure	38%	Many students struggle with document structure, resulting in inconsistent formatting, inappropriate sectioning, or unclear organization. This affects the document's readability and efficiency in conveying information.
	Logical Flow of Ideas	27%	Errors in the logical flow of ideas are common, leading to a lack of coherence and cohesion in writing. Students often struggle to connect ideas, resulting in disjointed content that hinders the reader's understanding and engagement.
Vocabulary	Vocabulary Choice	22%	Vocabulary choice errors are frequent, with students sometimes using inappropriate or unfamiliar words or phrases. This can lead to misunderstandings and affect the professionalism of the document.
Language Use	Grammatical	48%	Grammatical errors are widespread, including issues with verb tense, subject-verb agreement, and sentence structure. These errors hinder the clarity and coherence of the writing.
	Style and Tone	18%	Style and tone errors are observed, with students occasionally using an overly formal or informal tone. These errors can impact the document's appropriateness for the intended audience and context.
Mechanics	Spelling and Punctuation	25%	Spelling and punctuation errors are common, affecting the overall readability and professionalism of the writing. These errors may lead to misunderstandings and distract the reader.

The research findings reveal several significant patterns of common errors in Business English writing among college students. Firstly, within the category of content errors, two predominant types stand out. Errors in Conveying Business Messages, constituting 45% of the total findings, signify that students often grapple with the task of articulating clear and concise business messages, leading to ambiguity in their written communication. Furthermore, Errors in Conveying Accurate Information, accounting for 30%, often arise due to inadequate research or misinterpretation of data, resulting in factual inaccuracies that can

undermine the credibility of the documents. In terms of organization errors, it becomes evident that students encounter notable challenges. Errors in Document Structure, found in 38% of the instances, reflect difficulties in achieving consistent formatting and clear document organization, potentially hindering readability and the effective conveyance of information. Concurrently, Errors in the Logical Flow of Ideas, constituting 27%, indicate that students struggle to create coherent and cohesive narratives, leading to disjointed content that may perplex readers.

Additionally, vocabulary errors are present in 22% of the cases, with students sometimes employing inappropriate or unfamiliar words or phrases, thereby jeopardizing the clarity and professionalism of their documents. In the realm of language use errors, grammatical errors dominate, comprising 48% of the total findings. These errors encompass issues related to verb tense, subject-verb agreement, and sentence structure, collectively undermining the overall coherence and clarity of the writing. Furthermore, 18% of the findings pertain to Errors in Style and Tone, where students occasionally adopt overly formal or informal tones, potentially impacting the appropriateness of their documents for the intended audience and context. Finally, mechanics errors in the form of spelling and punctuation errors, accounting for 25%, have the potential to disrupt the overall readability and professionalism of the writing, potentially leading to misunderstandings and distractions for the reader.

Factors Influencing Writing Errors

Lack of Writing Skill Practice

The majority of students acknowledged that a lack of practice in English business writing skills is a primary factor leading to writing errors. They often do not have sufficient opportunities to practice writing in a business context, which is confusing when they need to produce quality business documents. For example, students explained:

"We only have one business writing course during our program, and that is not enough."

"The lack of business writing skill practice is a big issue for us. During our program, there is only one business writing course, and even that is not very intensive. I find it challenging to produce good business documents."

Limited Understanding of Business Concepts

Some students identified a lack of in-depth understanding of business concepts as a significant factor contributing to writing errors. They struggle to communicate ideas clearly because they do not fully grasp the language and jargon used in the business world. One student commented:

"I feel confused by some of the words and phrases commonly used in business. It makes it difficult for me to write correctly."

Resource and Teaching Material Limitations

Some students stated that limited access to relevant resources and teaching materials is a significant factor in their writing errors. They lamented the lack of access to up-to-date

textbooks and learning materials that support the development of their writing skills. Students remarked:

"We need more books and materials that help us understand how to write in English for business correctly."

"We need more resources and teaching materials that support learning business writing. The textbooks we have sometimes aren't informative enough, and we need more relevant materials."

Lack of Constructive Feedback

Students also highlighted the importance of constructive feedback from their instructors. Some complained that they rarely receive in-depth and helpful feedback regarding their writing errors. One student conveyed:

"We need more specific feedback about our errors so that we can improve."

Time Constraints

Some students noted that time constraints in completing writing assignments can lead to errors. The pressure to finish tasks within a short timeframe can result in grammatical mistakes and a lack of thorough editing. For instance, students said:

"Sometimes I have to write quickly, and that makes me prone to making mistakes."

"I often feel that time constraints lead to mistakes in my writing. When there are many assignments to complete in a short time, I tend to skip the editing process."

These findings illustrate several key factors contributing to writing errors among Business English students. The lack of practice, limited understanding of business concepts, resource limitations, inadequate feedback, and time constraints are some of the major factors influencing the quality of their writing.

DISCUSSION

The research findings shed light on the prevalent writing errors in business English among college students. Content errors emerged as a significant category, with two primary subtypes: errors in conveying business messages and errors in conveying accurate information. Students struggled to articulate clear and concise business messages, often resulting in ambiguity in their written communication. Additionally, inaccuracies stemming from inadequate research or data misinterpretation posed a credibility challenge for their documents. These findings align with prior research (Lin et al., 2018; Williams et al., 2018), emphasizing the recurring issue of content-related errors in business writing. In terms of organization errors, both errors in document structure and errors in the logical flow of ideas were notable. These organization errors affected document formatting and coherence. Students encountered difficulties in maintaining consistent formatting and presenting information cohesively. This also aligns with a study by Lin et al. (Lin et al., 2018), highlighting the significance of structural and organizational challenges in business writing.

Vocabulary errors, while comprising 22% of the findings, were less prevalent but still noteworthy. Students occasionally used inappropriate or unfamiliar terminology, impacting

document clarity and professionalism. This finding is consistent with the studies (Kherrous & Belmekki, 2021; Ramadhani et al., 2020), which also noted vocabulary-related issues in business writing. Language use errors were a prominent category, predominantly consisting of grammatical errors (48%) and stylistic issues (18%). These errors affected overall coherence, clarity, and tone. Similar findings have been reported in previous studies (Mustafa et al., 2023; Zinkevich & Ledeneva, 2021), underscoring the persistent challenge of grammatical and stylistic inaccuracies in business writing. Mechanics errors, including spelling and punctuation errors, were identified in 25% of the instances. These errors, although less frequent, could significantly impact readability and professionalism. The presence of mechanics errors is in line with the studies (Antonio & Briones, 2022; Samuels et al., 2023) and highlights the importance of mechanics errors in business writing.

The factors influencing writing errors underscore the multifaceted nature of the challenges faced by students in business English writing. Lack of practice emerged as the first factor, aligning with prior research (Lin et al., 2018). Limited opportunities for practical application and insufficient exposure to business writing scenarios hindered students' ability to develop their skills adequately. Second, a limited understanding of business concepts was another significant factor, as Cendra & Sulindra (2022) explained that students must be able to verbally and abstractly explain the concepts they have memorized as well as depict them in their own words. Inadequate comprehension of business terminology and concepts hindered students' ability to convey ideas effectively in their writing.

Third, resource limitations, including access to relevant materials, echoed the concerns raised by Wang & Fan (2020). Limited access to up-to-date textbooks and learning resources restricted students' ability to acquire the necessary knowledge and skills. Next, inadequate feedback from instructors, and constructive feedback is essential for students to identify and rectify their writing errors effectively (Bader et al., 2019). The lack of such feedback hindered their progress. Lastly, time constraints, as also identified in the previous study (Wang & Fan, 2020), were a contributing factor. The pressure to complete assignments within tight deadlines led to rushed writing and editing processes, increasing the likelihood of errors.

This study's findings corroborate and expand upon prior research in the field of business English writing. The identified writing errors align with existing literature, highlighting the persistent challenges students face in content, organization, vocabulary, language use, and mechanics. Additionally, the factors influencing these errors resonate with prior studies, emphasizing the need for increased practice opportunities, enhanced understanding of business concepts, improved access to resources, more constructive feedback, and mitigation of time constraints to foster better business English writing skills among college students.

CONCLUSION

This research paper has provided valuable insights into the common errors found in Business English writing among college students. The findings highlight the prevalence of content errors, organization challenges, vocabulary issues, language use discrepancies, and mechanics errors in their writing. These errors mirror patterns identified in previous studies, underscoring the persistent nature of these challenges in the field of Business English writing. Moreover, the study has identified several significant factors contributing to these writing errors, including a lack of practice, limited understanding of business concepts, resource limitations, inadequate feedback, and time constraints. Recognizing these factors is crucial for developing effective strategies to improve the writing proficiency of college students studying Business English.

For further research, it is recommended to explore the effectiveness of interventions aimed at addressing these identified issues. Investigating the impact of enhanced practice opportunities, targeted instructional materials, and feedback mechanisms on students' writing proficiency could offer valuable insights. Additionally, future studies could delve deeper into the specific challenges faced by students in different stages of their Business English education and evaluate the long-term impact of interventions on their writing skills. This study contributes to our understanding of common writing errors in Business English and the factors that influence them. By addressing these issues, educators and institutions can better prepare students for effective written communication in the business world, ultimately enhancing their professional prospects.

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CONFLICT OF INTEREST

No conflict of interest reported by the authors

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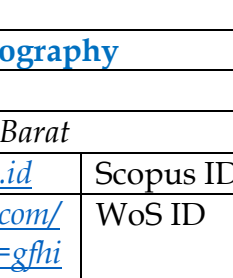
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Research Article

Identifying Pronunciation Errors in English Among Postgraduate Students: A Phonetical Perspective

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ABSTRACT

This research aims to address two primary problem statements: first, to identify the types of English pronunciation errors made by third-semester students in the postgraduate English language education program; and second, to determine the sources of these pronunciation errors among the same cohort of students. This research used a combination of phonetic and quantitative error analysis to identify the pronunciation errors among postgraduate students. The results showed that there were 16.16% of omission errors, 11.97% addition errors, 71.85% of word formation errors, and students 0% of word ordering error. For the sources of errors in the pronunciation of all students during the proposal seminar, researcher found that there was incomplete application of rule is source from omission errors such as letter /g/, /f/, /dʒ/, /ə/, /ɪ/, /ɑ:/, /t/, and /h/. The next source of errors false concepts hypothesized is source from addition errors such as letter /v/, /ʌ/, /s/, /g/, /e/, /ɑ:/, /u/, /w/, /a/, /j/, and /r/. There is also overgeneralization is source from misformation errors such as letter /aʊ/, /ɔ:/, /h/, /ʒ, etc. Meanwhile for ignorance of rule restriction is source from misodering errors all students for misodering did not make that mistake.

Keywords: *Pronunciation, types of errors, sources of errors, postgraduate*

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INTRODUCTION

There are four important skills in learning English, such as writing, listening, reading and speaking. A good speaker should have good English pronunciation. This study mainly focused on speaking aspect. Speaking is divided into three criteria, such as accuracy, fluency and comprehensive ability (Housen & Kuiken, 2009), and the most important point in pronunciation is the ability to comprehend the sounds produced by the speakers. The ability to comprehend the produced sounds is more important because the pronunciation aspect is included in comprehensive ability, namely clarity. English pronunciation is something that students must pay attention to, because pronunciation is one of the most important factors for students when learning a language, especially English, good and correct pronunciation can also help improve the quality of students' speech production.

Pronunciation in English is often done by students, during presentations in class and even when talking with lecturers, during seminar proposal and others. Therefore, correct pronunciation has an important role so that the meaning of spoken language is correctly conveyed to the object spoken to. English has a basic role in global communication as an international language. English is spoken as a foreign language in Indonesia, where English is given a higher priority compared to other foreign languages in the educational system and possibly in other aspects of life. When people travel, English becomes a language that is often compared to Indonesia. According to Brown (2018), English is metaphorically described as a guide (like a map) that helps one navigate and achieve their objectives. Since English is widely used in Indonesia, mastering it becomes crucial for reaching one's goals. Consequently, many people in Indonesia collaborate and make efforts to learn English due to its significant role and extensive use in various aspects of life in the country. This language is the most often used foreign language due to its status as an international language.

There are many studies that show that errors in pronunciation are something that is often done by students. One of the studies conducted in Saudi Arabia by Ababneh (2018) the results showed that Saudi Arabian students often made mistakes in pronouncing vowel sounds between one vowel and two other vowel phonemes. In addition, students have problems with English words which have different words from Arabic, for example in English the sound /p/ /v/ is often replaced by the sound /b f/. Moreover, students often lose emphasis on two or more words in the syllable because they imitate Arabic sounds like /r/ by adding weight to the English /r/ sound. In this case, students' pronunciation errors greatly affect the local language, and it is necessary to pay attention to the pronunciation of English vowels so that students' English can be even better.

On the other hand, people in Indonesia faces a similar issue, as many students mispronounce words. Yusriati and Hasibuan (2019) claim that UMSU English students made a lot of pronunciation mistakes in interdental consonants [θ] and [ð], labial consonants [v] mistakes, pronunciation mistakes in silent letters, and pronunciation mistakes palatal consonants [j], mispronunciations of words in the past tense, and mispronunciations of words that already exist in Indonesian. Again, one of the influences that cause pronunciation errors in English is the local language, which can also be affected by poor vocabulary knowledge, poor grammar, uncertainty in one's pronunciation, difficulty in pronouncing

words, laziness in practicing, and an environment that does not support students' desire to speak English.

One of the main causes of pronunciation errors is student anxiety. Nervousness affects pronunciation because it causes students to lose concentration and forget what they want to say, making it difficult to articulate words correctly. In addition, it can also be caused by a stress problem, Ababneh (2018) said that students have difficulty to determine where is the stress syllable, sometimes students change the place of stress for words such as "yesterday" and "tomorrow", resulting in pronunciation errors, even though it is almost doesn't sound wrong, but if examine the grammar it could be an error.

Pronunciation is the process of pronouncing words. Anyone with accurate pronunciation will be able to speak confidently in English and pronounce words correctly when they speak. Proper pronunciation is the process of reproducing spoken language sounds in a way that clearly conveys the intended meaning. The way a word is pronounced determines its precise meaning. The meaning will change if it is pronounced differently. The process that produces sounds to convey meaning is called pronunciation. The way a word is pronounced matters exact meaning. The meaning will change if the pronunciation is different (Kasimov, 2022). It involves paying attention to the specific sounds that form a language (segments), including intonation, syllable, phrasing, stress, timing, rhythm, and voice quality. It also involves pay attention to gestures and expressions that are closely associated with language use. Proper pronunciation covers both segmental and suprasegmental elements. Since these all function together when speak, pronunciation is typically considered to be a crucial component of spoken language.

In order to communicate our ideas when speaking in English, pronunciation is crucial. Since not everyone speaks English as their first language, English speakers' pronunciations differ from native speakers'. Some English speakers draw our attention with their fluency in the language. As listeners, their pronunciations have an effect on us. Pronouncing words correctly is a crucial aspect of being a speaker. There is a major issue with the pronunciation of English spoken by Indonesian speakers because we are not native English speakers. The language used widely is English. There is no pure English pronunciation due to the diversity of English spoken around the globe. As a result, they frequently encounter pronunciation errors and alternate pronunciations. But people should always make an effort to learn how to pronounce words correctly, regardless of how common pronunciation errors.

Another example would be if someone stressed the first syllable of the word "present", which is obviously wrong and annoying when used in the sentence "I'd like to present". Speaking in front of a crowd can increase your self-confidence when you have good pronunciation. Thus, it is becoming increasingly clear that pronunciation is important. Prioritize it is imperative for individuals learning English. At the very least, pronunciation should receive the same amount of time and focus from English language learners as grammar and vocabulary (Kasimov, 2022). There are several studies similar to this research, but previous research focused on errors in pronunciation of consonant and vowel sounds and used many pronunciation tests or reading test as instruments, while this research

analyzed errors in pronunciation of vowel and consonant sounds, used recording instruments to obtain data and carried out while students during proposal seminar.

LITERATURE REVIEW

Definition of Pronunciation

The important component of a spoken language is pronunciation. Clarity of words production in pronunciation is a crucial component of successful communication. In other words, pronunciation refers to the manner in which people produce linguistics sounds (Gilakjani, 2016). By repeating the sounds and making corrections as necessary, pronunciation easy to remember. A person starts to develop new habits and overcome challenges brought on by the influence of the first language when they study pronunciation.

According to Zielinski and Yates in Gilakjani (2016), the process of producing sounds with meaning is called pronunciation. It encompasses speech segments like intonation, rhythm, and stress as well as aspects of speech that go beyond the scope of individual segments like voice quality and presentation. According to Hassan (2014), pronunciation is the process of producing a sound that is be used to both acquire meaning and function as a component of a specific language's code. Pronunciation is one of the most important abilities that students need to possess in order to speak clearly and fluently. Pronunciation is the most crucial parts of language. Sometimes our poor pronunciation leaves the listener in the dark about what we are talking about. Pronunciation is crucial to preventing misunderstandings when people are speaking Budiasih (2013).

One of the most difficult speaking abilities in English is pronunciation because it takes a lot of time and effort to learn how to pronounce words correctly. When speaking English, there is a relationship of communication between the speakers and the listeners. It interacts with one another in ways that help the listeners comprehend what is being spoken. The speakers must pronounce the English sounds appropriately in their speech in order to communicate effectively. Otherwise, poor pronunciation will lead to misunderstandings among the audience, because speech sounds in a language are different entity, different sounds might result in different meaning.

Errors in Pronunciation

According to Brown (2007), the careless is an obvious departure from a native speakers adult grammar, showing the students' interlanguage proficiency. In the meanwhile, Ellis (2015) thought there were valid arguments for focusing on errors. They are a distinct aspect of student language, to start. Second, teachers can benefit from knowing the mistakes their students make. Last but not least, making mistakes might actually aid learning for kids if they self-correct them. Error, which has always been a major worry in language learning, has now become the main focus of approaches, particularly in terms of its pronunciation system. Even with flawless grammar, students who have trouble pronouncing words correctly will not be understood. Conversely, students who makes mistakes in other areas are more likely to be understood.

Since there are always differences and similarities between the target language and the learners' native tongue, a student will undoubtedly experience various learning

challenges when learning any foreign language. Since mother tongue has been thoroughly ingrained as a habit in him/her, the issue here is understandable. The grammatical or sound systems in this instance may be the elements that lead to issues. The aspects of the foreign language that are identical to those in one's home tongue, on the other hand, won't cause any issues. For instance, the Indonesian word "mata" has the sound /m/. It is similar to the English letter /m/ in the word "mother." An Indonesian student learning English or an English student learning Indonesian can easily produce the equivalent sound in the target language using his native sound, /m/. Transferring one's native sounds into the target language is referred to as this.

Words that are spoken incorrectly are referred to as mispronunciations or pronunciation errors (Eslami, Estaji, & Elyasi, 2014). Additionally, according to Djajaningrat (2011) in Mulansari, Basri, and Hastini (2014), pronunciation is a skill that is no longer valued. The pronunciation inaccuracy is accepted as normal by teachers and curriculum designers. According to Nezami and Najafi (2012) emphasize some errors classifications. The four categories of errors such as omission, addition, misformation and misordering. According to Richard (1974) believed that the incorrect generalization of the rules of the target language was the source of the learners' errors. The four potential causes of intra-lingual errors were categorized by linguistics. They are: over-generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.

This study provides information and knowledge needed to solve students who make mistakes in pronunciation errors. Where to find out the errors of English pronunciation have an important role for students, because students can quickly correct their pronunciation, so students can have a good pronunciation when speaker and listeners can accept well what the speaker delivered. In this regard, the researcher analyzed the errors made by English students in postgraduate program at State of Makassar University during proposal seminar. Those, this research conducted a study a title "English Pronunciation Errors Made by English Students of Postgraduate Program State University of Makassar".

METHOD

Research Design

This study employed a phonetic and error analysis to investigate the types and sources of English pronunciation errors made by third-semester students in a postgraduate English language education program. This approach allowed for a comprehensive description of the research problem through systematic and detailed analysis. Technically, the error analysis involved experts in English pronunciation, phonetics, and linguistics researchers who participated as panelists/reviewers.

Data Collection Procedure

The data collection process involved several key steps:

1. Permission request: The researcher obtained consent from the students to record their pronunciation for research purposes. This step ensured that the students were aware of and agreed to the research objectives.

2. Attendance at proposal seminars: The researcher attended the students' proposal seminars to record their pronunciation during their presentations and interactions with the audience. This setting provided a natural context for capturing authentic speech samples.
3. Recording: During the seminars, the researcher used a digital recorder to capture the students' voices. The recording focused on the students' pronunciation during their proposal presentations and the subsequent question-and-answer sessions.

Data Analysis Technique

Based on Braun & Clarke (2006), the data were analyzed using thematic analysis that involved five main steps as follows:

1. Organization and preparation: Data were organized and transcribed for detailed analysis.
2. Listening to recordings: The researcher carefully listened to the recordings to identify instances of pronunciation errors.
3. Coding process: A detailed analysis was conducted through a coding process, where specific types of pronunciation errors were categorized and labeled.
4. Descriptive narrative: The results of the analysis were presented in a descriptive narrative, highlighting the common themes and patterns identified in the data.
5. Interpretation: The final stage involved interpreting the data resulting from the coding process. This included discussing the possible sources of the pronunciation errors and their implications for English language education.

FINDINGS

The findings shows that there were several kinds of errors made by the students when delivering a proposal presentation, such as omissions errors, addition errors, misinformation errors, and misodering errors. Meanwhile for the findings of sources of errors, there are four sources, such as overgeneralization, incomplete application of rules, ignorance of rule restrictions, and hypothesized false concept.

Types of Errors in Pronunciation

Omission Error

In this research, the presenters omitted one of the letters in a word. This can be seen in the following table:

Table 1
Types of omission errors (S3)

No.	Words	Dictionary Transcription	Recording Transcription	Kinds of Errors	Classification of Sound	
					Vowel	Consonant
		UK				
1	Name	/neim/	/nem/	Omission	/ɪ/	
2	English	/'ɪŋ.gliʃ/	/'ɪŋ.liʃ/		/g/	
3	Questions	/'kwes.tʃən/	/'kwes.ʃən/		/t/	
4	Achievement	/ə'tʃi:v.mənt/	/ʌ'si:v.mənt/		/t/	

5	Questioner	/'kwes.tʃə.nəʳ /	/'kwes.ʃə.nəʳ /	/t/
6	Data	/'deɪ.tə/	/'de.tə/	/ɪ/

Based on the table above, it is an extract from the results of this research regarding omission errors, or is a representative of the research findings obtained from the third student. Student omitted the /ɪ/ sound in /neɪm/ word, the /g/ sound in /'ɪŋ.gɪʃ/ word, the /ə/ and /t/ sounds in /ə'tʃi:v.mənt/ word, the /t/ sound in /'kwes.tʃə.nəʳ /, and the /ɪ/ sound in /'deɪ.tə/ word. The study found that all students made omission errors, where the first student did it as much as four times, the second student as much as four times, the third student as much as seven times, the fourth student as much as five times, the fifth student as much as four times and sixth student as much as three times.

Addition Error

In this research, the presenters typically added letters to a word. This can be seen in the following table:

Table 2
Types of addition errors (S4)

No.	Words	Dictionary Transcription	Recording Transcription	Kinds of Errors	Classification of Sound	
					Vowel	Consonant
UK						
1	Honorable	/'ɒn.ər.ə.bəl/	/'ɒnɒər.ə.bəl/	Addition	/ɒ/	
2	Lecturers	/'lek.tʃərs/	/'lek.tʃures/		/u/	
3	Because	/bɪ'kæz/	/bɪ'kɔuz/		/ʌ/, /u/	
4	Step	/step/	/steps/			/s/
5	Focus	/'fəʊ.kəs/	/'fəʊ.kjus/		/u/	

Based on the table above, it is an extract from the results of this research regarding addition errors, or is a representative of the research findings obtained from the fourth students. The student add the /ɒ/ sound to /'ɒn.ər.ə.bəl/ word, add the /u/ sound to /'lek.tʃərs/ word, add the /a/ and /u/ sounds to /bɪ'kæz/ word, add the /s/ to /step/ word which is a singular word, and add the /u/ sound to /'fəʊ.kəs/ word. In the findings of this study, all students made addition errors, where the first student did it as much 3 times, the second student as much 3 times, the third student as much 3 times, the fourth student as much 6 times, the fifth student as much 3 times and sixth student as much 2 times.

Misformation Error

In this research, misformation error is one of kinds of error. In misformation errors, students replace the sound of one of the letters with a similar sound in a word. This can be seen in the research results from the following table:

Table 3

Types of misformation error of S1

No.	Words	Dictionary Transcription	Recording Transcription	Kinds of Errors	Classification of Sound	
					Vowel	Consonant
UK						
1	Thanks	/θæŋks/	/ tæŋks /	Misformation		/θ/
2	Without	/wɪ'ðaʊt/	/wɪ'daʊt/			/ð/
3	Present	/'prez.ənt/	/'pres.ənt/			/s/
4	Method	/'meθ.əd/	/'met.od/			/θ/
5	Reason	/'ri:.zən/	/'ri:.sən/			/z/

Based on the table above, it is an extract from the results of this research regarding misformation errors, or is a representative of the research findings obtained from the first student. The student replace the /θ/ sound on /θæŋks/ to / tæŋks / word, replace the /ð/ sound on /wɪ'ðaʊt/ to /wɪ'daʊt/ word, replace the /s/ sound on /'prez.ənt/ to /'pres.ənt/ word, replace the /θ/ sound on /'meθ.əd/ to /'met.od/ word, replace /z/ sound on /'ri:.zən/ to /'ri:.sən/ word. In the findings of this study, all students made misformation errors, where the first student did it as much 25 times, the second student as much 24 times, the third student as much 26 times, the fourth student as much 27 times, the fifth student as much 13 times and sixth student as much 22 times.

Misodering Errors

In this study, none of the research subjects made misodering errors, the researcher assumed that students had a good understanding of spelling pronunciation, so this did not errors in misodering errors.

Source of Errors in Pronunciation

The following is sources of errors made by third semester postgraduate students during proposal seminar. There are four kinds of sources such as overgeneralization, incomplete application of rules, ignorance of rule restrictions, and hypothesized false concepts, as explained in the previous chapter. The results are as follows:

Incomplete Application of Rule is Source of Omission Errors

In this study, incomplete application of rule is a source of pronunciation errors. Omission is the cause of incomplete application of rule, because removing one of the sounds in a word, the word structure becomes incomplete. The following is a table of research result:

Table 4

Sources of pronunciation error of S3

No	Classification of Sounds		Sources of Errors from Kinds of Errors
	Vowel	Consonant	
1	/i/	/g/	Incomplete application of rule
2		/t/	

Based on the table above, it is a representation of the research findings obtained from the third student. This is adjusted to the findings described in the omission errors point above. As has been mentioned, all students made omission errors, there are several sounds that are omitted by students resulting omission errors, such as sounds /g/, /ʃ/, /dʒ/, /ə/, /ɪ/, /ɑ:/, /t/, and /h/, thus causing incomplete application of rule.

False Concepts Hypothesized is Source of Addition Errors

In this study, false concepts hypothesized to be the source of pronunciation errors. Addition errors is the cause of false concept hypothesized, because adding one sound to a word means the structure of the word is wrong. The following is a table of research results:

Table 5
Sources of pronunciation error of S4

No	Classification of Sounds		Sources of Errors from Kinds of Errors
	Vowel	Consonant	
1	/v/	/s/	False concepts hypothesized
2	/ʌ/		
3	/u/		

Based on the table above, it is a representation of the research findings obtained from the fourth student. This is adjusted to the findings described in the addition errors point above. As has been mentioned, all students made addition errors, there are several sounds that are add by students resulting addition errors, such as sounds /v/, /ʌ/, /s/, /g/, /e/, /ɑ:/, /u/, /w/, /a/, /j/, and /r/, thus causing false concepts hypothesized.

Overgeneralization is Source of Misformation Errors

In this study, overgeneralization is a source of pronunciation errors. Misformation causes overgeneralization because students create wrong pattern in understanding in pronunciation. If students misremember or interpret a word, they may tend to pronounce it in correct pattern, and this can lead to overgeneralization where the incorrect pattern is applied generally to similar words. The following is a table of research findings:

Table 6
Sources of pronunciation error of S1

No	Classification of Sounds		Sources of Errors from Kinds of Errors
	Vowel	Consonant	
1		/θ/	Overgeneralization
2		/ð/	
3		/s/	
4		/z/	

Based on the table above, it is a representation of the research findings obtained from the first student. This is adjusted to the findings described in the misformation errors point

above. As has been mentioned, all students made misformation errors, there are several sounds that are replaced by students resulting in misformation errors, such as sounds /aʊ/, /ɔ:/, /h/, /ʒ/, etc., thus causing false overgeneralization.

Ignorance of Rule Restrictions of Misordering Errors

In this study, ignorance of rule restrictions is a source of pronunciation errors. Misordering errors are caused by ignorance of rule restrictions because errors in the sequence of sounds or phonemes in words can result in a false understanding of the pronunciation rules that are supposed to be followed. If students misplace a sound or phoneme, this can result in a misunderstanding of the pronunciation rule restrictions that should be applied. This can lead to pronunciation that does not comply with applicable norms. In this study, students did not make errors in misordering.

Here is the tabulation for each error in pronunciation:

a. Omission

$$\text{Percentage of Omission Errors} = \frac{27 \times 100\%}{167} = 16,16\%$$

b. Addition

$$\text{Percentage of Addition Errors} = \frac{20 \times 100\%}{167} = 11,97\%$$

c. Misformation

$$\text{Percentage of Misformation Errors} = \frac{120 \times 100\%}{167} = 71,85\%$$

d. Misordering

$$\text{Percentage of Misordering Errors} = \frac{0 \times 100\%}{167} = 0\%$$

DISCUSSION

The result of this research contains kinds of errors in student pronunciation, these kinds of errors include omission, addition, misformation and misordering. Apart from that, it also aims to find out the sources of errors includes overgeneralization, ignorance of rule restrictions, incomplete application of rule and false concept hypothesized.

Types of Errors

Omission errors

Omission errors occur when students do not mention one of the letters in the vocabulary. An example of the findings is the word /Name/ which /neim/ students did not mention the letter /ɪ/ so that the vocabulary is not complete. Errors like this are caused by incomplete application of the rules when students pronounce the word /nem/ which should become /neim/.

The most dominant omission errors are velar plosive and alveolar which are caused by students not applying the rules. Students fail to apply the rule completely because of habits that are not corrected. In the velar plosive, an example of an error is in the word /English/ which should be /'ɪŋ.gəlɪʃ/ and the student removes the /g/ sound and becomes /'ɪŋ.lɪʃ/, so the word structure is not perfect. Meanwhile, in alveolar, students often omit the

sound /ɪ/, for example in the word /data/ which should be /'deɪ.tə/, students omit the /ɪ/ sound so it becomes /'de.tə/ and make the word structure incomplete. This is also due to students' lack of knowledge, or feeling nervous when speaking during proposal seminar.

Another reason could be that some words that students still do not know how to pronounce are still unfamiliar to them. This is consistent with research showing foreign words lead to pronunciation errors words (Sembiring & Ginting 2016). Therefore, it is necessary to practice and acquire a lot of new vocabulary through reading, journal articles and other sources.

Addition Error

Addition Errors occur when students add one of the sounds to the vocabulary. An example in the findings is the word "Honorable", should /'ɒn.ər.ə.bəl/ students should add the sound "/ɒ/" so that the vocabulary becomes excessive. Mistakes like this are caused by ignorance of the rules when students pronounce the word /'ɒn.ər.ə.bəl/ which should become /'ɒnɒr.ə.bəl/.

The most dominant addition errors are the vowels /u/ and /e/ which are caused by ignorance of the rules. Students fail to pronounce words according to the provisions because of habits that are not corrected. In the /u/ vowel, an example of an error is in the word /Audio/ which should be /'ɔː.di.əʊ/ and the student removes the /u/ sound and becomes /'ɔːu.di.əʊ/, so the word structure is excessive and incorrect. Meanwhile, in the vowel /e/, students often add the /e/ sound, for example, like the word /Literature/ which should be /'lɪt.rə.tʃər/, students add the /e/ sound so it becomes /'lɪt.rə.tʃər/ and make the word excessive structure and not appropriate. This is also due to students' lack of knowledge, or feeling nervous when speaking during a proposal seminar.

Another reason could be that students pronounce words based on how they are feeling. This is consistent with research by Rafsanjani, Rachmat and Haryani (2020), which claims that students pronounce words based on how they are feeling and therefore are unable to correct their pronunciation. This might factor in pronunciation errors. When speaking, students rely solely on own judgment, regardless of whether their pronunciation is accurate.

Misformation Error

Misformation errors occur when students replace a sound with another sound that is similar when pronouncing it. An example in the findings is the word "Thanks", which /θæŋks/ students should change the sound /θ/ to /t/ and become the word "/tæŋks/" so that the vocabulary becomes wrong. Mistakes like this are caused by overgeneralization.

The most dominant misformation errors are vowel /I/ and palato-alveolar /dʒ/. This can occur because students pronounce sounds that are not appropriate based on their experience with other structures in the target language. Apart from that, students also find it difficult to differentiate sounds because they sound similar. An example of the vowel /i/ based on findings is the word /Experience/ which should be /ɪk'spɪəri.əns/ to /ek'spɪəri.əns/. Students change the sound /i/ to /e/ so that the word form is not correct.

An example of palato-alveolar /dʒ/ based on the findings is the word /Education/ whose pronunciation should be /,edʒ.ʊ'keɪ.fən/ to /,ed.ʊ'keɪ.fən/ students change the sound /dʒ/ to /d/ so that the word form is not correct.

The most common errors in this one, which can be brought on by lack of awareness. Students are still lazy to read dictionary to ensure they pronouncing words correctly. According to Alzainadi & Latief (2019), when there are pronunciation errors, students are too unaware or lazy to check the dictionary's correct pronunciation.

Misordering Error

Misordering errors occur when students exchange the position of a sound with another sound in one word. However, this error was not found in the results of this study. The researcher makes the assumption that the students are already familiar with the fundamentals of English sound pronunciation. This can reduce the likelihood of misordering errors by students by minimizing letter ordering errors.

From all the explanations related to pronunciation errors above, students are inconsistent in made pronunciation errors, this is caused by stress, nervousness or anxiety factors when speaking during presentation proposal seminar. These factors may affect consistency in pronunciation because students may become more prone to errors when they feel tense or uncomfortable. Apart from that, focusing on presentation material and interaction with the audience can also influence the ability to consistently overcome pronunciation errors.

Sources of Errors

Incomplete Application of Rule is Source from Omission

Incomplete application of pronunciation rules, this source of error occurs when students are unable to present several important elements in a word, phrase or sentence. Incomplete application of rules can occur due to variations in language pronunciation, regional accents, or the influence of conversational context. Some people may not fully follow the rules due to these factors. Other factors that can lead to incomplete application of pronunciation rules involve differences in language skill levels and the influence of foreign languages on one's speaking.

The influence of emotions, speed of speaking, and communication context can also play a role in making a person's pronunciation not always follow the rules perfectly. A person may tend to upset decisions in informal situations or when speaking quickly. This can lead to errors of omission, errors of Omission are caused by Incomplete Application of Rules as these errors involve negligence or lack of application of rules or restrictions that should be followed. According to Richard (1974) suggested that incomplete rule application is the omit of linguistic rules in target language production. Omission occurs when there is a loss of information that should be there, and this can be caused by misunderstanding or negligence in applying applicable rules or restrictions. So, when someone does not fully apply a rule or fails to load information that should be there, it can result in deletion errors or Omission Errors. This is in line with research by Khansir (2012) which states that incomplete application of rules arises when students fail to fully develop certain structures

so that they are required to produce acceptable sentences; This type of error occurs when students failed to learn more complex types of structures because he discovered that he could achieve communication using relatively simple rules. Based on the table, Incomplete Application of Rule is Sourced from Omission only occur in eight sounds, such as /g/, /ʃ/, /dʒ/, /ə/, /ɪ/, /ɑ:/, /t/, and /h/.

False Concepts Hypothesized is Source from Addition

False concepts hypothesized, deriving from faulty comprehension of distinctions in the target language. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized. False concepts hypothesized in the field of pronunciations can occur due to several factors. One of them is differences in dialects or language variations that can influence the way people pronounce words. In addition, environmental influences, media, or social context can also contribute to misperceptions regarding pronunciation. In this false concept hypothesis, additional errors often occur, where inaccurate or misleading information is added to one's understanding. This may happen when individuals incorporate details that are not grounded in accurate facts or when biased information is introduced. This can be interpreted as where inappropriate letters or words are added to a person's understanding so that it becomes a habit of understanding the error. This is line with research conducted by Dari (2014) said that addition errors made by second-grade students found that False Concept Hypothesized was one of the factors that caused addition errors. Based on the table addition caused by Ignorance of Rule Restrictions eleven sounds occur, such as /v/, /ʌ/, /s/, /g/, /e/, /ɑ:/, /u/, /w/, /a/, /j/, and /r/.

Overgeneralization is Source from Misformation

Overgeneralization occurs when the students cannot use the rule of the target language correctly. Overgeneralization covers errors that are produced by learners when they try to apply a correct rule in an unsuitable situation. overgeneralization can be sourced from misformation. Overgeneralization occurs when someone draws a broad conclusion based on a limited set of examples or experiences. If the information used for these generalizations is inaccurate or incomplete, it can lead to misconceptions and overgeneralized beliefs. Misformation, which includes false or misleading information, can contribute to flawed reasoning and faulty generalizations.

Another cause of overgeneralization that stems from misformation is the influence of the target language. The influence of the target language can lead to overgeneralization as learners may apply patterns or rules from their native language. This misformation occurs when learners transfer structures incorrectly, causing overgeneralization errors in their language usage. This is in line with research (Atikah et al, 2022) the errors caused by target language causes are derived from misformation, one of which is overgeneralization, because students used past tense verb in places where they should not be applied, this is called overgeneralization. Based on the table misformation caused by overgeneralization is the error that dominates the most, all students make a lot of errors for this kind of misformation error, for it sounds like /aʊ/, /ɔ:/, /h/, /ʒ/, etc.

Ignorance of Rule Restrictions is Source from Misordering

Ignorance of rule restrictions in pronunciation occurs when someone does not understand or does not know certain rules that apply to the pronunciation of a language or dialect. This can involve not understanding the phonetic rules, word stress, or sound variations that may exist in a particular language. A concrete example is when someone pronounces a word in a way that violates the pronunciation rules that apply in that language, because they do not know these rules or lack understanding about them. According to Khansir (2012) Ignorance of rule restrictions, occurring as a result of failure to observe the restrictions or existing structures; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. The researcher concluded that Ignorance of Rule Restriction is a source of Misordering errors, because it is possible that students do not know the pronunciation rules for the words they are about to pronounce, resulting in errors such as misspelling

CONCLUSION

Based on the result in the, this research can be concluded that: The kinds of errors from the pronunciation all students during proposal seminar, the researcher found that, there are omission errors as much 16,16%, addition errors as much 11,97%, misformation errors as much 71,85%, and students did not make error in the misordering errors 0%, and the most dominant in this research is the kind of misformation error. The sources of errors from the pronunciation of all students during proposal seminar, the researcher found that, there are incomplete application of rule is source from omission such as letter /g/, /ʃ/, /dʒ/, /ə/, /ɪ/, /ɑ:/, /t/, and /h/. The next source of errors false concepts hypothesized is source from addition such as letter /v/, /ʌ/, /s/, /g/, /e/, /ɑ:/, /u/, /w/, /a/, /j/, and /r/. There is also overgeneralization is source from misformation such as letter /aʊ/, /ɔ:/, /h/, /ʒ, etc. Meanwhile for ignorance of rule restriction is source from misordering all students for misformation did not make that mistake.

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CONFLICT OF INTEREST

No conflict of interest reported by the author(s)

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Research Article

Navigating Teaching Practicum in the Real Classroom: Insights from ESL Teaching Practicum Experiences

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ABSTRACT

Teaching practicum is one of the compulsory courses that pre-service ESL teachers have to accomplish prior to the completion of their study. Under the lens of experiential learning theory, this study aims to find out pre-service English teachers' challenges of teaching practicum and how they overcome them. Interviews were used as instruments in this multiple case study, focusing on three pre-service English teachers who participated in the AJARMI program during the 2022–2023 academic year. The findings of this study were analyzed using thematic analysis. The PSETs faced challenges related to students' behaviour, preparation of instructional materials, and mentoring. They handled them with organizing lessons, acting as an assertive teacher, devising a backup plan, and adapting to the school system. The implications of this study suggest that teacher education programs should provide more comprehensive training on classroom management, instructional material preparation, and effective mentoring strategies to better prepare pre-service teachers for the realities of the classroom.

Keywords: *Pre-service English teachers, teaching practicum, AJARMI, teachers' challenges, and mentoring.*

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INTRODUCTION

Teaching practicum as one of the required courses that should be enrolled by pre-service teachers has a crucial role for giving field experience. Mahmoudi & İzkan (2016) describes that practicum offers an opportunity to learn the nature of reality as a teacher. Pre-service teachers are given the chance to teach English in a real classroom situation through teaching practicum, which helps to improve their attitudes, motivations, and engagement with the teaching profession (Fajardo & Miranda, 2015). Accordingly, Arslan & Ilin (2018) asserted that with teaching practicum, pre-service teachers will receive an opportunity to experience teaching in an actual school environment and learn more about the curriculum, students, teaching context, and teaching resources.

The Indonesian higher education system mandates that undergraduate institutions provide practicum courses known as Field Experience Program, locally labeled as *Program Pengalaman Lapangan* (PPL) to fourth-year students. Additionally, regarding teaching practicum through PPL, Ministry of Education, Culture Research and Technology of Indonesia has launched an alternative for students with a new program, *Merdeka Belajar-Kampus Merdeka* (MBKM). The implementation of the MBKM program has several forms of learning activities and one of program that can be enrolled by pre-service teachers as teaching practicum experience is Teaching Assistance (AJARMI). AJARMI provides opportunities for education students to develop and deepen competencies by carrying out direct practice in the field, and helping to improve the distribution of quality education, as well as the relevance of primary and secondary education to higher education and the times (Sobara, 2022). Furthermore, pre-service teachers who take part in the AJARMI program can be converted into PPL grades. The English Education study program at Universitas Negeri Makassar requires that pre-service English teachers (PSETs) carry out teaching practice by participating in AJARMI programs in the sixth semester.

Pre-service teachers preparing for the teaching practicum should be equipped with comprehensive training on classroom management, instructional material preparation, and effective mentoring strategies to better prepare pre-service teachers for the realities of the classroom

Certainly, before teaching directly in the classroom, PSETs have obtained teaching preparation in the prior course. The prior knowledge that gained by pre-service teachers in class is connected to the teaching practice at the field school (Abdullah & Basthomi, 2020). However, some PSETs face challenges when practising teaching in a real teaching environment. The PSETs believed there was still some gap between the theoretical knowledge they had learned in teacher education programs and the actual teaching that was taking place in the field school. Inarsih et al., (2021) revealed the challenges experienced by PSETs during PPL were the selection of schools where to practice, pre-service teachers' unpreparedness to teach, and a lack of knowledge and training. Similarly, another study

found that internal challenges in teaching included classroom management and teacher proficiency, while external challenges included student motivation and inadequate facilities (Pakpahan, 2023). Thus, these findings suggest that PSETs confront challenges in teaching practicum. In other words, the prior research has indicated that PSETs faced several challenges in teaching practicum. Thus, this study focuses on identifying the challenges of PSETs while taking part in the AJARMI program and how they overcome them.

LITERATURE REVIEW

Teaching Practicum

The paradigm of the AJARMI program adopts the experiential learning theories (Kolb et al., 2001). The teacher education department determines teaching practicum as a compulsory program for pre-service teachers. Teaching practicum is a required course of study that prepares pre-service teachers to the teaching profession by providing them to actual teacher training. Pre-service teachers have the opportunity to establish bridges between theory and application for the purpose of implementing their academic knowledge (Nemtchinova, 2018). Moreover, teaching practicum becomes crucial to the English language teacher education program because it allows PSETs an excellent opportunity to apply the pedagogical knowledge they acquired in the classroom by teaching real students (Koşar, 2021).

Teaching practicum is a major component of the education department coursework. The main reason is PSETs' teaching capability will be directly shown in the real-world teaching process. Prabjandee (2019) asserted that a teaching practicum is the time when PSETs implement the theories, insight, and abilities they have learned throughout their previous courses. Subsequently, the teaching practicum contributes a crucial role in preparing PSTs and is the most important component of a pre-service teacher education program. The practicum component has consistently been a significant focus in teacher preparation programs because teacher educators consider it to be a crucial and fundamental aspect of teacher education. Teacher education organizes the implementation of effective teaching practicum for PSTs as their preparation to become qualified teachers.

Teaching Assistance (AJARMI) Program

Teaching Assistance (AJARMI) is a student teaching activity at the secondary education level within a certain period. Schools for teaching practice can be located in urban areas or in remote regions. This program aims to provide opportunities for students who have an interest in the teaching profession to participate and deepen their knowledge by participating as a teacher in an educational unit (Suhaili et al., 2023). In line with this Sobara (2022) pointed out through this program, PSTs can develop a broad perspective through direct interaction with school residents and enhance teaching abilities and assist in resolving issues with instruction in schools. Teaching Assistance gives chances for students to observe,

experience, and solve educational problems by using their scientific knowledge. In addition, Santi et al., (2023) mentioned that students are expected to acquire suitable pedagogical competences through teaching assistance activities that will benefit them in their future careers. Therefore, this experiential learning program will help PSTs gain the kinds of insights and practical skills they will need to succeed in the real world of teaching.

Furthermore, teaching practicum is essential for pre-service teachers to allow them to get insights of the real teaching situation (Jeong, 2017; Richards, 2010). Teaching assistance provides opportunities for PSTs to apply their knowledge and skills in the field of learning and education, as well as gain additional up-to-date information and experience about schools and educational dynamics directly in schools. PSTs also gain experience on how to manage learning in accordance with the characteristics and developmental level of students, develop their ability to identify problems, plan improvements, and implement corrective actions by utilizing their knowledge and experience. For this reason, the teaching assistance program is very helpful for pre-service teachers to fulfill their obligation to practice teaching.

Teaching Assistance Program within English Education Study Program Universitas Negeri Makassar

Universitas Negeri Makassar, as one of the universities providing teachers education in Indonesia, has an English language education study program as one of the favorite study programs. Commonly, the PSETs are required to study teaching and learning theories in the first three years before they are allowed to participate in real teaching activities in a real classroom as part of the PPL program. However, PSTs can accelerate teaching practice by participating in the MBKM program, namely teaching assistance in the sixth semester. This is because Makassar State University (UNM) as an integral part of the Ministry of Education and Culture (Kemendikbud) has responded and participated in implementing the MBKM program. In other words, if PSETs have participated in the Teaching Assistance program, then they no longer do PPL during seventh semester. Therefore, PSETs have the opportunity to choose whether to participate in the Teaching Assistance program or PPL.

Moreover, in the English education study program, two batches have carried out teaching practice by participating in the AJARMI program, the class of 2019 and the class of 2020. Moreover, the benefits of the AJARMI program are the policy of recognizing the value of PPL and several relevant courses. AJARMI also become an opportunity for students to learn directly from the real world by practicing all knowledge and experience. AJARMI activities are carried out in educational units including educational planning, implementation, and assessment, and school development, both intra-curricular and extra-curricular.

METHOD

Research design

This study employed a qualitative research approach. Qualitative research is suitable when the study is addressed to gain an in-depth understanding of the issues (Hamied, 2017). This is in line with Creswell's (2012) theory that qualitative research is a type of study that occurs when a researcher gains knowledge through a good experience. Moreover, to gain deeper understanding of the situation under study, the researcher applied multiple case study research. The researcher decided that multiple case study is appropriate since the participants of AJARMI program were conducted their teaching practicum in different school.

Participants

The subjects of the research were three PSETs who matched the criteria and were capable of taking part in this research as participants. In order to maintain their anonymity, the three PSETs as the research participants were named as P1, P2, and P3.

Table 1

Characteristics of the participants

Participants	Age	Gender	Compulsory subjects completed	Targeted school level
Teacher 1	23	Male	Teaching and Learning, micro-	Junior High School
Teacher 2	24	Female	teaching, ELT methodologies, ICT	Junior High School
Teacher 3	23	Female	in ELT	Senior High School

Research Instruments

The interview was organized to gather insights from three pre-service ESL teachers regarding their experiences during teaching practicum. Conducted in a semi-structured format, the interview consisted of open-ended questions designed to elicit detailed responses about the teachers' experiences, challenges, and reflections. Each participant, who was actively engaged in their ESL teacher training program, provided personal insights into their practicum experiences. The interviews lasted approximately 45 minutes each, allowing ample time for in-depth discussion and follow-up questions. The sessions were audio-recorded for accuracy and later transcribed for analysis, ensuring a comprehensive understanding of the participants' perspectives.

Data Collection

The researcher interviewed three PSETs who had participated in the AJARMI program and conducted their teaching practicum in different schools. Furthermore, the interview obtained to get in-depth information related to what are the challenges in teaching practicum and how they overcome those challenges while participating in the AJARMI program.

Data Analysis



Data from the interviews transcribed and reviewed then the researcher analyzed using thematic analysis. Thematic analysis is a type of qualitative data analysis that focuses with a particular focus on finding, evaluating, and interpreting meaningful patterns in the data from qualitative research studies. Thematic analysis is a method of examining data with the goal of finding themes or patterns through data gathered by researchers, stated by Braun & Clarke (Braun & Clarke, 2006). Thus, interview results from each case were analyzed using thematic analysis. The process of thematic analysis in this study consisted of two stages, as stated by (Liamputtong, 2009). First, the researcher comprehended or became familiar with the data from the interview transcripts by observing the patterns or ideas conveyed by the informants, which is also called the coding step. The next stage, the researcher created themes related to the codes and then linked them to the relevant theories.

FINDINGS

Based on the results of the interviews, these were the challenges in the three cases of teaching practicum and how PSETs overcome them.

Challenges of Teaching Practicum from P1's Case

Based on P1's experience when participating in AJARMI program, P1 expressed that the challenge was the difficulty in managing the class and delivering lessons because of the various student characters. P1 mentioned:

"The challenge is the different characters of the students. In school, it is very difficult to organize the lessons well." Kalau tantangan, karakter siswa yang berbeda. Di sekolah sangat sulit untuk mengatur jalannya pelajaran dengan baik. (Interview with P1, 22/1/2024)

Moreover, P1 explained how to overcome the challenge in her teaching practicum. P1 perceived that the solution was to try to teach by adjusting students' learning styles so that students are interested in learning, hence the teaching process takes place effectively. P1 shared:

"To overcome this, I tell myself what the students want so that learning takes place well and effectively." Cara mengatasinya, saya kembalikan pada diri sendiri apa yang diinginkan siswa supaya pembelajaran berlangsung dengan baik dan efektif. (Interview with P1, 22/1/2024)

Challenges of Teaching Practicum from P2's Case

In terms of teaching practicum, P2 shared the challenge during the AJARMI program was the use of technology in teaching. The school where she was placed to teach the process prioritized the use of technology. Starting from teaching materials and assignments for students via the internet. Therefore, P2 found it difficult to adjust to teaching English with technology because she herself was not familiar with it. This is based on P2's statement:

"Another challenge, as I said earlier, is adapting to the learning technology there, and I have not been able to adjust directly how the technology there, such as how we did online attendance, it was not

familiar to me. So, I learned about it. Moreover, in the learning process it must use technology such as, PPT delivered, teaching modules prepared, every material prepared, especially in giving assignments there must be an internet platform or application that must be provided." *Tantangan lainnya itu, seperti yang saya katakan tadi, yaitu beradaptasi dengan teknologi pembelajaran yang ada di sana, dan saya pribadi memang belum.... bisa menyesuaikan secara langsung bagaimana teknologi di sana, seperti bagaimana kita melakukan absen secara online, hal itu belum terbiasa bagi saya. Jadi saya belajar tentang hal itu. Apalagi dalam proses belajarnya itu harus menggunakan teknologi seperti, PPT yang disampaikan, modul ajar yang disiapkan, setiap materi yang disiapkan, apalagi dalam memberikan tugas harus ada platform internet atau aplikasi yang harus disediakan.* (Interview with P2, 22/1/2024)

Furthermore, after facing challenges in adapting to the use of technology in teaching, P2 admitted that she tried to apply digital tools and online platforms when teaching. In addition, based on her teaching practicum experience, P2 was able to increase learning interest and support student improvement by teaching with technology innovation. As P2 reflected:

"I can utilize digital tools and online platforms to make learning more interactive. Through the use of technology, I can increase interest in learning, create a more dynamic learning environment and support student development." Saya bisa memanfaatkan alat-alat digital dan platform online untuk membuat pembelajaran lebih interaktif. Melalui penggunaan teknologi, saya dapat meningkatkan minat belajar, ciptakan lingkungan pembelajaran yang lebih dinamis dan mendukung perkembangan siswa. (Interview with P2, 22/1/2024)

Challenge of Teaching Practicum from P3's Case

In the interview session, P3 shared about the challenges she faced in her teaching practicum. P3 conveyed that when joining AJARMI, she experienced challenges related to students' attitudes and motivation. P3 admitted that students were disrespectful and underestimated her when teaching in class. Students' lack of respect for PSETs was related to their motivation to learn, which affected how they organized the class and then taught the lesson. As P3 implied:

"For the students themselves, the biggest challenge is that they could not respect us as they should, they might just see us as students instead of their teachers, that is why they might underestimate us because we are just students." Untuk murid itu sendiri, tantangan yang terbesarnya di mana mereka tidak bisa menghormati kita sebagaimana mestinya, mereka mungkin cuma melihat kita sebagai mahasiswa pengganti guru mereka, itulah mengapa mereka mungkin menyepelkan kita karena kita statusnya cuma mahasiswa. (Interview with P3, 22/1/2024)

P3 responded:

"How do I handle it if from the student's perspective I just act as an assertive person, where I utilize this situation into a new way to teach them. Maybe my status that is not too stressful for them, not too scary for them, can make them become comfortable and the process of transferring knowledge in the teaching and learning process might be more effective." Bagaimana saya mengatasinya kalau dari pihak siswa saya cuma bertindak sebagai orang yang asertif, di mana saya memanfaatkan situasi ini menjadi cara baru untuk mengajar mereka. Mungkin status saya yang tidak terlalu menegangkan bagi mereka, tidak terlalu menakutkan bagi mereka, bisa membuat mereka menjadi nyaman dan proses transfer ilmu pada proses belajar mengajar mungkin akan lebih efektif. (Interview with P3, 22/1/2024)

Moreover, related to the challenge regarding students' attitude and motivation, P3 revealed how she overcame it. P3 attempted to build closeness with students, in other words, made students comfortable so that they would be motivated and the learning process would be effective.

DISCUSSION

In this section, the researcher provides discussion regarding the information provided in the research findings. Based on the findings of this study, the following are the challenges and that PSETs experienced when joining the AJARMI program. In addition, how they overcame those will also be discussed.

Challenges Related to Student Behavior

The interview results revealed that two PSETs faced challenges related with students' behavior. The first is the student's various characteristics, thus making the pre-service teacher difficult in managing class. Pre-service teacher also conveyed that it is very difficult to deliver lessons because the class situation was not conducive. The relevant studies also found that pre-service teachers are confronted with students of various characters as well as students who were noisy in class (Soleimani & Razmjoo, 2019); (Maulidina et al., 2022); (Pakpahan, 2023). Moreover, the PSETs shared how to overcome this problem by organizing lessons according to students' interests so that they are excited to participate in the lesson and the class is also more manageable.

Additionally, PSETs also deal with students' lack of respect and motivation. They reported that students tend to show disrespect because of their status as higher education students not teachers. This is also related to students' lack of motivation when learning. This was also identical to the findings in study of Shah et al., (2020), Qadri et al., (2022), and Pakpahan (2023) where the students did not accept PSETs as their teachers and did not focus on the lesson. Moreover, the solution to the problem concerning the lack of respect and motivation of students is solved by the PSET was implemented the assertive personality. The PSET admitted that she could position herself with the students, in other words by maintaining closeness to them. According to her experience, this makes it easier for her to motivate the students, and transfer knowledge to them, which makes teaching more effective. This solution was also discovered in previous research that PSETs overcome the problems with being assertive teachers and friendly to students (Qadri et al., 2022).

Challenges Regarding Preparation of Instructional Materials

The first challenge encountered by PSETs in terms of preparation of instructional materials is lack of facilities in school. PSET admitted that facilities provided at school are inadequate, such as lack of Liquid Crystal Displays (LCDs) and difficulty of teaching with technology because of student situations. This problem affected the teaching because it was difficult to display learning material like slides and videos. This is parallel to the findings of Collantes (2021) wherein PSTs find it difficult in applying teaching methods in their teaching practicum because the school lacks essential facilities and equipment. Then, pre-service

teachers handle this difficulty by developing a backup plan, which is for creating enjoyable learning. She tried to make the material applicable in the real world so that students would feel connected to the lesson. In addition, PSET using her cultural capital or the skill possessed in overcoming this problem.

Further, the challenge faced by another PSET was the administration system of the school. The PSET shared that all teaching preparation must adapt to the integration of technology, starting from teaching materials, students' attendance, and evaluation. Although the PSET already learned about the use of technology in teaching, she felt that it was still a challenge because she had rarely applied it. Moreover, she admitted that tried to apply digital tools and online platforms when teaching. Additionally, she tried to adapt to the school system and learn more in applying digital tools and online platforms when teaching. In conclusion, by incorporating technological innovation into her teaching program, she could increase learning interest and help students' improvement.

Challenge in Mentoring

The challenge related to the lack of support from a mentor teacher was reported by one participant in this study. The PSET admitted her mentor teacher did not fulfil her roles, such as showing how to teach, how to manage students, and how to assess. The problems mentioned above were similar with the findings of Maharani & Fithriani (2023) that lack of supervisor support and guidance causes PSTs to struggle with the motivation and direction they require.

CONCLUSION

The aim of this study was to explore the pre-service ESL teachers during the teaching practicum of the AJARMI program. The study reveals several key challenges faced by pre-service ESL teachers (PSETs) during their participation in the AJARMI program and how they addressed these issues. One significant challenge was managing diverse student behaviors, including classroom disruptions and lack of respect or motivation. To overcome these difficulties, PSETs adapted their lesson plans to align with students' interests and adopted assertive teaching strategies to foster respect and engagement. Another challenge was the inadequate facilities and technology at the schools, which hindered the effective presentation of instructional materials. PSETs addressed this by developing creative backup plans and leveraging their own skills to make lessons more engaging and relevant. Additionally, the integration of technology into teaching posed a challenge for some PSETs who had limited experience with digital tools. They tackled this by embracing technological innovations and improving their proficiency with digital platforms to enhance the learning experience. Finally, the lack of support from mentor teachers emerged as a significant issue, with some PSETs struggling due to insufficient guidance on teaching practices and student management. These findings highlight the importance of adequate support, resources, and training for pre-service teachers to effectively navigate the complexities of teaching practicum and improve their overall performance in the classroom.

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CONFLICT OF INTEREST

No conflict of interest reported by the authors


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Research Article

The Influence of Gadgets on EFL Student's Desire to Learn: Transcending the Digital Realm

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ABSTRACT

The widespread availability of mobile devices and the increasing integration of technology into language education have significantly changed the learning landscape. This study examines the impact of gadgets on students' desire to learn, identifying both positive and negative influences. Gadgets provide access to a vast amount of information, facilitate interactive learning experiences, and enhance motivation through gamification and personalization. However, excessive gadget use can lead to distraction, hinder focus, and foster dependence on technology, potentially undermining students' intrinsic motivation and engagement. This systematic literature review explores the students' use of gadgets in language education, including their benefits, drawbacks, and effective implementation strategies. The findings show that gadgets positively influence students' desire to learn by increasing engagement and fostering a positive attitude towards learning. Therefore, educators should adopt a balanced approach that thoughtfully incorporates technology into the learning process. This includes establishing clear guidelines for gadget usage, promoting mindful technology engagement, and fostering a culture of critical thinking and digital literacy.

Keywords: *Gadget, SRL, Language Education, engagement, and digital realm*

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INTRODUCTION

In the contemporary era, characterized by the ubiquity of technology (e.g., laptop, smartphones, tablets, and artificial intelligence), have permeated every aspect of our lives, including education. The pervasiveness of these devices has sparked a debate about their impact on student's desire to learn. While some argue that gadgets offer a plethora of benefits that enhance the learning experience (Mushtaque et al., 2021; Vega & Eppendi, 2021), while others express concerns about their potential to distract and hinder the learning process (Seme et al., 2021). To date, there have been several studies investigating the use of technological devices in language learning (Fauzi, 2018; Habibie, 2021; Nalliveetil & Alenazi, 2016), however little research on how gadget influence students' desire to learn. This paper delves into the relationship between gadgets and student's desire to learn, examining both the positive and negative influences of these devices on the educational landscape.

The pervasive presence of gadgets in the hands of students has undoubtedly transformed the educational landscape. These devices offer a plethora of potential benefits that can enhance the students' learning experience (Gonzalez-Acevedo, 2016). Firstly, gadgets provide students with unprecedented access to a vast repository of information, enabling them to explore diverse perspectives and engage in self-directed learning beyond the confines of traditional textbooks. Secondly, gadgets facilitate interactive learning experiences, allowing students to engage with educational contents in a more dynamic and engaging manner. Thirdly, they can also enhance students' motivation through gamification and personalization, catering to individual learning styles and preferences.

“The use of gadget in language learning improves learners' desire and motivation to learn”

However, despite these potential benefits, the excessive use of gadgets can also pose significant challenges to student's desire to learn. For example, the length of time students spend in learning activities using gadgets (Naryaning & Katmini, 2021; Peni et al., 2022). Firstly, gadgets can lead to distraction, diverting students' attention from their studies and hindering their ability to focus on academic tasks. Secondly, gadgets can hinder focus, as the constant stream of notifications and interruptions can disrupt the concentration and deep engagement required for effective learning. Thirdly, the overreliance on gadgets can foster dependence on technology, potentially undermining students' intrinsic motivation and engagement in the learning process.

To harness the positive aspects of gadgets while mitigating their potential drawbacks, educators should adopt a balanced approach that incorporates technology thoughtfully into the learning process. This includes establishing clear guidelines for gadget usage, promoting mindful technology engagement, and fostering a culture of critical thinking and digital literacy. By striking a harmonious balance between traditional and technology-driven approaches, teachers can harness the power of gadgets to enhance student learning and

cultivate a love of learning that transcends the digital transformation. By understanding the relationship between gadgets and student's desire to learn, language teachers can effectively navigate the challenges and opportunities presented by these devices. With this in mind, teachers can foster a learning environment that enhances the use of gadgets to boost student engagement, motivation, and overall learning outcomes.

Research Questions

1. What factors have contributed to the evolving influence of gadgets on student's desire to learn, shifting from a solely distracting and hindering presence to a potential tool for enhancing motivation and engagement?
2. How do the positive and negative influences of gadgets on student's desire to learn manifest in different learning environments and across diverse student populations?
3. What are some potential approaches and strategies for educators to effectively integrate gadgets into the learning process, maximizing their benefits while minimizing their potential drawbacks and fostering a balanced and mindful approach to technology usage?

METHOD

Literature search

To investigate the relationship between gadgets and student's desire to learn, a comprehensive literature review was conducted, encompassing both academic research papers and reputable educational sources. The review process adhered to the systematic review guidelines outlined by Brereton et al., (2007), ensuring a rigorous and transparent approach to data collection and analysis.

The search strategy employed for identifying relevant literature involved utilizing the following terms and phrases:

- Gadgets and student learning
- Impact of gadgets on student engagement
- Positive and negative effects of gadgets on education
- Role of gadgets in promoting motivation and distraction
- Strategies for balancing gadget usage in the classroom

These search terms were applied to various academic databases, including Scopus, Web of Science, and ERIC, ensuring a comprehensive exploration of the available literature.

The inclusion criteria

The inclusion criteria for selecting relevant literature encompassed peer-reviewed research articles, published within the last five years, that explicitly addressed the influence of gadgets on student's desire to learn. Studies that primarily focused on specific educational technologies or applications were excluded to maintain a broader scope of analysis. The

selected articles were from reputable journals and publishers, while low quality articles from the bogus journals were excluded.

The data extraction process involved carefully reviewing each selected study and extracting pertinent information, including:

- Research methodology and design
- Key findings and conclusions
- Theoretical underpinnings
- Implications for educational practice

Data extraction and analysis

The extracted data was then organized into thematic categories, facilitating a systematic analysis of the emerging themes and patterns. These categories included:

- Perceived benefits of gadgets for student learning (Prensky, 2001; Cuban, 2003; Adams Becker, Estrada, & Freeman, 2013; Hew & Brush, 2007)
- Potential drawbacks of gadget usage in education (Kraus, 2007; Kirschner & Karpinski, 2008; Shih et al., 2010; Cho, 2014; Başer, 2015)
- Strategies for optimizing gadget integration in the classroom (Brown & Greenhill, 2013)
- Fostering mindful technology engagement among students (Prensky, 2001; Cuban, 2003; Adams Becker, Estrada, & Freeman, 2022)

By synthesizing the extracted data and analyzing the identified themes, this review aimed to provide a comprehensive understanding of the influence of gadgets on student's desire to learn, highlighting both the positive and negative aspects of technology integration in the educational landscape.

FINDINGS

The findings of the review suggest that gadgets can have a positive influence on students' desire to learn. Students who use gadgets for learning are more likely to be engaged in their learning and to have a positive attitude towards school (Almasi, 2019). For example, one study found that students who used gamified learning apps were more likely to report being interested in their schoolwork and to feel like they were learning something new (Chang, 2022).

However, it is important to note that gadgets can also be a distraction and can lead to procrastination (Orben, 2020; Rahmati, 2021). For example, one study found that students who used social media during class were more likely to have lower grades (Kirschner & Karpinski, 2017). Therefore, it is important for educators to use gadgets in the classroom in a way that is both engaging and productive. One way to do this is to use gadgets for activities that are hands-on and interactive, such as simulations and games. Another way to use gadgets effectively is to provide students with clear instructions and expectations for how they should be using them.

1) Problem:

Gadgets can have both positive and negative effects on students' desire to learn. On the positive side, gadgets can make learning more engaging and interactive, leading to increased student engagement and a more positive attitude towards school. However, gadgets can also be a distraction and can lead to procrastination, which can negatively impact academic performance.

2) Causes:

Positive effects:

- a) Gadgets can make learning more fun and engaging.
- b) Gadgets can provide students with access to a wealth of information and learning resources.
- c) Gadgets can allow students to learn at their own pace and in their own way.

Negative effects:

- a) Gadgets can be addictive and can lead to distraction from schoolwork.
- b) Gadgets can be used to procrastinate on schoolwork.
- c) Gadgets can be a source of social comparison and can lead to feelings of inadequacy.

The findings of this study align with the content analysis methodology employed, revealing a multifaceted relationship between gadgets and student's desire to learn. As the review delved into the intricate interplay between technology and education, several key themes emerged, highlighting the nuanced impact of gadgets on student engagement and motivation.

RQ1: Factors Contributing to the Evolving Influence of Gadgets on Student Learning

The pervasiveness of gadgets in modern society has significantly impacted the educational landscape, transforming their role from mere distractions to potential tools for enhancing student engagement and motivation. This shift can be attributed to several key factors, as highlighted by Prensky (2001) and Tapscott (2009).

- a) **Technological Advancements:** The rapid advancements in technology have transformed gadgets into sophisticated tools with immense learning potential, as evidenced by Hew and Brush (2007). Interactive apps, educational games, and online learning platforms have made learning more accessible, engaging, and personalized.
- b) **Changing Student Preferences:** Today's students are digital natives, having grown up surrounded by technology, as asserted by Prensky (2001). They are accustomed to engaging with information through interactive and multimedia formats, making gadgets a natural fit for their learning styles, as confirmed by Palfrey & Gasser (2018).
- c) **Accessibility and Affordability:** The widespread availability and affordability of gadgets have democratized access to technology, enabling students from diverse backgrounds to participate in the digital learning revolution, as advocated by Cuban (2013) and (Warschauer & Healey, 1998).

RQ2: Positive and Negative Influences of Gadgets on Student Learning

Gadgets exert both positive and negative influences on student learning, their impact varying across different learning environments and student populations.

1. Positive Influences:

- a) Enhanced Engagement and Motivation: Interactive and gamified learning experiences can pique students' interest, promote active participation, and foster a sense of accomplishment, boosting their motivation to learn, as supported by Ryan & Deci (2020) and Hamari et al., (2014).
- b) Personalized Learning: Gadgets facilitate personalized learning by adapting to individual student needs, learning styles, and paces, allowing for more effective knowledge acquisition, as demonstrated by Chang et al. (2014) and Ferguson (2015).
- c) Access to Information and Resources: Gadgets provide students with instant access to a wealth of information, educational resources, and diverse perspectives, expanding their learning horizons beyond traditional classroom settings, as emphasized by Prensky (2001) and Cuban (2013).

2. Negative Influences:

- a) Distraction and Reduced Focus: Excessive gadget use can lead to distractions, multitasking, and a decline in focused attention, hindering the deep learning process, as cautioned by (Uncapher et al., 2016).
- b) Addiction and Psychological Impacts: Uncontrolled gadget usage can result in addiction, social isolation, and sleep deprivation, negatively impacting students' overall well-being and mental health, as warned by Andreassen et al. (2019).
- c) Equity and Accessibility Gaps: Despite increased affordability, disparities in access to technology and reliable internet connectivity can exacerbate existing educational inequalities, as highlighted by (Warschauer & Healey, 1998).

Perceived benefits of gadgets for student learning

One of the primary themes that emerged from the analysis was the perceived benefits of gadgets for student learning. Several studies (Prensky, 2001; Cuban, 2003; Adams Becker, Estrada, & Freeman, 2013) underscored the potential of gadgets to enhance student engagement by providing access to a vast repository of information, fostering interactive learning environments, and promoting collaboration among peers. These findings align with the notion that gadgets can serve as powerful tools for knowledge acquisition and skill development.

Potential drawbacks of gadget usage in education.

In contrast, another prevalent theme highlighted the potential drawbacks of gadget usage in education. Studies by Kraus (2007), Kirschner & Karpinski (2008), and (Shih et al., 2010) emphasized the potential for gadgets to become a source of distraction, leading to decreased focus, reduced productivity, and hindered academic performance. These findings underscore the importance of mindful technology integration in the classroom, ensuring that gadgets complement rather than detract from the learning process.

RQ3: Some potential strategies for integrating gadget in language learning

Clear expectations and guidelines

To optimize gadget integration in the classroom, several strategies emerged from the analysis. Brown & Greenhill (2013) advocated for clear expectations and guidelines regarding gadget usage, ensuring that students understand the purpose and limitations of technology in the learning environment. Additionally, Unsworth (2016) emphasized the importance of purposeful technology integration, aligning gadget usage with specific learning objectives and ensuring that it adds value to the instructional process.

Fostering mindful technology engagement

Furthermore, Cho (2014) and Başer (2015) highlighted the significance of fostering mindful technology engagement among students. This includes encouraging students to reflect on their gadget usage habits, developing strategies for self-regulation, and promoting a healthy balance between technology and other aspects of their lives. By cultivating mindful technology habits, students can harness the benefits of gadgets while minimizing potential distractions and fostering a conducive learning environment.

The discussion from the study and related research papers highlights the complex and nuanced relationship between gadgets and student's desire to learn. While gadgets offer opportunities for enhancing engagement, motivation, and knowledge acquisition, their integration in the classroom requires careful consideration to mitigate potential drawbacks and promote mindful technology usage. By implementing strategies that align with the themes identified in the review, educators can harness the power of gadgets to support student learning while fostering a balanced and effective learning environment.

Maximizing Benefits and Minimizing Drawbacks of Gadget Integration

Educators play a crucial role in effectively integrating gadgets into the learning process, maximizing their benefits while minimizing their potential drawbacks, as advocated by Hew & Brush (2007) and Cuban (2013).

- a) Establish Clear Learning Goals: Clearly defined learning objectives should guide gadget integration, ensuring that technology usage aligns with pedagogical goals and enhances student understanding, as emphasized by Robinson (2010) and Hattie & Yates (2014).
- b) Curate High-Quality Educational Content: Teachers should carefully select and vet educational apps, games, and online resources to ensure their quality, accuracy, and alignment with curriculum standards, as recommended by Hew & Brush (2007) and Roblyer (2016).
- c) Encourage Active Learning and Collaboration: Technology should not replace traditional teaching methods but rather complement them, as asserted by Cuban (2013) and Kirschner & Sweller (2009). Educators should encourage active learning, collaboration, and critical thinking, preventing gadgets from becoming passive learning tools.
- d) Promote Digital Citizenship and Responsible Technology Use: Educators should instill responsible technology habits in students, teaching them about digital citizenship, online

safety, and effective time management strategies to prevent overuse and distraction, as advocated by Prensky (2001) and Tapscott (2009).

- e) Foster a Balanced Approach to Technology Usage: Technology integration should not dominate the learning environment, as warned by Prensky (2001) and Cuban (2013). Educators should encourage students

DISCUSSION

The Impact of Electronic Gadgets on Students' Desire to Learn provides a comprehensive overview of the complex and multifaceted relationship between gadgets and student learning (Almasi, 2019). The authors highlight both the positive and negative influences of gadgets on student engagement, motivation, and academic performance.

One of the key takeaways from the article is the importance of mindful technology integration in the classroom (Brown & Greenhill, 2013). Educators must carefully consider how and when to use gadgets in order to maximize their benefits and minimize their potential drawbacks. This includes establishing clear learning objectives, curating high-quality educational content, encouraging active learning and collaboration, promoting digital citizenship and responsible technology use, and fostering a balanced approach to technology usage.

The article also emphasizes the need for further research on the impact of gadgets on student learning (Kirschner & Karpinski, 2017). While there is a growing body of evidence suggesting that gadgets can have both positive and negative effects, more research is needed to understand the specific factors that contribute to these effects (Kirschner & Sweller, 2009). This research should consider individual student characteristics, learning environments, and types of gadgets.

In addition to the findings of the article, I would like to add a few additional thoughts on the topic:

1. The role of parents and guardians:

Parents and guardians play an important role in helping students develop healthy relationships with technology. They can help students set limits on their gadget use, encourage them to engage in non-digital activities, and model responsible technology use themselves (Palfrey & Gasser, 2018). Sure, here is a more detailed discussion of the role of parents and guardians in helping students develop healthy relationships with technology.

In the contemporary digital age, where technology permeates nearly every aspect of our lives, fostering healthy relationships with technology has become increasingly essential. This responsibility extends beyond the confines of the classroom and into the homes of students, where parents and guardians play a pivotal role in shaping their children's digital habits.

Parents and guardians wield significant influence in guiding their children's technology usage patterns. Their actions and attitudes towards technology serve as powerful models, shaping their children's perceptions and behaviors. By

demonstrating responsible technology use, parents can instill positive digital habits in their children, promoting a balanced approach that integrates technology seamlessly into their lives.

Parents and guardians play a critical role in helping students develop healthy relationships with technology. By establishing clear guidelines, curating high-quality content, engaging in open communication, and serving as role models, parents can empower their children to navigate the digital landscape responsibly and effectively. By fostering a balanced and mindful approach to technology usage, parents can help their children thrive in the increasingly digital world while maintaining a healthy and well-rounded life.

2. The importance of diversity in technology:

Not all gadgets are created equal. There is a wide range of educational apps, games, and online resources available, and educators should strive to use a variety of these resources to meet the needs of all learners (Hamari et al., 2014).

In the dynamic realm of education, technology has emerged as a transformative force, offering a plethora of tools and resources to enhance learning experiences. However, to fully harness the power of technology and ensure equitable learning opportunities for all, it is crucial to recognize and embrace the importance of diversity in the technological landscape. By acknowledging that not all gadgets are created equal and proactively incorporating a variety of educational apps, games, and online resources, educators can foster inclusive learning environments that cater to the diverse needs and preferences of all learners.

The significance of diversity in technology lies in its ability to address the unique learning styles, cultural backgrounds, and individual abilities of students. By employing a diverse range of technological tools, educators can provide students with multiple pathways to access knowledge and engage in meaningful learning experiences. For instance, incorporating gamified learning apps can cater to kinesthetic learners who thrive in interactive and engaging environments, while providing text-based resources can support students who prefer traditional learning methods.

3. The need for ongoing professional development:

Educators need to be prepared to use technology effectively in the classroom (Hattie & Yates, 2014). This includes having a strong understanding of the latest educational technology tools and resources, as well as the skills to integrate these tools into their teaching.

In the contemporary educational landscape, technology has emerged as an indispensable tool, transforming the way students learn and interact with information. This digital revolution necessitates a parallel shift in the preparation of educators, ensuring that they are equipped with the skills and knowledge to effectively integrate technology into their teaching practices.

At the heart of educator preparedness lies a strong understanding of the latest educational technology tools and resources. Educators must stay abreast of the ever-evolving digital landscape, exploring new applications, software, and online platforms that can enhance student learning experiences. This includes understanding the pedagogical implications of these tools, evaluating their effectiveness, and identifying potential challenges and solutions.

Beyond mere knowledge of technology, educators must also possess the skills to seamlessly integrate these tools into their teaching practices. This involves aligning technology usage with clear learning objectives, ensuring that technology complements rather than replaces traditional teaching methods. Educators must also develop proficiency in using technology themselves, demonstrating effective modeling behaviors for their students.

The preparation of educators for effective technology integration is paramount in the contemporary educational landscape. By equipping educators with a strong understanding of technology tools, the skills to integrate these tools into their teaching, and the ability to foster a balanced approach to technology usage, we can empower them to harness the power of technology to enhance student learning, promote equity, and prepare students for success in an increasingly digital world. Moreover, this article provides valuable insights into the complex relationship between gadgets and student learning. By understanding these insights, educators can make informed decisions about how to use gadgets in the classroom to support student learning.

CONCLUSION

The impact of electronic gadgets on students' desire to learn is complex, offering both benefits and challenges. Gadgets can enhance engagement, personalize learning, and provide access to vast information, yet their pervasive use raises concerns about distractions, reduced attention spans, and the erosion of traditional learning methods. Educators must adopt a mindful approach to technology integration, establishing clear guidelines for gadget use, promoting mindful technology engagement, and fostering critical thinking and digital literacy. Striking a balance between traditional and technology-driven approaches allows educators to harness the benefits of gadgets while maintaining healthy learning environments. Key points include recognizing the dual effects of gadgets, careful classroom use, the role of parents in fostering healthy tech relationships, and the need for ongoing professional development for educators. Understanding this complex relationship enables informed decisions that support student learning.

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CONFLICT OF INTEREST

No conflict of interest reported by the author(s)


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Review Article

The Impact of AI-Powered Software on Second Language (L2) Writing: A Systematic Literature Review

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ABSTRACT

The utilization of artificial intelligence (AI)-powered tools in second language (L2) writing has evolved over the last decade. This attracted second-language writers to evaluate and improve their writing. This study aims to contribute to the understanding of the current state of AI-powered software in L2 writing, identify gaps in the literature, and investigate areas for future research. In this systematic literature review (SLR), we categorize the typology of AI-powered tools and their impact on L2 writing performance, discuss L2 writers' perceptions, and provide an overview of how they mitigate challenges and limitations in utilizing writing-assisted tools. The results of this SRL will bring implications for writing teachers, L2 researchers, and developers of AI-powered writing tools in the field of second language writing. This study also suggests that L2 writers should be aware of ethical aspects and academic integrity in utilizing and integrating AI in L2 writing.

Keywords: *Artificial intelligence, L2 writing, typology, ethics, and AWE*

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INTRODUCTION

Artificial Intelligence (AI) has had a significant impact on second language (L2) writing practices, such as grammar checkers, automated writing evaluation (AWE) tools, web-based paraphrasing tools, and plagiarism checkers (Almusharraf & Alotaibi, 2022; Barrot, 2021; Dizon & Gayed, 2021; Fu et al., 2022; Koltovskaia, 2022; Yan, 2023). They have become essential tools for L2 writers to improve their writing performance and productivity, thus assisting them in identifying and correcting errors, improving coherence and cohesion, enhancing vocabulary, and providing instant feedback on writing performance (Li et al., 2017; Nazari et al., 2021). However, little research has been addressed to investigate how AI-powered software The objective of this SRL was to conduct a systematic review of the impact of AI-powered software on L2 writing. It seeks to investigate and synthesize the existing literature on this topic to gain insights into the effects, perceptions, challenges, and limitations of AI-powered software in L2 writing practices.

Essentially, the advancement of knowledge is built on the basis of existing research. To expand frontiers of knowledge, it is essential to understand the current state of the field. This can be achieved through a comprehensive review of the relevant literature, which allows us to grasp the breadth and depth of existing research and identify areas that require further investigation (Xiao & Watson, 2019). With this in mind, this study contributes to the understanding of how AI-powered software shapes praxis and challenges in L2 writing. The results of this review will have implications for writing instructors, L2 researchers, and practitioners in the area of second language writing as well as for developers and designers of AI-powered software for language learning and writing support.

The ethics of using AI tool should become a serious attention to prevent learning lost and over-reliance on AI

METHOD

Research questions and validation

The research methodology for this study involved three stages: 1) preparing the review, 2) carrying out the review, and presenting the review (Xiao & Watson, 2019). The first process of this SLR was to formulate and pre-review the research questions to focus on the research objectives. Research inquiries were formed, constructed, and validated to ensure the reliability and validity of the review outcomes (Shaffril et al., 2021; Wee & Banister, 2015). In this study, the pre-review process of the research questions involved a panel discussion with the research team members. This led to the formulation of three research questions that lead the study:

- 1) What are the typologies of AI-powered writing tools, and how do they affect L2 writing?
- 2) How do L2 writers perceive AI-powered writing tools in their writing practice?
- 3) What are the challenges and limitations of the AI-powered writing software in supporting L2 writing?

These research questions were synthesized and merged from six initial questions to ensure that they collectively addressed the key aspects of the study objective and provided a comprehensive framework for the SLR process. This process involved a systematic and rigorous review, discussion, and refinement by the research team, ensuring that the final research questions were well aligned with the research objectives and scope of the review. Understanding the various types of these tools and their specific effects is crucial for identifying the most effective ones and how they enhance or hinder the writing process. Additionally, capturing L2 writers' perceptions helps determine the acceptance, usability, and practical implications of these tools, providing valuable insights into user preferences and challenges. Lastly, identifying the challenges and limitations of AI-powered writing tools is essential for guiding future improvements and ensuring they effectively support L2 writers.

Table 1.

SLR process (adapted from Xiao & Watson, (2019))

SLR Stages	Action Plan	Description
Preparing the review	Problem formulation	- Constructing research inquiries - Initial mapping
	Establishing the review protocol	- Creating the review procedures - Evaluating the SLR procedures
Carrying out the review	Conducting the literature search	- Select the scientific databases for the literature search (e.g., Google scholar, Crossref, and Scopus) - Start with a small set of focused keywords, synonyms, and related terms - Use Publish or Perish (PoP)
	Screen the articles	- Inclusion criteria - Screening procedure
	Asses the quality	- Criteria for quality assessment - Quality assessment procedure
	Extract the data	- Coding the papers (multi raters or coders) - Review the entire paper
	Analyze and synthesize the data	- Organize the coded papers - Synthesize the data and visualize them through tables, charts, or figures.
	Reporting the review	Report findings

Literature search

The researchers used “Publish or Perish” application to search the literature, including Scopus, Google Scholar, and Crossref databases. The search began with a small set of focused keywords, synonyms, and related terms that are directly related to the research questions, such as “Artificial Intelligence, or AI-writing software, or second language writing, or L2 writing tools, or automatic writing evaluation (AWE), or writing feedback”, and ChatGPT in L2 writing. Table 2 below shows the literature search results, including total search records and potentially relevant papers from the three largest scientific databases.

Table 2.
Literature search results

Search keywords	Total records			Potentially relevant papers		
	Scopus	Google Scholar	Crossref	Scopus	Google Scholar	Crossref
Artificial Intelligence, or AI-writing software	40*	503*	1000*	13	29	85
Second language writing, or L2 writing tools	149*	997*	1000*	33	22	13
Automatic writing evaluation (AWE), writing feedback	9*	989*	1000*	5	173	73
ChatGPT in L2 writing	28*	92*	1000*	15	27	14
	226	2.581	4.000	66	251	185

(*source: Publish or Perish)

Article screening

The screening method is contingent on the inclusion and exclusion criteria to prevent the acquisition of irrelevant articles and confirm that only high-quality, peer-reviewed research is considered for SRL. This strict approach allowed the review results to remain accurate and reliable, ensuring that the selected articles were in line with the research goals and enhanced the overall strength of the study. The quality of the review results depends on the sources or databases from which the articles are generated-“garbage-in, garbage-out”(Kilkenny & Robinson, 2018; Xiao & Watson, 2019)

Table 3.
Criteria for article inclusion and exclusion

Review criteria	Criteria for inclusion	Criteria for exclusion
Publication year	- From 2010 to 2023	- Published prior to 2010
Language	- Written in English	- Other than English
Subject	- Relevant to AI integration in L2 writing - Relevant to the use of writing-assisted tool, writing robot, writing evaluation, and automatic writing feedback in L2 writing	- Irrelevant to AI integration in L2 writing - Irrelevant to L2 writing discipline
Article type	- Original article - Research-based articles - Peer-reviewed	- Review articles, books, book reviews, proceedings, online magazines, reports - Not peer-reviewed
Journals/Publishers	- Papers are published by top tier journals, publishers, professional organizations, associations, and higher education press.	- Bogus journals/publishers - Listed in Beal’s list and predatoryjournal.com - Fake journal metric

Table 3 displays the criteria for including and excluding the sources used in the SLR. The inclusion criteria were articles that were directly related to artificial intelligence (AI) in the context of L2 writing, as well as those that were relevant to writing-assisted tools, writing robots, writing evaluation, and automatic writing feedback in L2 writing. Moreover, only

original research-based articles that underwent peer review and were published between 2010 and 2023 were considered. Additionally, articles written in English and published in reputable journals, publishers, professional organizations, associations, and the higher education press were included. On the other hand, the exclusion criteria included review articles, book reviews, proceedings, online magazines, and reports, as well as articles that were not peer-reviewed, published prior to 2010, written in languages other than English, published in bogus journals/publishers, listed in Beal's list or predatoryjournal.com, or with fake journal metrics.

Furthermore, the screening process yielded 6.807 articles (including duplicates) that met the inclusion criteria, while 12 non-English articles were excluded. Further refinement was achieved by applying the screening procedures, resulting in 502 relevant articles to AI in L2 writing, including their relevance to writing-assisted tools, writing robots, writing evaluation, automatic writing feedback in L2 writing, ChatGPT in L2 writing. Subsequently, the article type criterion narrowed down the selection to 371 articles. At this stage, the articles selection becomes more stringent, hundreds of articles were removed, including irrelevance to AI and L2 writing (n=94), book/book review (n=23), proceedings (n=29), online magazine (n=7), unreliable journal/publishers (n=27), not research-based/ review articles (n=24), and duplicates (n=33). Finally, the number of studies that merit for quality assessment were 134 articles (papers from iteration process were not included yet). These articles were then reviewed to ensure their qualities to merit for further analysis.

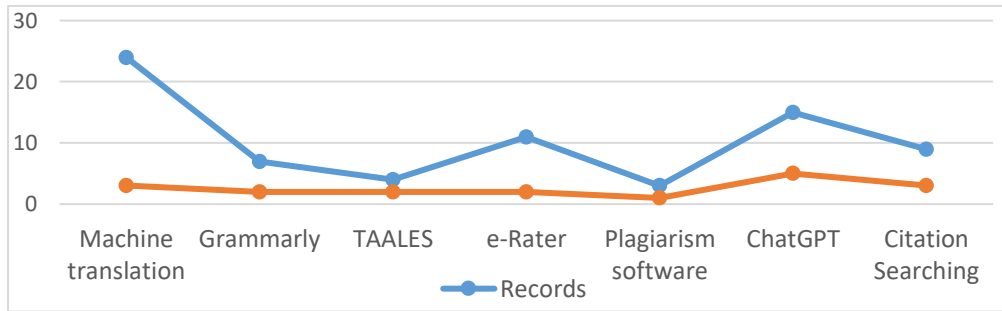
Quality assessment

One-hundred and thirty-four articles yielded from the screening process that merit for further quality assessment were retrieved and distributed to all the reviewers. Four reviewers, two researchers and two independent reviewers, were involved in the quality assessment process. They were assigned to qualitatively assess and categorize the papers into three levels: low, moderate, and high level quality (Petticrew & Roberts, 2006). After four weeks parallel independent quality assessment, the process was ended with a panel discussion involving all the reviewers to resolve any disagreements. As a result, the reviewers agreed to include 114 articles and exclude 20 articles due to the content quality, research method, context, and their implications to L2 writing practices.

Iterations

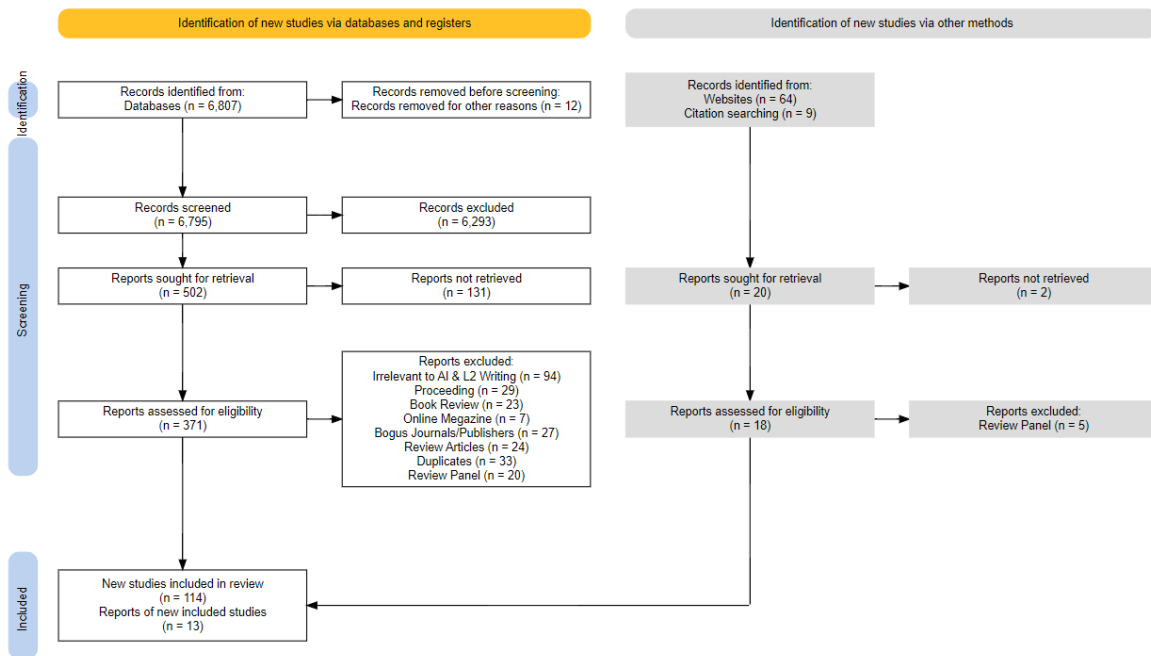
We also refined the keywords iteratively during the literature search to capture the most relevant literature. Iterations are essential to reduce workload in the SLR process (Lavallée et al., 2014; Xiao & Watson, 2019). We then continued with forward and backward search by doing a “citation chasing” and keywords refinement to track the citation trail that have influenced the current body of literature. The iteration process was also stringent in that the literature search

Figure 1.
Iterations



The figure shows the results of an iterative keyword search process, where different keywords were used in multiple iterations to search for relevant records. It includes five keywords: "Machine translation", "Grammarly", "TAALES", "e-Rater", "plagiarism software", and "ChatGPT". In the initial search, these keywords resulted in a total of 73 records. However, after a selection process, only 18 records were included for further analysis and review. The number of records selected for inclusion varied for each keyword, with "Machine translation" (n=3), "Grammarly" (n=2), "TAALES" (n=2), "e-Rater" (n=2), "Plagiarism software" (n=1), "ChatGPT" (n=5), and reference search (n=3). Finally, the review panel reviewed these selected articles and excluded five more articles due to the lack of research method rigor, so the number of remaining articles is thirteen.

Figure 2.
Screening for inclusion results (generated from PRISMA, Haddaway et al., 2022)



Extracting, analyzing and synthesizing the data

At this stage, the process involved several steps of analysis, including data extraction, analysis, synthesis, interpretation, reporting (Petticrew & Roberts, 2006). Data extraction involved extracting relevant information from the selected articles. As we worked as a team, we coded three papers together before splitting the tasks for individual review. It aims to ensure everyone involved in the process has the same procedure for coding the articles (Galvan, 2017). This process took four weeks to read, code, analyze, and synthesize the entire articles before conducting a panel discussion to resolve any disagreements and misunderstanding of the review outcomes. Finally, we present the results in the following sections.

FINDINGS

Typology of AI-powered software in L2 writing

The typology of AI-powered software for L2 (second language) writing were categorized based on their functionalities and purposes. The types of AI-powered software for L2 writing include machine translation tools, grammar and spell-checking tools, writing evaluation tools, writing assistance tools, and plagiarism detection tools. These tools utilize artificial intelligence algorithms and technologies to automate and assist various aspects of L2 writing, such as generating translations, providing grammar and spell-check suggestions, evaluating writing quality, offering writing suggestions, and detecting potential plagiarism.

Figure 3.

Typology of AI-enabled tools in L2 writing

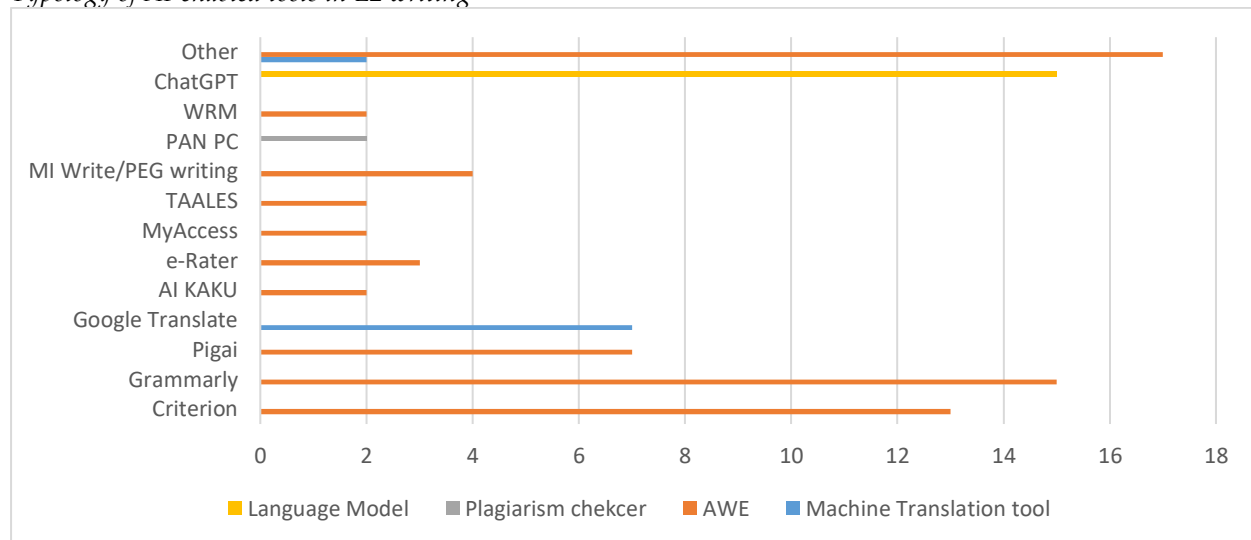


Figure 3 shows the number of studies conducted for different categories of language and text analysis tools, specifically focusing on machine translation, AWE (Automatic Writing Evaluation), and plagiarism checking. Grammarly, Criterion, and Pigai are the top three AWE tools that were extensively researched in L2 writing context, highlighting their

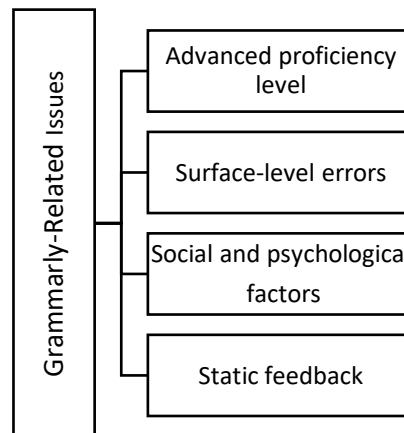
popularity and effectiveness in enhancing and supporting L2 writing. In the machine translation category, Google Translate stands out with the most favorable AI application used in L2 writing. On the other hand, AI KAKU, e-Rater, MyAccess, TAALES, MI Write/PEG writing, and WRM have fewer studies conducted, indicating a lack of academic research specifically targeting these AWE tools. More interestingly, ChatGPT has gained more attention in L2 writing since its launch in 2022. Its users are now growing very rapidly legitimating its ability to generate instant access to a vast repository of information.

Grammarly

The investigation reveals several insights regarding the effectiveness of Grammarly as an AI-powered assisted writing tool in L2 writing. First, it showed positive effects on non-native postgraduate students' cognitive, non-cognitive, and emotional domains of learning in L2 writing. It contributes to the overall improvement in these areas, suggesting its potential as a valuable tool in supporting L2 learners' writing skills development. However, it is important to note that Grammarly's benefits may be more pronounced for students with advanced language proficiency than for those with low proficiency. This indicates a potential limitation and highlights the need for targeted support for students with lower language skills.

Figure 4.

Grammarly-related issues in L2 writing



The findings also indicate that Grammarly has a significant impact on improving students' writing performance. The tool proved particularly effective in reducing errors in vocabulary usage, language use, and writing mechanics. This suggests that this can be a valuable resource for L2 writers to improve their overall accuracy and fluency. However, despite its benefits, students in these studies expressed a preference for peer feedback over Grammarly. They considered their peers as their true audience and placed a higher value on their feedback than on Grammarly's feedback. This highlights the importance of social and psychological factors in students' feedback engagement, and suggests that AWE tools such as Grammarly should be designed to complement and enhance rather than replace the role of peer feedback in writing instruction. Additionally, the findings also indicate that this

AWE tool is particularly effective in addressing local surface-level errors, such as articles, prepositions, and verb-noun agreements. This suggests that its strength lies in its ability to provide real-time corrective feedback for specific grammatical aspects. Moreover, using Grammarly results in fewer grammatical errors and increased lexical variation, which can be especially beneficial for novice L2 writers who struggle with effective language use.

Finally, the findings highlighted the importance of building trust with users and promoting a learning-oriented approach to feedback engagement in the design and use of AWE tools such as Grammarly in L2 classroom settings. Ensuring accuracy and clarity in error-flagging, providing specific feedback, and considering the social and psychological aspects of feedback reception are key factors to consider in the design and implementation of AWE tools to maximize their benefits. Although the findings provide valuable insights into the benefits and effectiveness of Grammarly, there are some gaps that could be addressed in future research. These include further investigation into the specific cognitive, non-cognitive, and emotional impacts of Grammarly on L2 learners' writing abilities, exploring the limitations or challenges faced by students with low language proficiency when using Grammarly, and understanding the long-term effects of using AWE tools such as Grammarly on students' writing skills beyond immediate performance improvements. Additionally, examining instructors' perceptions and experiences regarding the integration of AWE tools in L2 classrooms would provide insights into pedagogical practices and strategies for effective implementation.

Criterion

Based on the findings from the studies conducted on Criterion, several interesting issues emerge, which should be of concern to researchers: 1) AWE as complement to teachers' feedback, 2) discrepancies between teacher and Criterion feedback, 3) effectiveness of Criterion feedback, 4) individual differences and contextual factors in using Criterion, 5) teacher agency and cognition, scaffolding and instructional support, and 6) multiple attempts in using Criterion. Researchers should delve deeper into understanding the dynamics between teacher feedback and AWE, exploring how teachers can leverage AWE to enhance their feedback practices and support students' writing development effectively. The studies also emphasize the importance of considering individual differences, such as language proficiency levels and attitudes, when implementing Criterion. Therefore, researchers should delve deeper into understanding how these factors influence students' experiences with AWE systems and the outcomes of using Criterion. Contextual factors, such as the writing tasks, instructional practices, and learner characteristics, should also be examined to determine how they interact with the use of Criterion.

In terms of using Criterion as writing-assisted tool, L2 novice writers will need potent scaffolding strategies to help them use the tool effectively and improve their metalinguistic ability. Metalinguistic competence is central to understanding the AWE feedback to mitigate

the linguistics problems during the writing process. Therefore, teachers must be able to expose lower-performing students to multiple attempts using the tool, thus improving their skill development, error identification, self-regulated learning, self-efficacy, confidence, exposure to different writing tasks, and familiarization with the AWE system. Most of the studies also emphasize that teachers' feedback provides meaningful experience over the use of AWE tools, including Criterion. Beginning writers should be mentored in using AWE so they can interpret the feedback from Criterion meaningfully and navigate their writing skills using the tool effectively.

Pigai

Pigai, another popular AWE tool in China, is an online scoring and feedback system that is primarily used for English writing assessment. It is designed to evaluate students' essays based on predefined criteria and provide feedback on grammar, vocabulary, coherence, and other aspects of writing. It aims to improve students' English writing level by providing instant feedback and reducing the workload of teachers. In other words, it focuses on assessing and improving students' writing skills in the English language. Despite the valuable insights provided by the studies, there are some gaps that need further exploration. Firstly, there is a need for more diverse and large-scale studies to generalize the findings across different contexts and populations. Secondly, more research is required to understand the factors that shape students' attitudes and perceptions towards AWE feedback, as well as their appropriation of such feedback. Additionally, while some studies highlight the benefits of automated feedback tool, further investigation is needed to understand the optimal use and effectiveness of these different feedback types. Lastly, there is a need for more comprehensive research on the role of engagement as a mediating variable in the use of feedback and its impact on students' writing development.

The findings also suggest that learners' intention to use AWE feedback is influenced by various factors, including perceived usefulness, attitude towards use, computer self-efficacy, and perceived ease of use. Pigai systems have the potential to improve students' writing skills, reduce the workload of teachers, and enhance students' initiative and writing level. However, the effectiveness of AWE feedback depends on the engagement of students and the specific feedback features provided. While teacher feedback tends to address more error categories and provide corrections, AWE feedback highlights errors without specific corrections. The findings also emphasize the importance of engagement and individual differences in the use of feedback and its impact on writing development.

The study provides valuable insights into the factors that influence students' acceptance of AWE feedback, offering guidance for developers and practitioners to create more effective systems. Key determinants such as perceived usefulness, attitude towards use, computer self-efficacy, and perceived ease of use significantly shape students' intention to use the tool. However, the study's generalizability is limited to Chinese college students

using the Pigai AWE tool. Challenges include interpreting submission frequency as a measure of engagement and comparing the effectiveness of teacher feedback and AWE feedback due to variations in assignments and students' English proficiency levels. Students show a preference for Pigai as automated corrective feedback (ACF) in improving sentence writing and vocabulary, but there is less focus on higher-level revisions.

Further research is needed to explore the broader impact of AWE on writing revision, address specific challenges in College English writing, and expand understanding of AWE adoption in different L2 writing contexts. The study contributes invaluable insights into the factors that shape students' acceptance of AWE feedback, while simultaneously acknowledging the contextual limitations of the research. Further investigation is warranted to explore the impact of AWE features on broader aspects of writing revision, to devise effective pedagogical strategies that address the specific challenges encountered in College English writing, and to expand the understanding of AWE adoption across diverse L2 writing contexts, thereby yielding broader implications for educational practice.

Google Translate

The findings suggest that Google Translate (GT) has brought a positive impact on learners' vocabulary, grammar, and word-spelling development. They demonstrated improvements in these areas, including enhanced accuracy, conciseness, and coherence of their writings. The tool is also perceived helpful for beginners in improving communication by overcoming language barriers. For example, it assists students to improve fluency, cohesion, and the production of syntactically complex sentences. However, there was a tendency for learners to produce inaccurate and literal translations at times, indicating the need for careful evaluation of the tool's output. While the tool primarily focused on vocabulary, grammar, and spelling improvement, its benefits in promoting syntactic and lexical complexity were less evident. Overall, the tool played a valuable role in supporting language development, but further refinement and improvement are necessary to address its limitations and optimize its effectiveness. For example, L2 writers with low proficiency will need teachers' guidance to help them mitigate inaccuracies and errors during the writing process. In other words, GT helps low proficiency L2 writers to improve their grammar, vocabulary, and spelling mastery, but mostly unable to produce texts with lexico-grammatical complexities.

ChatGPT in L2 Writing

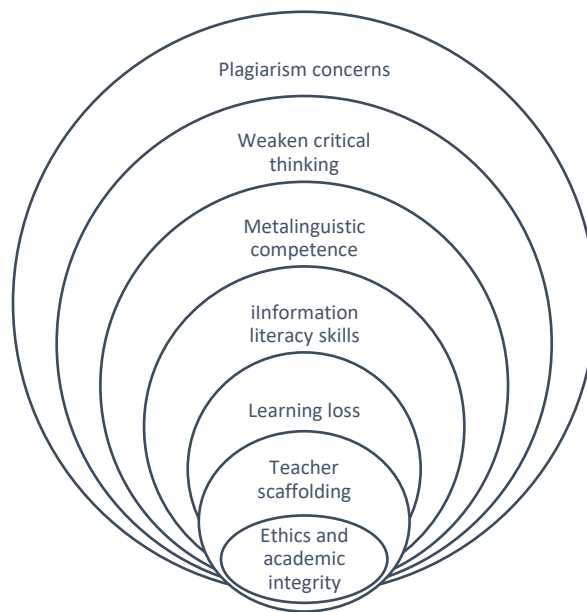
The review results highlight several interesting issues regarding the use of ChatGPT in L2 writing, offering benefits and opportunities for students to navigate their writing skills. However, the findings also showed its impact on writing ethics and academic integrity. In one study, researchers found that students with a high level of language learning motivation (LLM) exhibited greater satisfaction with their use of ChatGPT, particularly in terms of perceived helpfulness, appropriateness of style/tone, performance, overall satisfaction, and encouragement. These findings suggest that the ChatGPT can effectively enhance English

writing skills when used in conjunction with a platform such as RECIPE, which guides students to obtain satisfactory responses. However, no statistically significant difference was found in terms of trustworthiness and credibility, indicating the need for caution when using the ChatGPT as a source of information.

The articles also shed light on the benefits and limitations of ChatGPT in different contexts. While it can enhance language learning and improve efficiency in L2 writing, users must exercise caution to ensure the accuracy, credibility, and responsible usage of the tool. It is crucial that educators and researchers engage in discussions about the ethical implications of using AI technologies, such as ChatGPT, to ensure its responsible integration into various domains. However, cautious usage, critical evaluation, and ongoing improvements are essential to ensure the reliability, accuracy, and responsible integration of the ChatGPT in these contexts.

Figure 5.

ChatGPT-related issues in L2 writing



As synthesized from the selected articles, the utilization of ChatGPT in L2 writing is associated with several issues, including ethics and academic integrity, the need for teacher support and guidance, learning loss, the need for information literacy skills, lack of metalinguistic competence, weakened critical thinking, and plagiarism concerns. Almost all of the literature analyzed shows that there is concern that the misuse of ChatGPT has the potential to change students writing behavior. Moreover, the ease of access offered by ChatGPT can trigger attitudes towards dishonesty, irresponsibility, and disrespect for the value of the original work. There is a serious concern about leveraging teachers' role in supporting and guiding students in navigating AI-powered tools to support their learning. In other words, there is a growing need to anticipate learning loss, weaken critical thinking,

and plagiarism. Thus, the utilization of the ChatGPT in L2 writing requires caution and calls for developing students' information literacy skills.

Effects on L2 writing accuracy

The effects of AI-powered software on the accuracy of L2 writing are multifaceted. On the one hand, these tools can potentially enhance the accuracy of L2 writing by providing real-time feedback, correcting errors, suggesting improvements, and assisting writers in generating accurate translations. They can also help learners improve their grammar, vocabulary, and writing skills through continuous feedback and guidance.

On the other hand, the accuracy of L2 writing facilitated by AI-powered software may also be influenced by certain factors. For instance, the accuracy of machine translation tools can depend on the complexity of the source text and the target language, and may not always produce completely accurate translations. Grammar and spell-checking tools may not catch all errors or may generate false positives. Writing evaluation tools may have limitations in accurately assessing the quality of writing beyond surface-level errors. Writing assistance tools mainly offer suggestions that are not always contextually appropriate or may not align with the writer's intentions. Plagiarism detection tools also generate false positives or false negatives, and do not always accurately identify instances of plagiarism. In other words, the effects of AI-powered software on the accuracy of L2 writing were influenced by the type of software used, its functionalities, and its limitations. It is important for L2 writers to be aware of the strengths and limitations of such tools and use them judiciously in conjunction with other language learning strategies to improve their overall writing accuracy.

L2 writers' perceptions of AI-powered software

The studies reveal that the use of AI-powered assist-writing tool (e.g., Grammarly) can have positive effects on various domains of learning in English academic writing for non-native English writers. However, it was noted that students with lower language proficiency could not benefit from Grammarly as much as those with advanced proficiency. The analysis of performance scores showed a significant improvement in writing quality after using it, particularly in terms of vocabulary usage, language use, and mechanics of writing. Additionally, students preferred peer feedback over Grammarly, valuing their peers' feedback as their true audience. Nevertheless, the study confirms the overall positive effects of AWE tools in enhancing writing skills and highlights the potential of real-time corrective feedback to support L2 writing, especially among novice writers.

The results also indicate that Grammarly was more effective in addressing local surface-level errors, such as articles, prepositions, and verb-noun agreement. When students wrote with the assistance of Grammarly, they demonstrated fewer grammatical errors and increased lexical variation. These findings emphasize the potential of predictive text and real-time feedback to support L2 writing, particularly for learners who may struggle with

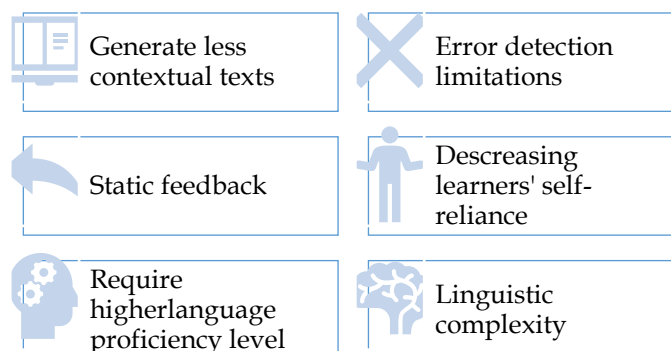
effective writing in their second language. The study further reveals that students successfully addressed a high percentage of Grammarly-flagged usages, highlighting the accuracy and effectiveness of error correction facilitated by the tool. These findings have implications for source-based academic writing instruction, the development of AWE tools, and the design of AWCF (Automated Writing Correction and Feedback) tools, emphasizing the importance of specific and accurate feedback, building trust with users, and promoting a learning-oriented approach to feedback engagement in L2 classroom settings.

Challenges and limitations of AI-powered software

The utilization of AI-powered software in L2 writing endeavors extends beyond the final written output, encompassing its auxiliary function as a supportive tool in the writing process. By assuming an assistive role, such software aids L2 writers in mitigating errors, thereby fostering the development of their metalinguistic awareness and lexico-grammatical competencies. Despite their potential benefits, they also face challenges and limitations, including students' language proficiency, linguistics complexity, feedback quality, error detection ability, static feedback, and the decrease of students' self-reliance.

Figure 5 presents several constraints associated with AI-powered writing software, which sparks researchers' inquisitiveness regarding the tool's inherent limitations and its inability to fulfill certain crucial functions. Firstly, novice writers with limited language proficiency encounter challenges in conducting linguistic analysis and comprehending feedback provided by AI-powered writing tools. The static nature of the tool's response restricts opportunities for users to confirm their understanding, resulting in uninteractive feedback. This kind of feedback lacks the inherent characteristics of human inquiry, which typically involves seeking explanations, support, justification, and reinforcement for acquired knowledge. In contrast, an AI machine operates as an artificial entity driven by an algorithmic system designed by its creators. Consequently, users of the tool still need to possess metalinguistic competence to effectively analyze the feedback generated by the AI system. Writers with low proficiency tend to accept the analysis results provided by the AI tool due to their limited linguistic skills in evaluating the feedback's accuracy and relevance.

Figure 5.
Challenges and limitations of AI-enabled writing tool



Language complexity is an inherent characteristic of language, encompassing its dynamic and intricate nature. AI-powered software may encounter challenges in comprehending the subtleties, nuances, idioms, and cultural references embedded within language, leading to potential inaccuracies in translations or suggestions. The intricate interplay of grammar, vocabulary, syntax, semantics, lexicon, idiomatic expressions, and cultural connotations poses difficulties for AI algorithms in capturing the complete meaning and essence of language. For instance, a phrase like "kick the bucket" to denote someone's demise may confound AI systems reliant on literal translation. Additionally, cultural references, humor, and contextual wordplay that hinge on shared knowledge may elude accurate interpretation by AI. The limitations of AI in capturing the multifaceted aspects of language highlight the challenge of reproducing the richness and complexity of human communication. Consequently, the tools may possibly generate less contextual texts and lead to misinterpretations.

On the other hand, grammar and spell-checking tools may not consistently detect all errors or could generate erroneous feedback, resulting in feedback or corrections that are not entirely accurate. These tools have limitations that can impact their effectiveness. One limitation is their potential to mistakenly flag correct language usage as incorrect, known as false positives, or to overlook actual errors, known as false negatives. These inaccuracies can lead to confusion and unnecessary revisions for the writer. Moreover, the use of AI-assisted tool may lead to a decrease in learners' self-reliance, critical thinking, and language skills development, as they may become overly dependent on the software for corrections and suggestions. They will have a minimum exposure to a process of meaning-making writing activities that shapes students' learning and skill development.

DISCUSSION

Writing is a complex activity and requires the writers' literacy, reading navigation, and critical thinking skills to construct a cohesive, concrete, concise, clear, and grammatically correct sentences (Deane et al., 2008). Among the many types of AI-powered tools in L2 writing (see Figure 3), ChatGPT has received a global attention from scholarly communities in just within a year since its launch. However, the growing popularity of ChatGPT also legitimizes the need for a critical examination of its limitations and ethical implications, particularly in academic and educational contexts (Hong, 2023).

The findings regarding Grammarly in L2 writing instruction reveal several insights. Firstly, Grammarly worked better in students with advanced language proficiency compared lower proficiency students. They require more personalized assistance to fully leverage the advantages of such AI tools. This finding highlights the importance of differentiated instruction to address the diverse needs of students (Bantis, 2008; Chapman & King, 2009). Therefore, the combination of the "process approach to writing" and "differentiated instruction approach" can enhance the development of L2 writing instruction (Ismail, 2019). Thus, using AI-powered tools and differentiated instruction altogether in L2

writing class can help students mitigate language barriers and improve their writing skills more effectively. Moreover, the absence of social and psychological aspects of the writing process with Grammarly confirms that AI cannot replace the role of teacher-student interaction (e.g., peer-feedback and teacher-feedback) but rather as a complement or tool in writing (Muna et al., 2023). AWE tools like Grammarly can be valuable aids, but they should be integrated into the writing process in a way that complements and enhances the role of peer feedback and peer interaction, ultimately contributing to more effective and comprehensive writing education.

Similar to Grammarly, Criterion should also be used as complementary resources to assist L2 writing teachers in providing feedback to students, confirming the importance of teachers' agency and cognition in AI-assisted writing tool (Li, 2021). In the case of L2 novice writers, scaffolding strategies are essential to help them utilize AWE tools effectively and enhance their metalinguistic competence (Liang, 2007). This metalinguistic competence is central to understanding and addressing linguistic issues during the writing process (Gutierrez, 2008). Furthermore, the studies highlight the importance of teachers mentoring beginning writers in using AWE tools. This mentorship is essential for helping students interpret AWE feedback meaningfully, navigate the AWE system, and develop their writing skills effectively (Barrot, 2021).

Another AI-powered assisted writing assessment tool is Pigai which is widely used in China. As commonly found in other AI writing robots, it mainly points out errors without providing detailed corrections, while teachers' feedback typically covers a wider range of error categories and offers specific corrections. As Zhang (2022) proposed a refinement for Pigai, writing instructors and AWE developers should collaborate to upgrade the systems. Although AI-powered AWEs (e.g., Grammarly, Criterion, and Pigai) are designed for self-regulated writing tools, students with low metalinguistic competence will find them complicated without teachers' scaffolding and mentoring.

Although Grammarly, Criterion, and Pigai are widely used as AWE in L2 context, ChatGPT penetrates with a more advanced language model that can generate texts and information in just a few seconds. However, L2 writers (mostly novice) might not be able to use the tool effectively due to several issues (see Figure 4). The writing students must possess a thorough understanding of the ethical aspect and academic integrity, demonstrating respect for the principles of originality in their work. Apart from receiving the benefits, on the other hand, they are also worried about academic honesty and fairness in writing (Yan, 2023). With this in mind, plagiarism in L2 writing context with ChatGPT can also be a serious concern (Jarrah et al., 2023). Therefore, there is a need for institutional policies, procedures, and workshop regarding the use of ChatGPT in educational context (Cotton et al., 2023). Moreover, providing a workshop on improving the writing students' information literacy skills and linguistics competence can help them develop a more holistic and effective

approach to L2 writing. With this in mind, the writing teachers will be able to anticipate the learning loss with ChatGPT, thus promoting the students critical thinking and scaffolding while working with the tool. In other words, L2 writing with ChatGPT for students with limited metalinguistic competence requires coaching and mentoring strategies to guide them in effectively using the tool and understanding the feedback it provides, ultimately enhancing their language proficiency and writing abilities.

Regarding the L2 writing accuracy, most AWE tools are perceived effective in providing surface-level feedback, especially for students with advanced language proficiency (Xu & Zhang, 2021). However, novice writers might not be able to understand the AWE feedback without detailed corrections and explanations of why such errors occurred. Therefore, they often prefer receiving peer feedback to using AWE (Ginting & Fithriani, 2022). Therefore, challenges in using AWE tools in L2 writing context, including language model ChatGPT, are multifaceted (see Figure 5). These challenges encompass issues related to proficiency levels, feedback comprehensibility, and the preference for peer interaction in the writing process, highlighting the need for a balanced and supportive approach to integrating AWE tools into L2 writing instruction.

CONCLUSION

The research findings in the realm of L2 writing with AI-powered software shed light on a multitude of critical aspects. These findings emphasize several constraints faced by the students when incorporating AI tools into the writing practice. Writing is a complex and a meaning-making process, thus calling for teachers' effective scaffolding strategies and active mentoring. These strategies are crucial to help learners, particularly novices, navigate AI-powered tools effectively and enhance their metalinguistic ability. The utilization of AI-powered tool in L2 writing highlights the need for comprehensive guidance and training, as well as teacher presence and involvement in the writing process. In this context, teachers must continue to adapt and evolve their instructional methods to leverage the advantages of AI while mitigating its ethical challenges. These findings not only deepen our understanding of the dynamic relationship between AI technology and L2 writing but also emphasize the importance of a holistic and ethical approach to writing instruction. As technology continues to advance, teachers must navigate the ever-evolving landscape of AI-powered tools, using these insights to create effective, ethical, and empowering learning experiences for their students.

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CONFLICT OF INTEREST

No conflict of interest reported by the authors


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Review Article

The Photovoice Project: Fostering Students' Autonomous, Collaborative, and Authentic Business/Engineering English Learning Experiences

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ABSTRACT

This perspective article elaborates an instructional approach to business English learning utilizing a photovoice project as a strategy to promote a real-world learning encounter. In professional and vocational colleges, project-based learning (PBL) is an instructional strategy for promoting autonomous, collaborative, and authentic learning nuances. This article sheds light on how photovoice project fosters the students' technical and business English learning experiences. The project empowers students to take charge of their learning, work collaboratively, and engage in real-world business context. This paper presents the concept of photovoice, learners' autonomy and collaboration towards photovoice, authentic business English learning encounters, technology-integrated photovoice, project evaluation, and case studies on photovoice project. On top of that, language teachers can utilize project-based photovoice as a valuable tool for promoting innovative and engaging business English learning activities, thus providing students with contextual-based learning environment and preparing them for the real business world. It also brings several implications: 1) for vocational English teachers, implementing photovoice projects offers a powerful tool to create innovative and engaging learning activities, 2) for students, these projects provide a contextualized learning environment that prepares them for the real business world by developing practical language skills and industry-specific knowledge, and institutions will benefit by fostering an educational approach that bridges classroom learning with real-world applications, thereby enhancing the overall quality and relevance of their programs.

Keywords: *Photovoice; PBL; business English; Engineering English; and contextual language learning*

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INTRODUCTION

In Indonesian vocational higher education and All India Council of Technical Education, project-based learning (henceforth PBL) has emerged as a valuable instructional strategy, offering students opportunities to develop autonomy, collaboration, and authenticity in their learning (Anas et al., 2021). To date, research on photovoice has been well-documented in the literature (Kokotsaki et al., 2016; S. Wang, 2020); however, little investigation addresses how photovoice is integrated in PBL approach to promote authentic business English and engineering English learning experiences. For this, research based on observations was done in the Indonesian vocational English classroom and the Indian engineering and technical English classroom. This article delves into the transformative potential of photovoice projects in fostering students' business and engineering English learning experiences. By engaging in photovoice projects, students are empowered to assume control over their own learning, work collaboratively with their peers, and actively engage in real-world business contexts (Thomas, 2017). This paper aims to introduce the concept of photovoice, explore the role of learner autonomy and collaboration within photovoice projects, highlight the authentic business English learning and technical English encounters facilitated by such projects, discuss the integration of technology into photovoice projects, examine project evaluation methods, and present case studies that demonstrate the effectiveness of photovoice projects. Furthermore, language teachers can leverage project-based photovoice as a powerful tool to promote innovative and engaging business and technical English learning activities, creating a contextually rich learning environment that prepares students for the challenges of the real business world.

Authenticity plays a pivotal role in business English learning (Andrews, 2004), and photovoice projects offer a unique opportunity to expose students to real-world business contexts (Laur, 2013; Madoyan, 2016). For example, photovoicing small-medium enterprises (SMEs) provides the students with real-world business activities, thus improving their business communication skills, interactions, and competencies. Through photovoice, students are encouraged to explore authentic business/engineering scenarios, conduct interviews with professionals, capture images that reflect business practices, and develop narratives that reflect their insights. This immersion in authentic business/engineering experiences provides learners with a deeper understanding of business and technical English, exposes them to industry-specific vocabulary and jargon, and enables them to develop communication skills relevant to professional settings. Photovoice projects thus bridge the gap between classroom learning and the real business world, creating a meaningful and relevant learning environment for students (Evans-Agnew & Strack, 2022).

“Photovoice projects are an inquest about the learners’ domain knowledge within themselves.”

On the other hands, the integration of technology into photovoice projects further enhances students' learning experiences and outcomes (Edwards et al., 2012). With the aid of digital tools and platforms, students can capture, edit, and share photographs, as well as create multimedia presentations that showcase their understanding and creativity (Bereczki & Kárpáti, 2021). The use of technology not only enhances students' technical skills but also aligns with the demands of the modern business and technical landscape, where proficiency in digital tools and communication platforms is essential. Additionally, the inclusion of case studies further illustrates the potential and effectiveness of photovoice projects in business and engineering English learning, providing practical examples of how students have benefitted from this approach and highlighting their success in developing language skills and professional competencies.

PHOTOVOICE AND BUSINESS ENGLISH LEARNING

Photovoice is a visual method and transformative process that enables individuals to identify, depict, and amplify the essence of their community using a distinct approach to photography (Wang & Burris, 1997). It is a groundbreaking approach that can be implemented in business and engineering English learning, utilizing the potency of photography to empower individuals and encourage their active involvement in addressing business/engineering-related challenges. In this approach, participants, typically business/engineering English learners, use photography as a medium to capture images that reflect their perspectives, experiences, and concerns within the realm of business/engineering technology. By utilizing photovoice in business/engineering English learning, learners are provided with a platform to share their stories, challenge conventional notions, and advocate for positive changes in business/engineering practices. According to Sutton-brown, (2014), photovoice is a type of participatory learning where learners are actively involved in the project. It can be used a teaching tool where students engage themselves in learning with visual methods (Schell et al., 2009). With this in mind, photovoice in business English learning encourages learners to actively participate in projects and take ownership of their learning process. Moreover, photovoice empowers learners to become active contributors to their own learning journey, ultimately preparing them for the challenges and complexities of the business world.

Incorporating photovoice into education offers students a range of benefits (Schell et al., 2009), including business/engineering English learning. One of the key advantages is that it promotes a sense of authenticity and real-world applicability (Massengale et al., 2016). Through photovoice, students have the opportunity to capture images that are directly linked to the business and technical environment, such as its snapshots of workplaces, professional settings, or industry-specific objects. This hands-on approach enables them to engage with genuine business/engineering contexts, fostering a deeper comprehension of business and technical English vocabulary, concepts, and effective communication

strategies. By connecting language learning to real-life situations, students gain practical knowledge that can be directly applied in professional settings.

Photovoice provides a tangible and visual way for students to explore and interact with the business world, bridging the gap between classroom learning and real-life experiences (Andrews, 2004). Secondly, photovoice encourages creativity and self-expression (Christensen et al., 2020). By capturing images and composing narratives, students can express their unique perspectives, ideas, and insights on business/engineering-related topics. This creative process fosters innovative thinking and encourages students to think critically about the visual representation of their ideas. Through stories and interpretation, students develop their language skills by selecting appropriate vocabulary, constructing coherent narratives, and effectively conveying their thoughts in a business/engineering context. Furthermore, photovoice facilitates reflection and deeper learning (Horwitz, 2012). As students analyze and interpret their photographs, they are prompted to reflect on their own experiences, values, and understandings of business realities. This reflective practice enhances their metacognitive skills and encourages them to think critically about their role in the business world. By discussing and sharing their photographs and narratives with peers, students engage in meaningful discussions, further expanding their understanding of business/engineering English concepts and perspectives. Therefore, project-based photovoice combines the principles of project-based learning with digital photography to offer an engaging and authentic approach to business/engineering English learning. It promotes autonomy, creativity, and critical thinking while providing a real-world context for language practice. By utilizing photovoice, students can explore business/engineering-related themes, express their ideas visually and verbally, and deepen their understanding of business/engineering English concepts and communication strategies.

LEARNERS' AUTONOMY AND COLLABORATION TOWARDS PHOTOVOICE

Project-based photovoice serves as a powerful tool in promoting autonomous learning by empowering students to take ownership of their learning process (Yuliani & Lengkanawati, 2017). Through this strategy, students are given the freedom to choose their own topics, plan and execute their projects, and make decisions independently. This autonomy not only fosters a sense of responsibility but also encourages students to actively engage with their learning materials and take control of their educational journey. By allowing students to have a say in their project's direction, they become more invested in the learning process and develop a sense of ownership over their achievements. Furthermore, self-reflection and goal setting play crucial roles in promoting autonomous learning in project-based digital photovoice. Students are encouraged to reflect on their progress, evaluate their strengths and weaknesses, and set goals for improvement. This reflective practice enables them to become self-directed learners who take the initiative to identify areas for growth and devise strategies to enhance their learning outcomes. In other words, photovoice serves as

methodological guide to explore social phenomena (Sutton-brown, 2014). By reflecting on their experiences and setting meaningful goals, students develop a deeper understanding of their own learning styles, preferences, and strengths, ultimately becoming more self-reliant in their educational pursuits.

Photovoice not only promotes autonomous learning but also nurtures collaborative learning and genuine participation in the society (Warne et al., 2013). Students have the opportunity to work in teams, where they can brainstorm ideas, share responsibilities, and provide feedback to one another. This collaborative aspect enhances the learning experience by encouraging peer interaction, constructive discussions, and the exchange of diverse perspectives. By engaging in collaborative projects, students learn the value of effective communication, teamwork, and negotiation skills, which are essential in real-world business/engineering settings. In photovoice project, teamwork and collaboration become vital components of the learning process. Students learn how to work together, leverage each other's strengths, and overcome challenges collectively (Kokotsaki et al., 2016; Thomas, 2017). Through collaborative tasks, they develop essential interpersonal skills, such as active listening, empathy, and conflict resolution, which are crucial for successful teamwork and collaboration. By participating in group activities and exchanging feedback, students not only enhance their understanding of the subject matter but also develop valuable skills that can be transferred to future collaborative projects and professional environments. In other words, students not only develop their independence and self-directed learning skills but also acquire essential teamwork and communication abilities, preparing them for future success in both academic and professional settings.

AUTHENTIC BUSINESS/ENGINEERING ENGLISH LEARNING

The integration of a photovoice project into business/engineering English learning facilitates the creation of authentic and participatory learning experiences for students (Baker & Wang, 2006). By actively engaging in this project, students are afforded the opportunity to immerse themselves in real-world business scenarios, thereby enhancing the authenticity of their educational encounters. This is achieved through various means, such as conducting interviews with professionals and capturing genuine images that depict diverse aspects of the business environment. These activities enable students to gather valuable insights, perspectives, and experiences, thereby deepening their comprehension of business practices and enhancing the authenticity of their learning journey.

The utilization of authentic language, business vocabulary, and industry-specific knowledge holds paramount importance within the photovoice project for business/engineering English learning. The immersive exposure to real-world business/engineering scenarios allows students to become acquainted with authentic language use, thereby refining their linguistic proficiency and honing their ability to navigate professional communication. The incorporation of industry-specific terminology,

business jargon, and idiomatic expressions prevalent within the business domain contributes to the development of students' linguistic competence. By immersing themselves in authentic language contexts, students not only refine their communicative skills but also cultivate a profound understanding of the cultural and contextual intricacies integral to successful business interactions. However, they need teachers' guidance to help them figure out their contextual learning experiences (Erbaggio et al., 2012; Jenkins, 2011; Madoyan, 2016).

Overall, the integration of the photovoice project into business/engineering English learning empowers students to actively engage with authentic business/engineering scenarios. It can be used as reflective methodology (Hoffmann, 2024). Through the process of conducting interviews, capturing genuine images, and constructing narratives pertinent to business topics, students gain invaluable firsthand experience and insights into the intricacies of the business world. Additionally, the incorporation of authentic language, business vocabulary, and industry-specific knowledge further enriches students' ability to communicate effectively and confidently within professional settings. This authentic pedagogical approach equips students with the essential language skills and cultural understanding necessary to thrive within the authentic business landscape.

TECHNOLOGY-INTEGRATED PHOTOVOICE

Integrating technology into photovoice projects in language learning offers a dynamic and interactive approach that enhances student engagement and business English learning. Photovoice, a participatory action research method that combines photography with social advocacy, encourages students to capture and discuss their experiences and perspectives through images (López et al., 2005; C. Wang & Burris, 1997). When integrated with technology, photovoice can leverage digital tools such as smartphones, tablets, and social media platforms to create a more immersive and interactive learning experience (Malka, 2020). For instance, students can use digital cameras or smartphone apps to take photos and then upload them to collaborative platforms like Google Classroom or Padlet, where they can write descriptions, share reflections, and receive feedback from peers and instructors. This digital integration not only makes the project more accessible and engaging but also helps students develop essential digital literacy skills alongside their language skills.

One example of a technology-integrated photovoice project is having students document aspects of their daily lives or cultural experiences through photographs and then present these images in a digital format (Anas & Nur, 2022). Students can use tools such as Adobe Spark or Microsoft Sway to create multimedia presentations that combine their photos with audio recordings and written narratives. This allows them to practice their speaking, writing, and listening skills in a cohesive project. For instance, a student might photograph their local market and create a narrative explaining the cultural significance of

the market, the types of goods sold, and interactions with vendors (Díez et al., 2017). By doing so, students not only enhance their vocabulary and descriptive language abilities but also gain a deeper understanding of their own and others' cultures.

Another effective application of technology-integrated photovoice in language learning is through social media platforms (Foster et al., 2023). Teachers can create private groups on platforms like Facebook or Instagram where students can post their photovoice projects, comment on each other's posts, and engage in discussions. This method provides a real-world context for language use, as students must write captions, respond to comments, and interact in the target language. For example, students learning English can document aspects of their community that reflect environmental issues, post their photos with explanatory captions, and discuss potential solutions with classmates in the comments section. This not only reinforces language skills but also promotes critical thinking and collaborative problem-solving. Through these technology-integrated photovoice projects, language learners can experience a richer, more interactive, and socially relevant language learning process. Through these developments in learners, the educators can see the interest, competence and recognition of the learners (Henderson et al., 2023). Photovoice projects are an inquest about the learners' domain knowledge within themselves.

PROJECT EVALUATION

Evaluating project-based learning (PBL) involves assessing both the process and the outcomes of student projects to ensure that learning objectives are met and students develop essential skills. One critical aspect of PBL evaluation is formative assessment, which occurs throughout the project's duration. This involves providing continuous feedback to students on their progress, helping them refine their ideas, and guiding them toward effective problem-solving strategies. Teachers can use various formative assessment tools, such as journals, progress reports, peer reviews, and teacher-student conferences, to monitor students' ongoing work. For example, in a language learning project where students create a digital story, teachers might review drafts, offer feedback on language use, and suggest improvements on narrative coherence and technical aspects of the project.

Summative assessment, on the other hand, evaluates the final product and the overall learning outcomes of the project. This type of assessment focuses on the quality of the finished project, the depth of understanding demonstrated by the students, and the skills they have developed throughout the project. Teachers might use rubrics that outline specific criteria, such as creativity, content accuracy, language proficiency, collaboration, and presentation skills, to evaluate the final projects. For instance, in a history project where students create a documentary, the rubric might assess the historical accuracy, the narrative structure, the effectiveness of the multimedia elements, and the clarity of the spoken and written language. Summative assessment provides a comprehensive overview of what

students have learned and how well they can apply their knowledge and skills in a practical context.

Reflective assessment is also a vital component of evaluating PBL. This involves encouraging students to reflect on their learning experiences, the challenges they faced, and the strategies they used to overcome them. Reflective assessments can be conducted through self-assessment questionnaires, reflective essays, or group discussions where students share their insights and learn from each other's experiences. For example, after completing a group science project on environmental sustainability, students might write a reflection on what they learned about the topic, how they collaborated with their peers, and how they managed any conflicts or difficulties during the project. This reflective practice not only helps students internalize their learning but also fosters critical thinking, self-awareness, and a deeper understanding of the project's impact on their overall development. Through a combination of formative, summative, and reflective assessments, educators can comprehensively evaluate the effectiveness of project-based learning and support students in their continuous growth and development.

BUSINESS ENGLISH PHOTOVOICE PROJECTS

Photovoice projects in business English learning allow students to capture and analyze diverse aspects of local businesses. These include workplace cultures, marketing strategies, entrepreneurial journeys, customer service practices, sustainability efforts, cross-cultural business practices, and specific business processes. Through photography, students gain firsthand insights into these areas, enhancing their understanding of business English vocabulary, industry concepts, and effective communication skills. These projects promote critical thinking and prepare students for professional settings by immersing them in authentic business contexts. Educators can use photovoice to create engaging learning experiences that bridge classroom theory with practical applications, empowering students to apply their knowledge in real-world scenarios

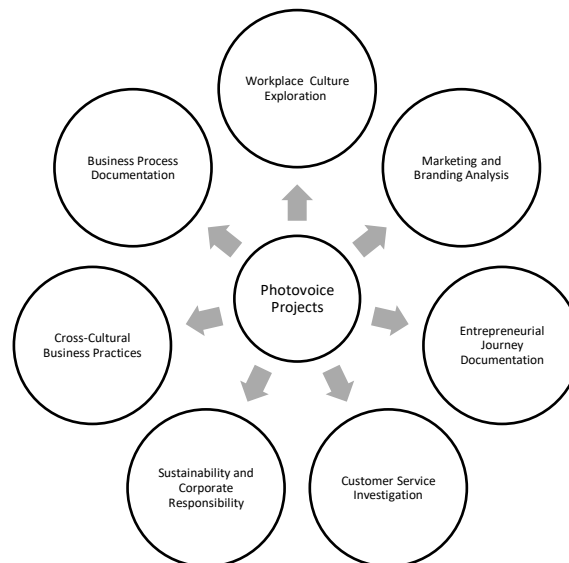
1. **Workplace Culture Exploration:** Students can take photographs that capture different aspects of workplace culture in local businesses. For example, they might photograph office layouts, team meetings, or employee interactions. These images can then be used to create presentations or digital stories that describe the work environment, communication styles, and organizational practices observed. This project allows students to practice business-related vocabulary and cultural nuances while engaging in authentic learning experiences.

2. **Marketing and Branding Analysis:** In this project, students photograph various marketing materials, such as advertisements, product displays, and branding elements in local stores or online. They can analyze these images to discuss marketing strategies, target audiences, and branding effectiveness. By creating reports or presentations based on their findings, students can enhance their business English skills, particularly in the areas of marketing terminology and persuasive communication.

3. Entrepreneurial Journey Documentation: Students can document the journey of a local entrepreneur through photographs, capturing stages such as product development, customer interactions, and business operations. These images can form the basis of a case study or a narrative project where students describe the entrepreneur's challenges, successes, and business strategies. This project encourages students to use business vocabulary and concepts while learning from real-life entrepreneurial experiences.

4. Customer Service Investigation: For this project, students take photos that illustrate customer service practices in various businesses, such as interactions at a reception desk, customer service counters, or service-related signage. They can then analyze these photos to discuss the effectiveness of the customer service approaches observed, providing recommendations for improvements. This exercise helps students develop language skills relevant to customer relations and service excellence.

Figure 1.
Business English Photovoice Project



5. Sustainability and Corporate Responsibility: Students can photograph businesses that implement sustainable practices or corporate social responsibility (CSR) initiatives. Examples might include eco-friendly packaging, recycling programs, or community service events. These photos can be used to create reports or presentations that discuss the business's sustainability efforts and their impact on the community and environment. This project integrates vocabulary related to sustainability and CSR, promoting an understanding of ethical business practices.

6. Cross-Cultural Business Practices: In this project, students photograph examples of business practices influenced by cultural factors, such as negotiation styles, workplace attire, or business etiquette. These images can serve as a starting point for discussions and analyses

of how culture affects business operations and communication. Students can create comparative studies or cultural guides, enhancing their understanding of cross-cultural communication in a business context.

7. Business Process Documentation: Students can document a specific business process through a series of photographs, such as product manufacturing, supply chain logistics, or service delivery. These photos can be used to create a step-by-step guide or instructional manual that explains the process in detail. This project helps students learn and use technical business vocabulary and process-oriented language.

These photovoice projects not only promote authentic and participatory learning but also help students apply business English in real-world contexts, enhancing their language skills and understanding of business concepts.

ENGINEERING ENGLISH PHOTOVOICE PROJECTS

1. Workplace Culture Exploration: Students are instructed to take photographs of different aspects of workplace culture in local engineering environments. For example, they might photograph building construction areas, lathes, auto-mobile shops/repairing units, negotiations on mobile/laptop purchasing, office layouts, team meetings, or employee interactions. These images further develop to create presentations or digital stories that describe the work environment, communication styles, and organizational practices observed. This project supports students' acquisition of specific engineering-related vocabulary and cultural nuances while engaging in authentic learning experiences.

2. Marketing and Branding Analysis: In this project, students' photographs of various marketing materials, such as advertisements, product displays, and branding elements in local stores or online, they can analyze these images to discuss marketing strategies, target audiences, branding effectiveness, differentiate local terms with scientific technical terms, and collaborate in various engineering domains. By creating reports or presentations based on their findings, students can enhance their engineering English skills, particularly in the areas of engineering terminology and persuasive communication.

3. Entrepreneurial Journey Documentation: Students can document the journey of a local engineering entrepreneur through photographs, covering stages like product development, customer interactions, engineering usage, and business operations. This can be used as a case study or narrative project, highlighting challenges, successes, and business strategies. This project encourages students to use business and engineering vocabulary while learning from real-life entrepreneurial experiences.

4. **Customer Service Investigation:** This project involves students analyzing photos of customer service practices in Engineering businesses, such as product production, counters, and signage. They analyze these photos to discuss effectiveness and provide recommendations for improvement, enhancing language skills for customer relations, engineering goods' needs, and service excellence.

5. **Sustainability and Corporate Responsibility:** Students can use their photography skills to document engineering projects that promote sustainability and corporate social responsibility (CSR). Examples include eco-friendly engineering, recycling programs, renewable energy resources, and community service events. These photos can be used to create reports or presentations discussing the sustainability efforts and their impact on the community and environment, promoting ethical engineering practices.

6. **It Cross-Cultural Engineering Practices:** This project involves students capturing images of engineering practices influenced by cultural factors, such as negotiation styles, workplace attire, and engineering roles during natural disasters. These images can be used to analyze how culture impacts engineering operations and communication, and can be used to create comparative studies or cultural guides.

7. **Technical Process Documentation:** This project enables students to create a step-by-step guide or instructional manual for a specific technical process, such as product manufacturing or service delivery, by documenting it using photographs, thereby enhancing their understanding of engineering business vocabulary and process-oriented language.

These photovoice projects not only promote authentic and participatory learning but also help students apply engineering English in real-world contexts, enhancing their language skills and understanding of business concepts. It can be confirmed that photovoice can be used to visualize the engineering identity experiences (Henderson et al., 2023).

CONCLUSION

In Indonesia and All India Council of Technical Education, integrating photovoice projects within project-based learning (PBL) significantly enhances students' business/engineering English learning experiences by promoting learner autonomy, collaboration, and engagement with real-world business/engineering contexts. These projects empower students to document and analyze authentic business/engineering environments, developing practical language skills, industry-specific vocabulary, and a deeper understanding of business/engineering practices. The incorporation of technology enriches the learning experience, fostering digital literacy alongside language proficiency. Evaluative methods, including formative, summative, and reflective assessments, ensure comprehensive understanding and continuous improvement of students' progress. By

leveraging photovoice projects, educators can create innovative, engaging learning environments that prepare students for the complexities of the business/engineering world, ultimately contributing to the development of skilled and competent professionals.

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CONFLICT OF INTEREST

No conflict of interest reported by the authors

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Book Review Article

A Comprehensive Guide to Corpus Linguistics: A Book Review of Corpora in Applied Linguistics

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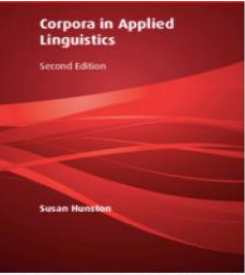
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INTRODUCTION

Corpora have emerged as a transformative tool in the field of linguistics, providing researchers with a robust, data-driven approach to understanding language use. By compiling large collections of texts—ranging from written documents to transcriptions of spoken language—corpus linguistics enables the analysis of authentic language in its natural context. Corpora in applied linguistics have revolutionized the study of language by providing a data-driven approach to understanding linguistic phenomena. By analyzing large collections of naturally occurring texts, researchers can uncover patterns, frequencies, and contextual usages that are not easily identifiable through traditional methods. This approach has not only enhanced the theoretical foundations of linguistics but has also offered practical applications in fields such as language teaching, discourse analysis, and translation studies. As highlighted by Hunston (2002), McEnery and Hardie (2011), and Biber, Conrad, and Reppen (1998), the integration of corpus methodologies into linguistic research has not only deepened theoretical insights but also provided practical tools for educators and researchers alike. Susan Hunston's "Corpora in Applied Linguistics," now in its second edition, serves as a comprehensive guide to these methodologies, reflecting the advancements in the field over the past two decades. This review aims to provide an in-depth evaluation of Hunston's work, highlighting its significance, distinct features, and contributions to the field of applied linguistics.

BOOK CONTENT

In "Corpora in Applied Linguistics," Susan Hunston introduces the concept of corpus linguistics in the first chapter, outlining its history, development, and fundamental principles. Hunston emphasizes the significance of corpus linguistics in modern linguistic research, particularly its role in analyzing large bodies of text to uncover patterns and meanings that might not be evident through traditional methods. This foundational chapter sets the stage for the detailed exploration of various aspects of corpus linguistics in the subsequent chapters.

In chapter 2, Hunston delves into the corpus design, discussing different types of corpora, such as general, specialized, and parallel corpora, along with the considerations involved in their construction. She covers historical perspectives, issues of representativeness and balance, and practical aspects of selecting and compiling corpus materials, providing a comprehensive guide for researchers looking to create their own corpora.

In chapter 3, Hunston explores qualitative methods for analyzing corpus data, focusing on how patterns can be identified through concordance lines. She explains concepts such as phraseology, collocation, and patterning, providing detailed examples to illustrate how meaning can be extracted from corpus data. This chapter underscores the importance of observing language use in natural contexts and highlights the value of qualitative analysis in understanding linguistic phenomena.

Chapter 4 introduces fundamental quantitative techniques used in corpus linguistics, such as frequency counts, relative frequency, normalization, and keyness. Hunston explains

how these methods can be applied to identify significant patterns in large datasets and discusses collocation and lexical bundles, providing examples of how these concepts are used to analyze language.

Building on the previous chapter, Chapter 5 delves into more sophisticated quantitative techniques, including multidimensional analysis and semantic annotation. Hunston explains how statistical methods can be used to cluster texts and words, revealing deeper insights into language patterns. This chapter includes practical examples and visualizations, making complex statistical concepts accessible to readers.

Chapter 6 focuses on the applications of corpora in language learning and teaching. Hunston discusses how corpora can be used to create reference materials, such as dictionaries and grammars, that reflect actual language use. She also explores the development of learner corpora, which contain language produced by language learners, and how these corpora can inform teaching practices. The chapter highlights the practical benefits of using corpora to enhance language education and provides examples of successful implementations.

In Chapter 7, Hunston examines the role of corpora in discourse analysis, exploring how corpus data can be used to study various forms of discourse, including academic and media discourse. She discusses methods for analyzing discourse structures, identifying thematic patterns, and uncovering underlying ideologies. This chapter provides case studies and examples to illustrate the practical applications of corpus-based discourse analysis, demonstrating its potential to reveal new insights into how language is used to construct meaning in different contexts.

Chapter 8 explores additional applications of corpus linguistics beyond language learning and discourse analysis. Hunston discusses the use of corpora in forensic linguistics, sociolinguistics, translation studies, and the detection of fake news. Each section provides examples of how corpus methods can be applied to address specific research questions and practical problems, highlighting the versatility of corpus linguistics and its relevance to a wide range of fields.

In Chapter 9, Hunston addresses the theoretical implications of corpus linguistics, discussing how corpus data can inform and challenge existing linguistic theories. She explores the relationship between corpus linguistics and various theoretical frameworks, such as cognitive linguistics and systemic-functional linguistics. This chapter also considers the role of corpus data in developing new theories of language structure and use, underscoring the importance of integrating empirical data with theoretical perspectives to advance our understanding of language.

The final chapter synthesizes the key themes discussed throughout the book, emphasizing the transformative impact of corpus linguistics on the study of language. Hunston reflects on the future directions of corpus research, considering the challenges and opportunities presented by new technologies and expanding datasets. She concludes with a call to action for researchers to continue exploring the potential of corpora to uncover new insights into language and its use.

"Corpora in Applied Linguistics" by Susan Hunston is a comprehensive and accessible guide to the field of corpus linguistics. The book covers both foundational

concepts and advanced techniques, making it suitable for researchers and students at all levels. Hunston's clear explanations and practical examples provide valuable insights into the applications of corpus linguistics in various contexts. This second edition reflects the significant advancements in the field, offering a thorough and up-to-date resource for anyone interested in the study of language through corpus data.

AUTHOR'S ARGUMENTATION

Reviewing "Corpora in Applied Linguistics" by Susan Hunston is crucial for several reasons. First, it informs the academic community about the book's content, structure, and relevance, helping researchers, educators, and students understand its contributions to the field of applied linguistics. Second, the review offers guidance to potential readers by highlighting the book's strengths and weaknesses, aiding in their decision-making process regarding whether this book meets their specific needs and interests. Third, by discussing the updates and new content in the second edition, the review highlights recent advancements in corpus linguistics, emphasizing the importance of staying current with new methodologies and applications. Lastly, the review encourages critical thinking by engaging with the book's arguments and methodologies, prompting readers to reflect on their perspectives on corpus linguistics.

"Corpora in Applied Linguistics" differentiates itself from other similar books in the field through its comprehensive coverage, practical examples, updated content, and interdisciplinary relevance. Unlike many books that focus exclusively on either qualitative or quantitative approaches, Hunston's book provides an in-depth exploration of both, making it a versatile resource for a wide range of research interests. The book includes numerous detailed examples and case studies, illustrating the practical application of corpus methods in various linguistic contexts, which is particularly beneficial for newcomers to the field. The second edition has been thoroughly revised to incorporate the latest advancements in corpus linguistics, ensuring that readers are up-to-date with current trends. Additionally, the book addresses traditional areas of linguistics while also exploring applications in fields like forensic linguistics, sociolinguistics, and translation studies, showcasing the interdisciplinary potential of corpus research.

The potential contributions of "Corpora in Applied Linguistics" to the field of applied linguistics are significant. By providing a comprehensive guide to both qualitative and quantitative corpus methodologies, the book equips researchers with the tools needed to conduct robust and innovative linguistic studies. The insights into the use of corpora in language education can help educators develop more effective teaching materials and strategies grounded in actual language use data. Furthermore, the book's exploration of corpus-based discourse analysis can lead to a deeper understanding of how language constructs meaning in various contexts, influencing both academic research and practical applications. By addressing the theoretical implications of corpus data and its relationship with linguistic theories, the book contributes to the ongoing development and refinement of linguistic models. Lastly, the book's interdisciplinary approach demonstrates the versatility

of corpus linguistics, encouraging its application in new and diverse areas, thereby expanding the field's impact and relevance.

CONCLUSION

The book "Corpora in Applied Linguistics by Susan Hunston" is essential for several reasons. First, it provides valuable insights into the book's comprehensive content, updated methodologies, and interdisciplinary relevance, aiding researchers, educators, and students in understanding its contributions to applied linguistics. Second, it highlights the book's strengths and weaknesses, helping potential readers decide its suitability for their needs. By discussing the second edition's updates, the review emphasizes the importance of staying current with advancements in corpus linguistics. Moreover, it encourages critical engagement with the book's arguments, fostering reflective thinking among readers. More importantly, Hunston's work stands out for its balanced coverage of qualitative and quantitative approaches, practical examples, and applicability across various linguistic fields. The book's potential contributions include equipping researchers with robust methodologies, aiding educators in developing effective materials, deepening understanding of discourse analysis, and influencing the development of linguistic theories. Its interdisciplinary approach further underscores the versatility and expanding impact of corpus linguistics.


CONFLICT OF INTEREST


No conflict of interest reported by the authors


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Book Review Article

Understanding QRPs and Blatant Misconduct in Applied Linguistics Research: A Book Review of Addressing Questionable Research Practices in Applied Linguistics: A Practical Guide

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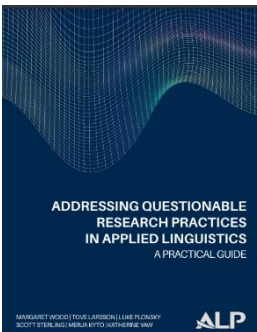
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INTRODUCTION

This book explores the ethical gray area of *Questionable Research Practices (QRPs)*, including its similarities and differences (Butler et al., 2017; Ravn & Sørensen, 2021). It lies between responsible research conduct and clear misconduct like falsification, fabrication, plagiarism. It helps *Applied Linguistics* (henceforth AL) researchers to carry out ethical research which addresses the ambiguity and debate surrounding certain practices, such as data sharing and outlier management. They are often not well covered in traditional research ethics training. There is a need for AL researcher to identify the good, the bad, and the ugly in the research practices (Banks et al., 2016). To enhance understanding and ethical decision-making, the book provides a taxonomy of 58 QRPs, lesson plans, suggested readings, and discussion scenarios for use in research methods courses and workshops.

BOOK CONTENTS

This book aims to provide a comprehensive guide to understanding and navigating Questionable Research Practices (QRPs), which occupy the ambiguous space between responsible conduct of research and blatant misconduct. Divided into three main parts, the book begins with an introduction to the concept of QRPs and their implications for research integrity. Part 2 presents a detailed taxonomy of 58 QRPs, complete with descriptions and video links, categorized across four key stages of the research process: funding, design and data collection, data analysis and interpretation, and write-up and dissemination. Part 3 offers practical resources for educators and researchers, including sample lesson plans, an activity bank, scenarios for discussion, and suggested readings, all designed to enhance ethical decision-making and research quality.

Section 1 of Part 2 delves into the complexities of funding, highlighting eleven unethical practices in AL research. These include biased data collection through cherry-picking³ samples, studies influenced by sponsors for their benefit, and undisclosed conflicts of interest. Additionally, the section addresses misrepresented or false qualifications and exaggerated project impacts, alongside issues such as excessive funding requests and incomplete project outcomes. It also examines instances of improper fund allocation, biased literature reviews, unexpected project relocations, and undisclosed influences from funders on research decisions. These practices put an emphasis on the ethical challenges researchers face in navigating funding influences. Therefore, understanding and addressing these issues is crucial for maintaining integrity in research endeavors.

Section 2 of Part 2 delves into the ethical aspects in research design and data collection, highlighting eleven unethical practices. These include the researchers' attitude in

³ Cherry-picking is selectively choosing data that supports an argument while ignoring contradictory evidence, leading to biased conclusions (Morse, 2009)

electing research variables, convenience-driven instrument selection that favors the researchers' convenience, defaulted methodology, invalid measurement choice, lack of transparency in data collection, biased outcome orientation, design influence oversight, unacknowledged variables, fishing for data, lengthy data gathering process, and forced participation solicitation. Recognizing and addressing these practices is essential for maintaining research integrity and ensuring meaningful contributions to knowledge and society at large. Researchers must strive to uphold rigorous ethical standards to foster trust and reliability in scientific inquiry.

Section 3 of Part 2 delves into data analysis and interpretation, emphasizing fourteen ethical issues in AL research. It includes data manipulation, improper outlier management, lack of transparency in data processing procedures, lack of clarity on analysis strategy, hypothesizing after results, partial data examination, hypothesis-supportive analysis, significance-seeking analysis, neglecting alternative hypotheses, manipulative data substitution, biased variable grouping, inadequate correction for multiple comparisons, improper statistical procedures, and misinterpreted statistical findings.

Section 4 of the guidelines focuses on crucial aspects of research write-up and dissemination practices. First, failing to reference relevant work by other authors is not only frowned upon but also risks being seen as a questionable research practice (QRP). It's essential to acknowledge and cite relevant studies, regardless of whether one agrees with their perspectives, to maintain scholarly integrity and completeness in literature reviews. Second, inadequate description of data analyses or procedures is another QRP. Insufficiently detailed methodological explanations hinder reproducibility and thorough assessment of study outcomes, undermining the study's credibility. Third, not providing adequate data and results description, such as omitting p-values or standard deviations, limits readers' ability to fully grasp study findings and their implications. These practices, though common, detract from transparent and rigorous research dissemination.

Part three of this book provides several examples of lesson plans with various durations, ranging from short workshops to comprehensive research methods. These lesson plans are designed to facilitate effective teaching and learning about Questionable Research Practices (QRPs), offering instructors flexibility to tailor content to specific educational contexts. Additionally, the activity bank within this section provides diverse exercises and discussions to engage learners in critical thinking and ethical decision-making related to research practices. Accompanied by scenarios and QRP examples, as well as suggested readings for further exploration, this section aims to deepen readers' comprehension of QRPs and promote ethical conduct in research.

AUTHORS' ARGUMENTATION

Conducting ethical research involves navigating through numerous decision-making processes, considering colleagues' perspectives, and managing external influences (Larsson et al., 2023). As AL researchers engaged with research ethics and the integrity of scholarly inquiry, this book on QRPs offers a timely and essential resource for both educators and researchers in the field. The detailed taxonomy presented in Part 2 illuminates the multifaceted ethical challenges embedded within each stage of the research process – from funding to write-up and dissemination. The identification of unethical practices such as biased data collection, improper fund allocation, and selective reporting of outcomes highlights the pervasive nature of QRPs and the critical need for vigilance in maintaining research integrity (Xie et al., 2021).

One of the book's strengths lies in its practical approach in Part 3, where it provides AL researchers with a repertoire of lesson plans, activities, and scenarios designed to foster ethical decision-making among students and researchers. By offering diverse teaching materials that cater to various educational settings, including workshops and research methods courses, the book equips researchers with tools to engage learners in meaningful discussions about ethical dilemmas in research. Furthermore, the emphasis on transparency and thoroughness in research write-up and dissemination practices in Section 4 serves as a crucial reminder of the researchers bear in accurately documenting their methods and findings. This book also emphasizes the dos and don'ts for AL researchers in conducting professional investigations, highlighting the importance of ethical considerations and behaviors in fostering integrity, honesty, and accountability (De Costa et al., 2021; Sterling & Gass, 2017; Yaw et al., 2023).

In light of the complexities highlighted across these sections, it becomes evident that fostering a culture of ethical research practices is not only about adhering to guidelines but also about cultivating a mindset that values intellectual honesty and accountability (Aluwihare-Samaranayake, 2012). As readers engage with this comprehensive guide, they are encouraged to critically reflect on their own research practices and actively contribute to upholding the highest standards of integrity in applied linguistics and beyond.

CONCLUSION

This book serves as an indispensable resource for applied linguistics researchers striving to uphold ethical standards in their work. By systematically dissecting QRPs and providing concrete examples across funding, design, data collection, analysis, and dissemination phases, it equips readers with the knowledge and tools needed to navigate ethical challenges effectively. Moving forward, it is imperative for AL researchers to embrace a proactive approach to ethical research conduct. This includes cultivating a robust understanding of QRPs, consistently integrating transparent and rigorous methodologies in

their studies, and fostering a culture of open dialogue about ethical dilemmas within academic communities. By adhering to these principles and leveraging the insights offered in this book, researchers can contribute meaningfully to advancing knowledge in applied linguistics while maintaining the trust and credibility essential to scholarly inquiry.

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Editor In-Chief